

Think College **REPORTS**

ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 4, 2023-2024)

Meg Grigal, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, Cate Weir, and Rebecca Lazo



 ThinkCollege

NATIONAL COORDINATING CENTER

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Think College

REPORTS

ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (Year 4, 2023–2024)

Meg Grigal, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, Cate Weir, and Rebecca Lazo

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

To review other Think College reports visit www.thinkcollege.net

CONTENTS

Background.....	1
Methods.....	3
TPSID Program Overview	4
Student Planning, Advising, and Employment Support.....	8
Academics	10
Residential	16
Employment Services	18
Integration With College and University Systems and Practices.....	25
Strategic Partnerships.....	26
Finances	29
Student Status at Exit	30
Post-Exit Outcome Data	32
Trends	33
Limitations.....	35
Conclusion	36
References	40

On the cover: From left to right, Shauhardha Kshatri (graduate assistant), Curtis Agbotse (graduate assistant), Jeremy Marlor (student in maroon shirt), Luke Matherly (student in ETSU shirt), and Aaron Murphy (Johnson City Commissioner) on East Tennessee State University (ETSU) campus. Jeremy and Luke were giving Commissioner Murphy a “day in the life” tour of the campus.



Think College REPORTS

Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023–2024)

BACKGROUND

The Higher Education Act as amended by the Higher Education Opportunity Act of 2008 (HEOA) contained several provisions to increase access to higher education for youth and adults with intellectual disability. One outcome of these provisions was the appropriation of funds by Congress to create a model demonstration program aimed at developing and expanding inclusive higher education options for people with intellectual disability.

The Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) model demonstration program was first implemented by the Office of Postsecondary Education (OPE) in 2010 through 5-year grants awarded to 27 institutes of higher education (colleges/universities) (see [Think College Projects – National Coordinating Center](#) for more information about these projects). Grants were awarded again in 2015 to a second cohort of 25 colleges/universities to develop or enhance TPSID programs between

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

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

FIGURE 1. MAP OF TPSID 2020-2025 GRANTEES

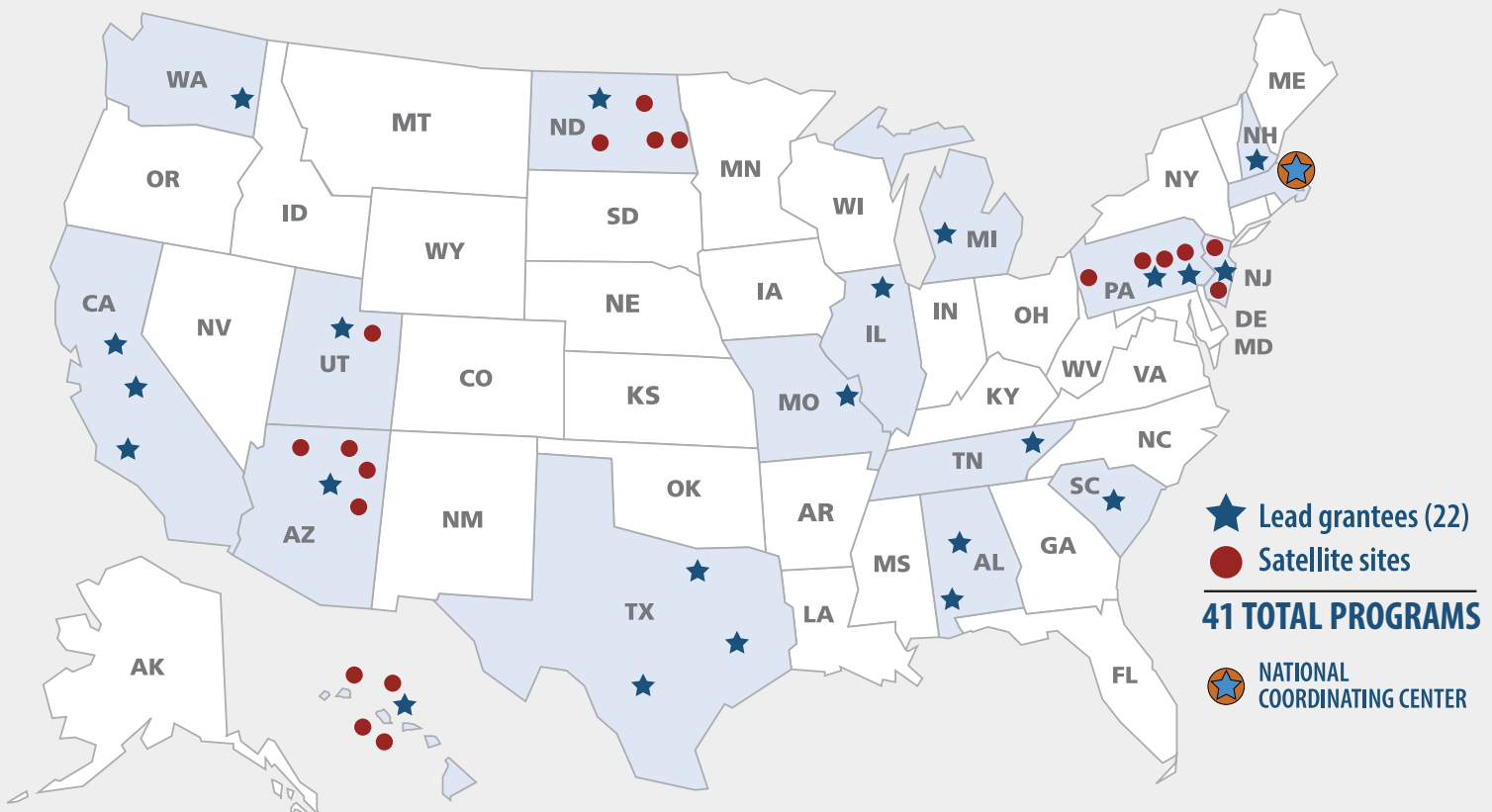


TABLE 1. SUMMARY OF TPSIDS 2023-2024

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED		Can offer financial aid as a CTP (as of 9/30/24)	Total # of students
			Residential campus open to TPSID students	Residential campus not open to TPSID students	Commuter School	Adults only	Dual enrollment and Adults		
AL	University of Alabama	University of Alabama (CrossingPoints Tier 3)	X			X		X	17
AL	University of South Alabama	Univ of South Alabama (2 yr program)*		X		X		X	15
AL	University of South Alabama	Univ of South Alabama (4 yr program)		X		X		X	6
AZ	Northern Arizona University	Northern Arizona University	X			X			2
AZ	Northern Arizona University	Coconino Community College			X	X			13
AZ	Northern Arizona University	Eastern Arizona Comm. College	X			X			1
AZ	Northern Arizona University	Mohave Community College			X	X			7
AZ	Northern Arizona University	Tohono O'odham Comm. College	X			X			1
CA	Cal. State Univ. Fresno	California State University Fresno*		X			X	X	39
CA	Taft College	Taft College*	X				X		30
CA	University of California (Davis)	University of California (Davis)	X			X			33
HI	University of Hawaii at Manoa	University of Hawaii at Manoa*	X			X			1
HI	University of Hawaii at Manoa	Honolulu Community College*			X	X			1
HI	University of Hawaii at Manoa	Kapiolani Community College*			X	X			1
HI	University of Hawaii at Manoa	Leeward Community College*			X		X		6
HI	University of Hawaii at Manoa	Windward Community College*			X	X			2
IL	University of Illinois Chicago	University of Illinois Chicago		X		X		X	13
MI	Calvin University	Calvin University	X				X	X	20
MO	University of Missouri St. Louis	University of Missouri St. Louis - Succeed Program	X				X	X	35
MO	University of Missouri St. Louis	University of Missouri St. Louis - Succeed+ Program	X			X			3
ND	Minot State University	Dakota College at Bottineau*	X			X			2
ND	Minot State University	North Dakota State University	X			X			4
ND	Minot State University	Valley City State University							0**
NH	University of New Hampshire	University of New Hampshire	X			X			5
NJ	Georgian Court University	Georgian Court University	X				X	X	14
NJ	Georgian Court University	Bergen Community College*			X		X		29
NJ	Georgian Court University	College of New Jersey*	X				X	X	38
PA	Millersville University	Millersville University*	X				X	X	18
PA	Millersville University	Commonwealth Univ. - Lock Haven	X			X		X	3
PA	Millersville University	Duquesne University*	X			X			2
PA	Millersville University	Gwynedd Mercy University*	X			X		X	19
PA	Saint Joseph's University	Saint Joseph's University	X			X		X	5
PA	Millersville University	Temple University*		X			X	X	23
SC	University of South Carolina	University of South Carolina	X			X		X	25
TN	East Tennessee State Univ.	East Tennessee State University	X				X	X	20
TX	Texas A&M University	Texas A&M University	X				X	X	21
TX	Texas A&M University - San Antonio	Texas A&M University - San Antonio	X			X		X	18
TX	University of North Texas	University of North Texas	X			X		X	21
UT	Utah Valley University	Utah Valley University			X		X		11
UT	Utah Valley University	Utah State University Eastern	X			X		X	8
WA	Washington State University	Washington State University	X			X		X	25
TOTAL			27	5	8	27	13	21	557

*Also received TPSID funding in 2010-2015 or 2015-2020 (n=15)

** Site was in a planning year

CTP = Comprehensive Transition and Postsecondary Program

This report provides an overview of the descriptive program and student-level data provided by Cohort 3 TPSIDs during the 2023-2024 academic year. Program data include program characteristics, academic access, student support, and integration of the program within the college/university during the fourth year of 2020-2025 funding. Student data include student demographics, course enrollments, employment activities, and engagement in student life. This report also includes information on the strategic partnerships and financial sustainability of TPSID programs.

System Approval and Development

The NCC was charged with developing and implementing a valid framework to evaluate the TPSID model demonstration projects. The Think College Data Network was developed for this purpose, reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients are required to report on, and which are aligned with the Think College Standards for Inclusive Higher Education (Grigal et al., 2012). After extensive feedback and piloting, this data collection effort was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501). An evaluation protocol was programmed into a secure online database using software purchased from QuickBase and used by TPSIDs across all three funding cycles to gather and report student and program data.

Collections approved by OMB must undergo a reapproval process every 3 years. To prepare for reapproval, the NCC team reviewed the collection tool and updated variables to reduce burden, enhance usability, and improve the clarity of data gathered from TPSID programs. Applications for reapproval were submitted to OMB in December 2015, January 2018, and February 2022. The current collection protocol was approved by OMB in August 2022.

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

METHODS

TPSID staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) reported data for the 2023-2024 academic year between October 1, 2023 and September 30, 2024.

The NCC provided training and support to help TPSID staff understand data reporting expectations and the data entry system. All staff responsible for data entry completed the onboarding process shown in Figure 2. We provided TPSID staff with a data entry schedule dividing annual data entry requirements into six interim deadlines. For example, fall term course enrollments were due by January 31, 2024, and spring term course enrollments were due by June 26, 2024. The NCC sent reminders, set up deadline-specific data entry pages, and offered office hours ahead of each deadline. Following each data entry period, NCC staff reviewed program and student data to ensure complete records were entered. When TPSID staff did not fully complete data entry, individualized reminders were sent to direct them to address incomplete records. We held an individual meeting with staff at each TPSID between June and August 2024, to review data entry status and address any remaining areas of needed data entry.

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

We analyzed data using SPSS and Microsoft Excel software to obtain frequencies and other descriptive statistics. In cases where data were missing and a response could not be obtained, we provide the number of programs or students for which data were entered. In some instances, percentage values may not add up to 100% due to rounding.

TPSID PROGRAM OVERVIEW

Number of Programs

The fourth year of the Cohort 3 TPSID model demonstration program commenced on October 1, 2023. The 22 TPSID grantees planned or implemented 41 programs at 39 college and university campuses in 16 states. Eight TPSID grantees planned or implemented more than one program. Twenty-one programs (51%) had enrolled students with intellectual disability before receiving TPSID funds. Fifteen programs (37%) were recipients of previous 2010–2015 or 2015–2020 TPSID funding. Of the 41 programs, 40 programs enrolled students in 2023–2024, and one was in a planning year.

Two new programs were added for 2023–2024, both to the Northern Arizona University TPSID project as additional sites:

- Eastern Arizona Community College
- Tohono O’odham Community College

Two sites included in the Year 3 report are not included in the Year 4 report:

- The TPSID program at Bismarck State College, part of the Minot State University TPSID project, closed at the end of the 2022–2023 academic year.
- Northland Pioneer College, a campus included in the Northern Arizona University TPSID project had no students enrolled for 2023–2024 but was available if students chose to enroll.

See Table 1 Summary of TPSIDs 2023–2024.

In 2023–2024, 14 of the 22 TPSID grants were implemented via a single program at a single college/university. Six operated as consortia with various satellite colleges/universities (Northern Arizona University, University of Hawaii at Manoa,

Georgian Court University, Minot State University, Millersville University, Utah Valley University). There were 23 programs across these six consortia. Two universities (University of South Alabama and University of Missouri St. Louis) each operated two distinct TPSID programs on their campuses. Of the 41 programs, 11 were located at a 2-year college and 30 were located at a 4-year college/university. Twenty-one TPSID programs (51%) had approval as Comprehensive Transition and Postsecondary (CTP) programs in 2023–2024, meaning they were able to offer eligible students access to certain forms of federal student aid.

Student Enrollment in TPSIDs

Enrollment at TPSID programs ranged from 1 to 39 students. There were 557 students attending the 40 active programs, with an average of 14 students per program.

Programs enrolled adult students who were no longer attending high school and transition-age youth who were receiving college-based transition services as part of their final years in high school. Just over two-thirds of programs (n = 27) enrolled only adult students in 2023–2024 while nearly one-third (n = 13) enrolled both high school and adult students. No programs enrolled only high school students. Thirteen percent of students enrolled in TPSID programs (n = 74) were high school students receiving college-based transition services (see Figure 3).

Before entering TPSID programs, most students participated to some degree in inclusive curriculum and educational settings while in high school. Twelve percent of students were in fully inclusive settings, 25% spent most of their time in inclusive settings, 14% spent an equal amount of their time in inclusive and special education settings, and 30% of students spent the majority of their time in special education classes. Eight percent of students were only in special education classes while in high school. One percent of students were homeschooled and 1% attended another type of educational setting. The educational setting was not reported for 9% of students (n = 49).

FIGURE 2. TPSID DATA NETWORK ONBOARDING PROCESS

TPSID DATA REPORTING ONBOARDING PROCESS

TPSID TASKS

NCC TASKS

PHASE 1

LAYING THE GROUNDWORK

Principal Investigator/co-PIs and program directors will:

- Watch video: Welcome to the Think College Data Network
- Review full evaluation tool
- Review data entry schedule
- Determine person(s) responsible for data collection
- Determine person(s) responsible for data entry
- Provide list of data entry persons to NCC

Evaluation Team will:

- Provide links to
 - » Video: Welcome to the Think College Data Network
 - » Full evaluation tool
 - » Data entry schedule
- Respond to questions about data collection, data entry accounts, and data entry process

PHASE 2

LEARNING THE ROPES

All data entry persons will:

- Complete Data Entry Training by watching each video and practicing in Quick Base:
 - » Video 1: Introduction to the Think College Data Network
 - » Video 2: Entering Program Data
 - » Video 3: Student Core and Annual Data
 - » Video 4: Student Career Development and Employment
 - » Video 5: Courses and Enrollments
 - » Video 6: Student Exit Data
 - » Video 7: Post-Exit Follow-Up Data
- Complete data entry certification quiz

Evaluation Team will:

- Create Quick Base account for each data entry person
- Email Data Entry Training link to each data entry person
- Set up each new data entry account with a test site to practice
- Monitor progress toward completion of data entry training
- Respond to questions about data entry
- Confirm to PI/co-PI when each new data entry person has completed training
- Once training is complete, attach each certified data entry account in Quick Base to TPSID site(s) for which they will be entering data

PHASE 3

READY TO LAUNCH!

Data entry person(s):

- Collect data throughout the academic year
- Enter data following the scheduled deadlines

PI/co-PI or program director(s):

- Monitor progress of data collection
- Ensure data entry adheres to scheduled deadlines
- Notify NCC whenever data entry person(s) leave
- Notify NCC when new data entry person(s) start (return to Phase 1 for each new person)
- (For consortia) Notify NCC when new sites join consortium

Evaluation Team will:

- Respond to help requests
- Monitor data entry accounts (remove/add accounts as requested, monitor inactive accounts)
- Hold drop-in webinars prior to each data entry deadline
- Send reminders for upcoming and missed data entry deadlines
- Send automated reminders when it is time to report follow-up data

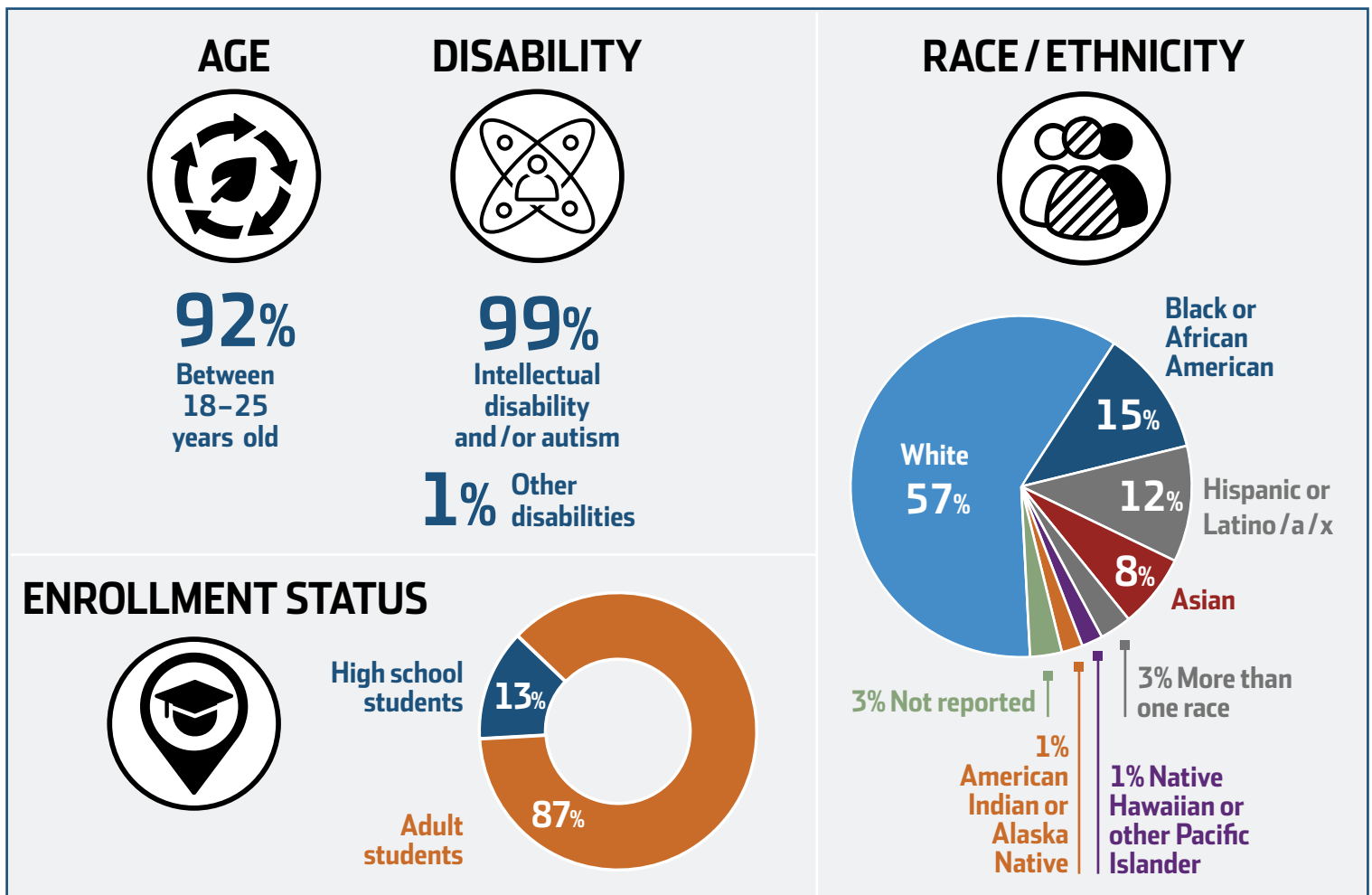
The majority of students were White (57%). Fifteen percent were Black or African American, 12% were Hispanic or Latino/a/x, 8% were Asian, 3% of students indicated more than one race, 1% were Native Hawaiian or Other Pacific Islander, and 1% were American Indian or Alaska Native. Race was not reported for 3% of students (n = 15). The majority of enrolled students (63%) identified as male, 36% identified as female, and another gender was reported for 4 students (1%).

Most students (92%) were between the ages of 18 and 25, with ages ranging from 17 to 39. Almost all students (n = 549; 99%) had intellectual disability and/or autism. Sixty-four percent (n = 354) had intellectual disability but not autism, 30% (n = 167) had both intellectual disability and autism, and 5% (n = 28) had autism but not intellectual disability. Eight students (1%) had other disabilities and not intellectual disability or autism. Over half of

students (56%) did not have a legal guardian. Thirty-four percent had a legal guardian. Guardianship status was not reported for 10% of students (n = 59).

As part of the enrollment process, students submitted one or more forms of documentation to confirm to the college/university they had intellectual disability. Most students (70%) who were reported to have intellectual disability provided a copy of their individualized education program (IEP), 36% provided a neuropsychological or psychological examination report, 11% provided documentation from a physician, 2% provided documentation of their Social Security Administration (SSA) disability determination, and two students (<1%) provided another form of documentation. Intellectual disability was not confirmed through documentation for 20 students (4%) who were reported by the TPSID to have intellectual disability.

FIGURE 3. STUDENT PROFILE (N = 557 STUDENTS)



Retention

The US Department of Education defines the first-year retention rate in higher education as the percentage of a school's first-time undergraduate students who return to the same school the following fall (National Center for Education Statistics, 2022).

To calculate the first-year retention rate for students who attended TPSID programs, we identified students who enrolled in a TPSID program for the first time in 2022–2023 (n = 218). We determined no students had completed a program in a single academic

year. Of the students who first enrolled in 2022–2023, we identified the students who were still enrolled in the TPSID in the following academic year (2023–2024; n = 183). The first-year retention rate for the 2023–2024 academic year was 84%. This compares favorably to undergraduates without intellectual disability. For first-time, full-time, degree/certificate-seeking undergraduate students who enrolled in postsecondary institutions in Fall 2021 (the most recent timeframe for which these data are available), the full-time retention rate was 77% (Irwin et al., 2024).

Baking Up Opportunities

I started as a freshman at North Dakota State University in the fall of 2024. It's only three miles from where I live and has a really good program for people with disabilities. The Transition and Access Program pairs students with a peer mentor, and they help us with classes and writing notes. They help us with whatever we need. I'm living off campus, but they have resources to help students who live on and off campus. At orientation, we were shown around campus and got to know other people. Now that I'm heading off to college, I can talk to more people. In high school, I felt like I had to be more closed off, but now I can open up more, because I'm growing up and becoming more like who I want to be.

At NDSU, I'll take general education classes first. I want to take entrepreneurship classes because I want to open a restaurant one day. In high school, I was in a musical theater class, and I got to perform musicals. It was so much fun, and I was thinking about doing that in college, too. I also want to be part of clubs on campus, like the bowling club.

I'm excited to explore new opportunities, career-wise. I want to open my own restaurant and become a cook. I think having a soda bar at my restaurant would be a good idea, and other food like sandwiches. I've loved baking and cooking since I was 3 years old. I had an Easy Bake oven when I was little, and my favorite shows are on the Food Network. I also have my own cupcake stand and ice cream cart. My business is called Addie Sunshine and Treats, and I've worked lots of events.

College is going to be different from high school, and that's what I'm excited about. All my high school friends went into an 18-to-21 transition program, but I wanted to go to college. I wanted to be different from my friends and grow up without being forced to do something I didn't want to do.

I've always been passionate. I want to become a better business owner, and college will help me with that. I want to open the doors for other people with disabilities and hopefully change the world. If you have that drive to go to college, then do it. You might love it. Take the chance.



Addie Loerzel is giving college a chance!

Reprinted with permission from Minnesota Inclusive Higher Education Consortium, <https://mihec.ici.umn.edu/>

The first - year retention rate for students enrolled in TPSID programs in the 2023–2024 academic year was 84%. In comparison, for first - time, full - time, degree / certificate - seeking undergraduate students who entered postsecondary institutions in Fall 2021 the full - time retention rate was 77%.

STUDENT PLANNING, ADVISING, AND EMPLOYMENT SUPPORT

Academic Advising

Academic advising is the process of helping students match the college/ university's resources to their needs and goals so that they get the maximum benefit from their college experience and, at graduation, are prepared for life after college (NACADA, 2014).

The college/university's typical advising staff and TPSID program staff provided academic advising in various combinations. Twenty-one programs (53%) offered access to both specialized advising by TPSID program staff and typical advising services. In nine programs (23%), students received only specialized advising services and did not access typical advising services. Students in another 10 TPSID programs (25%) received advising only from existing academic advising offices at the college/university.

Person-Centered Planning

Person-centered planning is an ongoing process that supports people with disabilities to problem-solve and plan for their future. In person centered planning, groups of people with interest in an individual's future, including the person, focus on their vision and goals for the future (PACER Center, n.d.).

In 2023–2024, all 40 TPSID programs enrolling students used person-centered planning (PCP) with enrolled students. At 24 programs (60%), PCP began at enrollment, and 16 programs (40%) began PCP before enrollment.

A majority of programs (n = 31, 78%) held PCP meetings for students each academic term. Five programs (13%) held meetings for students annually, one program held meetings once during the student's program enrollment, and three programs (8%) held meetings for students on a different schedule. For example, Texas A&M University reported meeting with students twice per semester.

Programs shared how they used the information gathered through the PCP process. All 40 TPSID programs enrolling students used PCP information for career planning and to plan for student engagement in social activities. Programs also used PCP information for additional planning as depicted in Table 2.

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

Use of PCP Information	% of programs
Career planning	100%
Planning engagement in social activities	100%
Advising/course selection	98%
Planning individual skill development	98%
Development of program study	80%
Determining accommodations and modifications	78%
Determining level of support	78%

Peer Mentor Support

A peer mentor is a college/university student who supports students attending a TPSID program fostering inclusion and promoting development through peer-to-peer collaboration and relationship building. Peer mentors may support development of academic, social, independent living, or other skills needed to succeed in postsecondary education.

Peer mentors provided support to students at 38 TPSID programs (95% of programs with enrolled students). Two students who were enrolled at two different program sites within the University of Hawaii Manoa TPSID chose not to access peer mentoring in 2023–2024. Peer mentoring would have been available to these students if they wanted or needed to access it and students at other sites within the TPSID project did access peer mentoring.

Programs were asked to report how many peer mentors worked with students in 2023–2024 and how many hours of support they provided across the academic year. Mentor counts by program ranged from 1–150 peer mentors with an average mentor-to-student ratio of 2.4 mentors to 1 student in 2023–2024. Across programs, students benefited from over 127,000 hours of peer mentor support, an average of 230 hours per year for each student enrolled in a TPSID program where peer mentoring was used. This is only the second year the NCC has asked for information on number of peer mentors and hours they contributed, and it is possible programs are still refining the ways they collect and report these data.

Peer mentors provided several types of support, including social (at 100% of programs using peer mentoring), academic (97%), independent living (71%), employment (66%), transportation (53%), and campus housing (18%) support. Other peer mentor-provided support reported by two programs included health and wellness and goal setting as part of the PCP process.

When asked how peer mentors were trained and supervised, all 38 TPSID programs using peer mentoring reported implementing a formal training protocol for peer mentor onboarding. Eighty-two percent of programs also indicated holding regular group meetings with peer mentors for supervision, 5% of programs provided periodic refresher

Anna is Picturing Her Future after College

My name is Anna Garvey Tanner. The reason I wanted to attend the Aggie ACHIEVE program at Texas A&M is because I wanted to go to college and have plans after high school. I am currently a sophomore. Since my freshman year, I have gained new friends and have had many different life experiences. I'm currently doing a[n employment] path with the photography/visual media team at A&M. I



Anna poses with TAMU mascot, Miss Rev, or Reveille.

have taken pictures of Miss Rev [or Reveille, the TAMU mascot], Ring Day, and the solar eclipse last spring. I am also interested in content creation as a career path, so hopefully I can work on that.

I have a best circle of friends called ACHIEVE mates and we get together for dinners or just hanging out weekly. Some examples of the experiences I've already had as a sophomore in the program are joining an all-women's organization called Aggie Emeralds. The Emeralds host different events like mixers and social events. There will be a semi-formal in the spring and I am really looking forward to that. Another experience I've had is playing flag football with my ACHIEVE mates and scoring two touchdowns. I was very proud of myself. I also enjoyed going to a tailgate for the Notre Dame game for my twentieth birthday with my family.

College has been so fun but being a student with disabilities in college can be challenging at times. Feeling accepted by myself and others is necessary. It is important to be inclusive and there is lots of behind-the-scenes work going on that nobody understands unless you have a disability. Aggie ACHIEVE helps support me in so many ways and has been very important for my success as a student.

training, and 55% of programs held regular one-on-one meetings with peer mentors. One program indicated one-on-one meetings between peer mentors and the program coordinator as needed.

Twenty-three TPSID programs (61% of programs using peer mentoring) reported all peer mentors received payment for their work. Nine TPSID programs (24%) reported paying some peer mentors and six programs (16%) indicated no peer mentors were paid in 2023–2024.

Some TPSID programs reported peer mentors received academic credit for the support they provided to students. At one program, University of Illinois Chicago, all peer mentors received academic credit in 2023–2024. Twelve programs (32% of programs using peer mentoring) reported some peer mentors earning academic credit. The remaining programs using peer mentoring reported mentors did not receive academic credit.

Peer mentors supported students at 95% of TPSID programs. This included social, academic, independent living, employment, and other types of support.

Employment Support

All 40 TPSID programs enrolling students in 2023–2024 provided employment services and work-related direct support. The most frequently reported source of support was TPSID staff (98% of programs). Employment support was also provided by supervisors at the worksite (83%), career services staff at the college/university (75%), peer mentors (73%), state vocational rehabilitation (VR) staff (63%), co-workers (58%), state intellectual and developmental disability (IDD) agency staff (30%), a separate/contracted employment service provider (25%), and LEA staff for enrolled high school students (20%).

ACADEMICS

Course Enrollments

Course enrollments are reported in two categories: academically inclusive and specialized.

Academically inclusive courses are typical college courses attended by students with intellectual disability and other college students without intellectual disability.

Specialized courses are courses designed for and offered only to students with intellectual disability, often focusing on topics like life skills, social skills, or career development.

Almost all students (n = 551) attending TPSID programs in 2023–2024 enrolled in courses ^[1]. Students enrolled in a total of 4,583 college or university courses (both inclusive and specialized), with an average of eight course enrollments per student. The average number of courses taken was slightly more at 2-year colleges (nine per student) than at 4-year colleges/universities (eight per student).

551 students



enrolled in

4,583 courses



for an average of

8 courses (inclusive or specialized) per student per year

Across all programs, 63% of course enrollments (n = 2,900) were in academically inclusive courses. On average, students took five inclusive and three specialized courses this year. The percentage of enrollments in inclusive courses was higher at 4-year colleges/universities than at 2-year colleges (68% of enrollments at 4-year colleges/universities were in inclusive courses vs. 41% of enrollments at 2-year colleges/universities).

Most students who were enrolled in courses (n = 546, 99%) took at least one inclusive course during the year, and 97% of students took more than one inclusive course. Forty-two percent of students (n = 232) took only inclusive courses. See Figure 4 for examples of academically inclusive courses students enrolled in in 2023–2024.



FIGURE 4. EXAMPLES OF INCLUSIVE COURSES TAKEN BY STUDENTS

Albums and Algorithms
Camp Management and Administration
Careers in Animal Science
Disability, Community, & Advocacy
Educational Psychology
Foundations of Recreational Therapy
Introduction Equine Care and Use
Introduction to Global Politics
Leadership in Organizations
Multimedia Design
Orchestra
Spanish 1
Texas BBQ Cooking

In 88% of programs enrolling students (n = 35) at least 50% of students' course enrollments were in inclusive courses, and in 23 programs (58%) students only enrolled in inclusive courses. See Figure 5 for a list of programs.

FIGURE 5. PROGRAMS WITH 50% OR MORE COURSE ENROLLMENTS IN INCLUSIVE COURSES (N = 35)

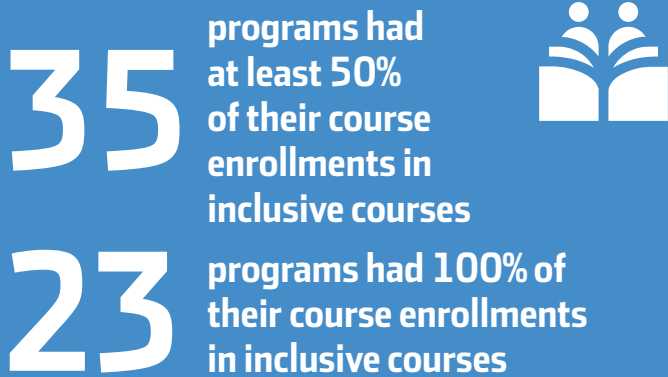
California State University Fresno*
Calvin University
Coconino Community College*
Commonwealth University – Lock Haven*
Dakota College at Bottineau*
Duquesne University*
East Tennessee State University*
Eastern Arizona College*
Georgian Court University
Gwynedd Mercy University*
Honolulu Community College*
Kapiolani Community College*
Leeward Community College*
Millersville University*
Mohave Community College*
North Dakota State University
Northern Arizona University*
Saint Joseph's University*
Temple University*
Texas A&M University – San Antonio*
Tohono O'odham Community College*
University of Alabama
University of Hawaii at Manoa*
University of Illinois Chicago
University of Missouri St. Louis*
University of Missouri St. Louis - PLUS Program*
University of New Hampshire
University of North Texas
University of South Alabama – 2-year program
University of South Alabama – 4-year program
University of South Carolina
Utah State University Eastern
Utah Valley University*
Washington State University
Windward Community College*

*Programs that had 100% inclusive course enrollments (n=23)

Note: Programs are listed in alphabetical order

In 2023–2024, there were five TPSID programs (13% of TPSID programs enrolling students) in which students took fewer than 50% inclusive courses overall. When combined, these five programs accounted for 27% (n = 151) of all students enrolled in TPSID programs and were

responsible for 37% of all course enrollments and 66% of all specialized course enrollments. Therefore, a small number of programs had a substantial impact on the overall percentage of inclusive course enrollments. Within these five TPSID programs, rates of inclusive course enrollments ranged from 28% to 47%. When we excluded course enrollment data from these five programs and re-analyzed enrollments, 80% of course enrollments for students from the remaining 35 TPSID programs were inclusive.



Contact hours

A contact hour is the amount of time a student spends in a class. Understanding the amount of time students spend in inclusive and specialized classes provides another perspective on the degree of academic inclusion in TPSID programs.

Contact hour data showed slightly higher levels of academic inclusion when compared to course enrollment data. Sixty-six percent of all contact hours were in inclusive courses. Thirty-six TPSID programs (90% of programs enrolling students) had at least 50% of contact hours in inclusive courses. Twenty-three TPSID programs reported 100% inclusive contact hours. The percentage of contact hours in inclusive courses was higher at 4-year colleges/universities (69% of contact hours were inclusive) than at 2-year colleges (44% of contact hours were inclusive).



Types of course enrollments

Type of course enrollment was reported for nearly all course enrollments. Forty-five percent of enrollments were in courses offering credits that could only be used toward a TPSID credential, 32% were for standard college/university credit, 21% were courses being audited, and 1% were in not-for-credit or non-credit courses. For three course enrollments, students were unofficially attending or sitting in on the course, and the type of enrollment was missing for seven course enrollments. Students received a grade in 90% of all course enrollments. Students' motivation for 50% of course enrollments was the relationship of the course to their career goals.

Course format

Most course enrollments (96%) were in-person courses. Two percent of course enrollments used a fully online format, and 2% used a hybrid format (online and in-person combined). The course format was not reported for nine course enrollments.

Course format varied slightly between inclusive and specialized courses. For academically inclusive courses, 95% of enrollments were in-person courses, 3% were in fully online courses, and 1% were in a hybrid format. The course format was not reported for three inclusive course enrollments. For specialized courses, 98% of course enrollments were in-person courses, 2% were in hybrid format, and two course enrollments were in a fully online format. The course format was not reported for six specialized course enrollments.

Skill Instruction

Programs were asked to report on instruction offered to students in the following five areas:

1. **Academic skills:** The skills necessary to be successful in college/university courses, such as time management, organization, note-taking, studying, research skills, presentation skills, and writing.
2. **Social skills:** The ability to make and maintain interpersonal relationships through pro-social interactions and communication.
3. **Independent living skills:** The skills an individual needs to live a productive and independent life, such as personal care, money

management, communication, and campus and community navigation.

4. **Self-advocacy skills:** The ability to recognize and communicate one's needs.
5. **Career skills:** The abilities needed to work for pay and have a career.

Ninety-eight percent (39 of the 40 TPSID programs enrolling students in 2023–2024) offered instruction in academic skills. Ninety-eight percent of programs offered instruction in self-advocacy skills, 98% in career skills, 95% in social skills, and 93% in independent living skills.

TPSID programs also reported how students were instructed in each skill area. Across all skill areas, the most popular teaching method was one-on-one instruction, used by 65% to 75% of programs reporting instruction in each skill area.

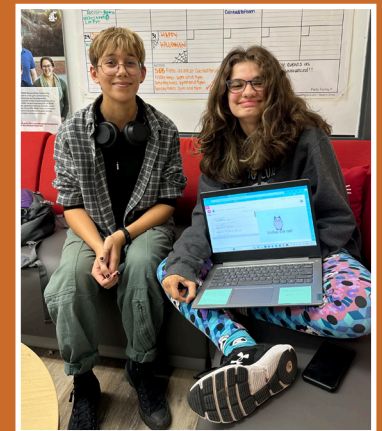
For academic skills, the next most popular instructional methods were college/university seminars, reported by 40% of programs, and specialized courses developed by the program, reported by 35% of programs. Thirty percent of programs teaching academic skills reported using other methods to do so.

For the other four skill areas (self-advocacy, career, social, and independent living), popularity of instructional methods was consistent. The second most popular instructional method was a specialized course developed by the program, used by 40% to 45% of programs teaching each skill, followed by other methods used by 28% to 35% of programs. The least used instructional method for self-advocacy, career, social, and independent living skills was college or university seminar, reported by 25% or less of programs teaching each skill.

Empowering Innovation: Building Inclusive Research Teams with College Students with Disabilities

During her time at WSU ROAR, Samantha (Sam) Longfellow, a recent graduate of the program, joined the research team of two early career faculty in special education at Washington State University. The position on the research team was a paid internship that continued into the summer. During the internship, Sam collaborated regularly with the faculty to move research projects forward while also gaining valuable skills in research and enhancing her technology related skills. When reflecting on this experience, Sam stated: "I didn't know how to do research, and the internship taught me more about what research means, and how to do it." In addition to the research, Sam also expanded her resume immensely, by participating in training offered through the Office of Research, learning new systems and software, and becoming more proficient in data entry and organization. This has all supported Sam in working toward her long-term goal of working at Microsoft.

The special education faculty at WSU were committed to developing inclusive research teams that included people with disabilities as co-researchers, not just participants. In her role, Sam was empowered to develop leadership and advocacy skills; the faculty would ask for her opinion and have her take the lead on a variety of research related activities, including survey development, organization of databases and contact lists, recruitment, and more. Being on the team helped Sam develop her confidence. As a meaningful member of the research team, she moved from being a participant in disability-related research, to a co-researcher on the team. Sam says she "learned a lot from the experience and wants to work more on research." Faculty members said they loved working collaboratively with Sam and seeing how her interests and skills grew over time as they worked on projects together.



Cas (an academic coach) with Sam.

1:1 instruction was the most used teaching method across all skill areas

Academic Support

Seventy-nine percent of students received support or accommodations from the disability services office (DSO) on their campus.

Among the students who received support or accommodations from the DSO, only 6% received all of it from this office. The remaining 94% also received support or accommodations from TPSID staff, faculty, peer mentors, and others. Twenty-one students across two programs located at one university were denied services from their campus DSO in 2023-2024 because the DSO office did not provide services to students in the TPSID program.

Programs were asked to report on the use of individualized learning plans or contracts for students enrolled in inclusive courses. These plans include elements such as accommodations, modifications, assessments, student work to be completed, or individualized learning objectives. Twenty-five programs (63%) reported using individualized plans or contracts for students taking inclusive courses.

Credentials

Students were able to earn a credential at 38 of the 40 (95%) TPSID programs enrolling students in 2023-2024. Two programs reported their credentials were under development at the time of data collection and were anticipated to be finalized and approved for the first graduating students.

TPSID programs offered students access to a total of 127 credentials. At 15 programs (39% of programs where students were able to earn a credential), a single credential was available to students. At 23 TPSID programs (61%), more than one credential was available.

The majority of credentials available to students were certificates (n = 80; 63% of credentials). Additional types included industry certifications (n = 18; 14%); associate degrees (n = 15; 12%); bachelor's degrees (n = 6; 5%); other types of credentials, including digital badges and academic minors (n = 6; 5%); and licenses (n = 2; less than 2%).

Thirty-three TPSID programs (83% of programs enrolling students in 2023-2024) offered a credential approved by the college/university. Thirteen programs (33%) offered an industry-recognized credential. See Figure 6 for examples of credentials available to students at TPSID programs.

FIGURE 6. EXAMPLES OF CREDENTIALS AVAILABLE TO STUDENTS AT TPSIDS

Associate of Science – Early Childhood Education
 Associate of Science in Physical Science
 Automotive Technology Certificate
 Bachelor of Fine Arts in Visual Communications
 Certificate of Competence – Substance Abuse Counseling
 Child Development Associate
 Home Care Aide
 Hospitality for Guest Service Professionals
 Leadership for Personal and Social Impact –
 Certificate of Proficiency
 Welders Helper

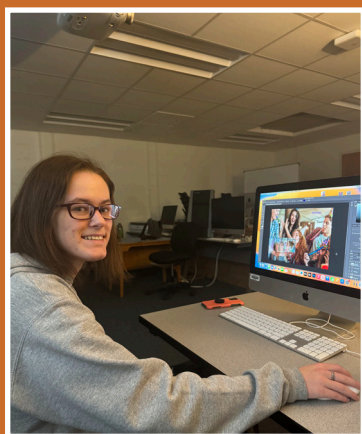
Culminating credentials

A culminating credential is a final and comprehensive recognition or certification awarded upon the successful completion of a program of study. Culminating credentials may take various forms, such as degrees, certifications, licenses, or other formal acknowledgments, depending on the criteria set forth by the educational or professional institution awarding the credential.

TPSID programs were asked to report whether each credential they offered was a culminating credential. Of the 127 credentials offered across TPSID programs, 80 (63%) were reported as culminating credentials. The number of culminating credentials offered by programs ranged from 1 to 9. Most TPSID programs (n = 21) reported offering one culminating credential, seven programs offered two culminating credentials, and 10 programs offered three or more culminating credentials.

Jada's in the Home Stretch

Jada is in her final year at Access ETSU and is interested in photography and journalism. She currently holds an internship with the school newspaper, *The East Tennessean* as



Jada doing photo editing for a class

well as one of our departments here on campus taking photographs for their social media and website. Jada has taken several photography, photo editing, and layout/journalism courses to support her employment goal. She has taken all her courses for credit and is considering obtaining her GED and returning to ETSU in the fall to pursue a degree.

Students enrolled in Access ETSU are classified as university students; they pay the same tuition as any other student and they have the right to enroll in any course within the undergraduate catalog, commensurate with university policies. (Exceptions would be for programs that have additional admissions criteria beyond just being accepted by the university, such as the nursing program.) Students then attend class with the level of support they desire or need per their person-centered planning meeting as coordinated by the Academic Coordinator.

In Jada's case, she attends some of her classes with a peer mentor and some of them independently. She typically relies on the peer mentor to help facilitate communication or problem-solve when she is unsure of what to do. Many of her courses are highly technical and sometimes the peer mentor can provide immediate one-on-one support if needed.

The expected length of time needed to earn a culminating credential ranged from 1 semester to 9 semesters. The most common lengths of time it took to earn a culminating credential were 2 academic years/4 semesters (n = 31 credentials) and 4 academic years (n = 27 credentials).

The majority of students (n = 517; 93%) were pursuing at least one credential, and 63 students (11%) were enrolled in two or more credential programs. Of the remaining students, 37 (6%) were enrolled in a TPSID program where the credential was still under development and three students had not yet decided on a credential to pursue.

Microcredentials

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

Fifteen programs reported their college/university offered all students the opportunity to earn microcredentials. In nine TPSID programs, students were expected to earn a microcredential as part of their program of study. Seven TPSID programs reported developing their microcredentials especially for the students enrolled in the TPSID program.

How the NCC uses TPSID data to support continuous improvement

The NCC uses a data-driven technical assistance approach with TPSIDs, meeting annually with staff from each TPSID site to identify areas of practice quantified by data where practices are well-aligned with TPSID requirements and where the data show need for technical assistance to support improved practices. This iterative review process allows for two-way communication between the NCC and TPSID staff, supports program self-reflection, identifies TPSID technical assistance and training needs, and supports monitoring of demonstrated improvement each year.

The NCC convened its Year 4 data-driven technical assistance calls with each TPSID site from January to April 2024. NCC staff met with each TPSID program, sharing selected data from their program that quantified practices related to student enrollment, enrollment in academically inclusive college courses, program funding and sustainability, employment experiences of students in the program, preparation of students for program exit, and development of meaningful credentials.

These calls helped identify needs for technical assistance. Topics this year included the need for connections with other TPSIDs dealing with or engaging in similar situations, working with and supporting families to look beyond the college experience and focus on employment, resources to support TPSIDs in seeking Comprehensive Transition and Postsecondary (CTP) program approval, and support for accreditation readiness.

As a result of this data review and subsequent discussions, the NCC Technical Assistance team provided technical assistance through resource development and sharing and initiating connections with other programs for issue-specific support.

RESIDENTIAL


Residential Options

In 2023–2024, eight TPSID programs (20% of programs enrolling students) were located at commuter colleges/universities that did not offer housing for any student. Of the 32 TPSID programs located at residential schools, 27 (84%) offered college/university housing to students in the TPSID program, and five did not.

Some programs offered alternative housing options not owned by or affiliated with the college/university. This included one of the five programs at residential schools where college/university housing was not available to students in the TPSID as well as 11 programs that reported availability of college/university-owned or affiliated housing. This means housing was available to students in TPSID programs at all but four residential schools.

Reasons housing was not available to students attending these four TPSID programs at residential schools included lack of access due to matriculation status of students in the program (three programs), not enough housing availability (three programs), and concerns from the college/university (two programs). Two TPSID programs at a single residential campus with no housing available to students plan to offer housing at some point in the future.

84% of programs at residential schools offered college / university housing to students in the TPSID program



Residential Support

The most common residential supports were those provided by a college/university residential assistant or advisor (21 of the 28 programs with housing) and supported by intermittent or on-call staff (15 programs). In four TPSID programs, students received residential support via continuous staff support. In four programs, uncompensated roommates/

suitemates provided residential support to students while in two programs, roommates/suitemates who received compensation provided support. Three programs provided residential support from peer mentors and four TPSID programs reported students did not receive residential support.

Programs were asked to provide insight into the move-in process for students living in campus housing. Thirteen programs offered students a priority move-in date or time different from the traditional college/university move-in dates and times.

The most common support offered to students to help them transition to living on campus was a campus housing orientation provided by the college/university, available to students at 23 TPSID programs. Eleven TPSID programs

offered students access to both the college/university orientation and a TPSID program-specific housing orientation. In two programs, students only participated in a program-specific housing orientation.

Students at seven TPSID programs had access to a summer experience for all incoming students from the college/university. Thirteen programs offered summer experiences unique to the program. Students at 15 TPSID programs attended a program-specific meet-and-greet for students and families.

Student Housing

Nearly two-thirds of students enrolled in TPSID programs in 2023–2024 (n = 355; 64%) lived in college/university housing or housing affiliated with the program at some point

Jacob Found His Way at Wayfinders

Jacob Mason, a graduate of the Wayfinders Program at CSU Fresno, is a 27 year old man with autism who communicates non-verbally. While in college, he worked at the school stables as part of his career exploration class and enjoyed it a great deal. Growing up, Jacob benefited from weekly therapeutic riding sessions, so it made sense that he would like working at the stables while at Wayfinders. Now, Jacob has been working part-time for the past 5 years as an assistant horse trainer with the Square Peg Foundation's job training program at Cadence Farm.

Jacob's time at Wayfinders was life changing. Overall, his college experience was not much different from any other college student's: he attended classes, sports, and community events.

With the support of Wayfinders staff, Jacob learned to shop independently, manage his free time, and communicate more effectively with new people. He learned basic job and money management skills, and even how to host a game night in his apartment.

When Jacob graduated from Wayfinders, he came back ready to live independently, with minimal support services. He continues to use many of the skills he learned while at Wayfinders to continue growing and gaining as much independence as possible in his life.



Jacob leading a horse at Cadence Farm



Jacob driving the Kubata at Cadence Farm

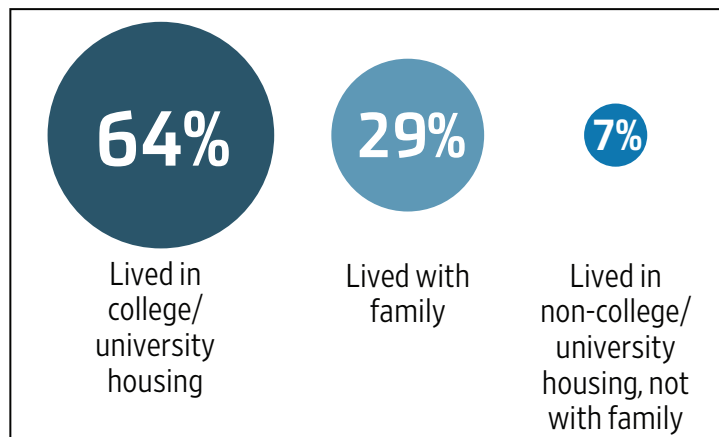
during the academic year. Fewer than one-third of students (n = 163, 29%) lived with their family throughout the academic year, and 39 students (7%) lived in a different setting (see Figure 7).

Only 23% of students (n = 127) attended TPSID programs in 2023–2024 with no access to college/university or other TPSID-affiliated housing. Of the 430 students with the opportunity to access housing, 83% lived on campus or in other accommodations affiliated with the college/university or TPSID program.

Most of the students accessing college/university housing lived in either residence halls (n = 217; 61%) or on-campus apartments (n = 85; 24%). Fifty-three students (15%) lived in off-campus apartments. Eighty-seven percent of students who lived in college/university housing were in inclusive—as opposed to specialized—housing, meaning it was housing available to all college/university students.

Of students not living with family or in college/university or TPSID-affiliated housing (n = 39), 27 students lived independently, 10 lived in a supervised apartment/supported living, and two students lived in group homes.

FIGURE 7. STUDENT PLACE OF RESIDENCE



EMPLOYMENT SERVICES

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

- Career awareness and exploration (CAE)
- Work-based learning (WBL)
- Job Seeking
- Paid Employment

Almost all students (n = 538; 97%) participated in at least one employment or career development activity (CAE, WBL, job seeking, or paid employment). Most students (n = 495; 89%) were engaged either through paid employment, paid or unpaid WBL experiences (e.g., paid internships, work training experiences, or service learning), or both. In the following sections, we provide data on student participation in each type of employment service activity.

Career Awareness and Exploration (CAE) Activities

Career awareness and exploration (CAE) are workforce preparation activities that build awareness of careers and awareness of specific types of jobs within certain careers. Activities involved visiting or learning about workplaces to gain information about an industry or job. Other activities included building general skills required for participating in job search activities.

TPSIDs report information on CAE activities for each student in each term (semester, trimester, or quarter) of the academic year. See Table 3 for a list of specific CAE activities reported by TPSIDs.

TABLE 3. CAREER AWARENESS AND EXPLORATION ACTIVITIES AND DEFINITIONS


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

CAE participation during the year

Table 4 reflects student participation in each CAE activity during the 2023–2024 academic year. Ninety-three percent of students (n = 520) participated in at least one CAE activity. The most common CAE activity was creating or revising a resume (85% of all students), followed by completing an interest inventory (67%), participating in a mock interview (63%), and gathering references (57%).

Examples of other CAE activities students participated in this year included benefits education, composing elevator pitches, and practicing hiring and tax paperwork.

93%



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

The Ultimate Internship

When Nick McGee enrolled in the Integrated Studies program at Gwynedd Mercy University, he had one goal in mind: like thousands of his peers before him, Nick wanted to take part in the Disney College Internship Program at Walt Disney World in Orlando, Florida.

While enrolled at Gwynedd, Nick and his advisor carefully planned not only his course of study but his internships with Disney in mind. Internships are a cornerstone of the Gwynedd Integrated Studies program and students are expected to complete an internship nearly every semester they are enrolled in the program. Some of Nick's targeted experiences included an internship at the local zoo doing a variety of customer facing tasks, ticket taking at a professional theater, and on the event team for a quaint English shopping village, all of which helped to prepare Nick for his ultimate internship with Disney in the spring of 2024.

Nick was hired by Disney to intern as a greeter for Olivia's Cafe in the Old Key West Resort. Internships at Disney are very demanding, Nick was required to work 5 days a week for 7 hours a day helping customers to check in and get them to their seats. When asked Nick said that it was "not even hard, I just loved working there."

Working at Disney didn't just require doing well on the job but also meant living independently a thousand miles from his support system in Pennsylvania. Nick lived in Disney housing at Flamingo Crossing Village East with three other cast members as roommates. Nick shared that he was lucky to get along with his three roommates, but one in particular, "Nick from New York," became his good friend.

Although his time at Disney is over and Nick is now home, he still "misses it every day" and is hoping to go back and work there again. Nick would like everyone to know that if they are thinking about it "just apply" because his experience was "just fantastic."



Nick McGee is ready to work!

Work-Based Learning (WBL)

Work-based learning, or WBL, refers to time-limited activities designed to help students develop and practice workplace-specific skills as well as general employment or soft skills. The primary purpose of WBL is to prepare for a particular job or improve general employment skills. WBL can be paid or unpaid and can be related or unrelated to coursework. Types of WBL include:

- **Internship:** A temporary position, paid or unpaid, with an emphasis on on-the-job training rather than merely employment. An internship is an opportunity to develop specific job-related skills before a worker is qualified for an actual job.
- **Service learning:** WBL activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Student enterprise:** School-based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).
- **Apprenticeship:** A combination of paid, on-the-job training with classroom instruction to prepare workers for highly skilled careers.

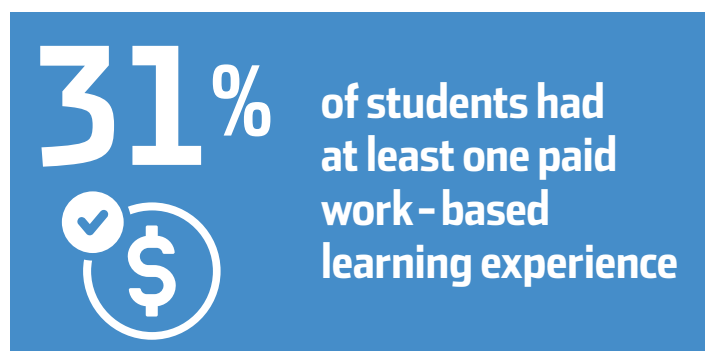
Paid work-based learning

Paid WBL experiences included internships, work training experiences, and service learning. Close to a third of students (n = 172, 31%) had at least one paid WBL experience in 2023–2024. These students had a total of 257 paid WBL experiences. Seventy-three students had multiple paid WBL experiences during the year.

The majority of paid WBL experiences were paid internships (n = 255 internships; 99% of all paid WBL experiences). The other two paid WBL experiences were one field experience and one job training supported by VR.

TABLE 4. PARTICIPATION IN CAE ACTIVITIES IN 2023–2024

	Number of students who participated in activity (N = 557)	Percentage of students who participated in activity
Any CAE Activity	520	93
Resume creation or revision	475	85
Mock interview	349	63
Interest inventory	372	67
Reference gathering	317	57
Informational interview	283	51
Labor market research	308	55
Career fair	268	48
LinkedIn profile creation	259	47
Company tour	207	37
Job shadow	147	26
Other activity	62	11

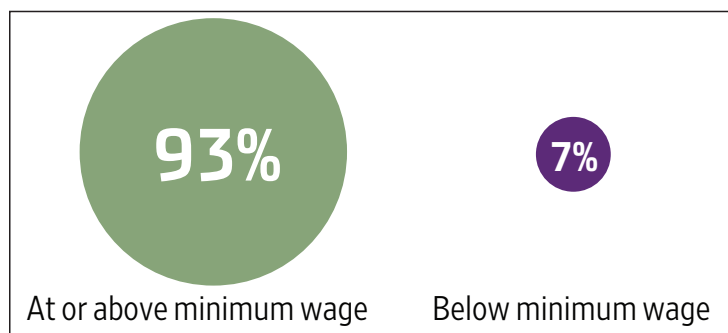


Paid work-based learning wages and hours

The majority of paid WBL experiences (n = 240, 93%) paid at or above the federal minimum wage of \$7.25 per hour, whereas 17 (7%) paid WBL experiences paid below minimum wage (see Figure 8). Fifteen of the sub-minimum wage WBL experiences were paid at \$5 per hour and occurred at a single TPSID program.

For most paid WBL experiences (n = 186, 72%), students worked between 5 and 10 hours per week. For 47 experiences (18%), students worked less than 5 hours per week, and for 24 (9%) students worked more than 10 hours per week. Students were paid by the employer (n = 67, 26% of paid WBL positions), another entity (n = 54, 21%), or most frequently, the TPSID program (n = 130, 51%). Information on the entity paying students was missing for six positions.

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



Unpaid work-based learning

Forty percent of students (n = 223) participated in 374 unpaid WBL experiences in 2023–2024. These included 289 unpaid internships (77% of all reported unpaid WBL experiences), 35 service-learning experiences (9%), nine apprenticeships (2%), and two student enterprises (less than 1%). The remaining 39 unpaid WBL experiences were described as other types of unpaid work, such as volunteering, field placements, and extended job shadow experiences. Unpaid internships were more common than paid internships in 2023–2024 (289 unpaid vs. 255 paid internships). Sixty-eight percent of students who participated in unpaid WBL (n = 152) completed more than one such experience. Figure 9 provides examples of unpaid internship sites.

FIGURE 9. EXAMPLES OF UNPAID INTERNSHIP SITES IN 2023–2024

Animal Shelter
Attorney Office, Prosecutor Academy
Campus Radio Station
Campus Recreation
Community Senior Center
Lab Technician: Biology Museum
Preschool
University Athletics – Men’s Basketball Trainer
Veterinary Teaching Hospital Exotics Ward

Job-Seeking

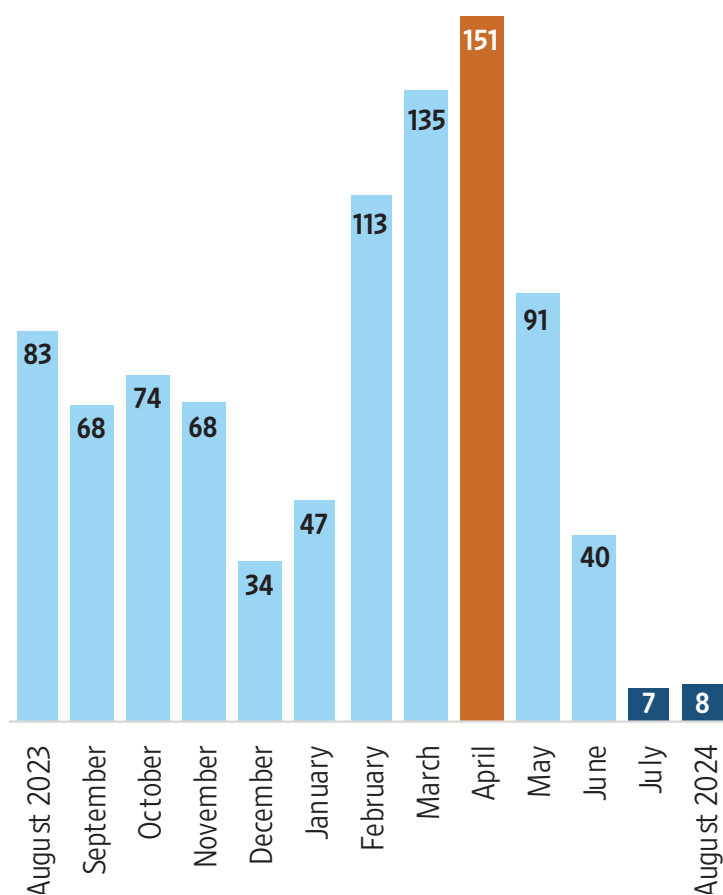
Job-seeking refers to activities by which students apply for and gain paid employment, including completing and submitting job applications and participating in job interviews.

The NCC collected data on job-seeking activities, including submission of employment applications, participation in interviews, and receipt of paid employment offers.

Fifty-five percent (n = 306) of students enrolled in 2023–2024 participated in job-seeking activities. Two hundred ninety-one students (52% of all students) applied for paid employment, 253 students (46%) were interviewed for paid employment, and 239 students (43%) received one or more offers for paid employment.

Students attending TPSID programs applied to a total of 919 employment positions, interviewed for 416 employment positions, and received 314 offers. July and August 2024 were the least active months for submitting employment applications and April 2024 was the most active. See Figure 10 for the number of job applications by month.

FIGURE 10. STUDENT JOB APPLICATIONS BY MONTH



Paid Employment

Paid employment is work with a primary purpose of earning income as opposed to performing work as part of a learning or career preparation activity. Students in employment positions should earn wages at or above minimum wage. These positions do not need to be related to students' long-term career intentions. Paid employment includes the following categories:

- **Individual paid job:** Work in the competitive labor market paid for by an employer at or above minimum wage.
- **Federal work-study:** Part-time positions paid for by the Federal Work-Study program to assist students in financing the costs of postsecondary education. Hourly wages must not be less than the federal minimum wage.
- **Self-employment:** Work conducted for profit or fees, including operating one's own business, shop, or office, and could include the sale of goods made by the student.

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

In 2023–2024, 255 students (46%) engaged in paid employment while enrolled. Students held a total of 334 paid employment positions. Fifty-eight students (23% of students with paid employment) had more than one paid employment position (any type), with some students having three, four, or even five paid employment positions. Ninety-eight students (38%) with paid employment never held a paid job before entering the TPSID.

46% of students had paid employment while enrolled in their TPSID program

Paid employment wages and hours

TPSIDs reported wage information for 303 employment positions. All but two positions paid at or above the federal minimum wage of \$7.25 per hour. Wage information was missing for 31 employment records.

Hours were reported for 332 paid employment experiences. For most employment positions, students worked between 5 and 10 hours per week (56%, $n = 159$); for 27% of positions ($n = 90$) students worked between 11 and 20 hours per week. Students worked fewer than five hours per week for 17% of employment positions, 21 to 30 hours for 5% of positions, and between 31 and 40 hours for 3% of positions. Data on hours worked were missing for two positions.

The employer paid the student directly at 99% of employment positions ($n = 330$) for which this information was reported (data were missing for two of 334 positions). For the remaining employment positions, one was paid by the TPSID program, and one by another entity.

Type of paid employment

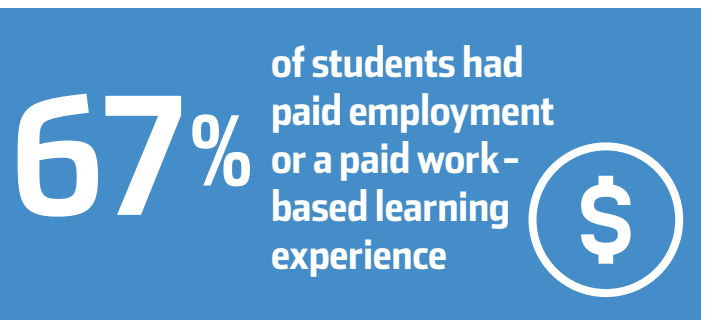
Two hundred twenty-five students (40%) held 287 individual paid jobs. By definition, an individual paid job must pay at least the federal minimum wage, however, wage data were not reported for 23 individual paid jobs. See Figure 11 for examples of individual paid jobs held by students. The remaining paid employment positions were federal work-study (n = 34), self-employment (n = 8), sheltered workshop (n = 3), one group paid work position, and one position where a student worked for a family business.

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

Animal caretaker at Humane Society
Candy maker at Kilwins
Customer Service at Shoprite
Groundkeeper at St Louis Zoo
Instructor at YMCA
Patient transporter at Garden City Hospital
Research Assistant at a university lab
Teacher's aide at Preschool Express

Summary of Paid Positions

Next, we present a composite of paid employment and paid WBL data for the 2023–2024 academic year to assist in comparisons with previous annual reports. In Year 4, 67% of students (n = 371) had at least one paid position while enrolled in a TPSID program. Students attending TPSID programs held a total of 591 paid positions (including employment and paid WBL). Twenty-eight percent of students with a paid position (n = 156) had more than one position, with some students having between two and five paid positions. The most common type of paid positions held by students were individual paid jobs (n = 287, 49% of all paid positions) and paid internships (n = 255, 43%). Other types of paid positions, including federal work-study, apprenticeship, self-employment, service learning, and other work types accounted for 8% of all paid positions (n = 49).



Vocational Rehabilitation (VR) Services

In 2023–2024, 207 students (37%) were enrolled in their state vocational rehabilitation (VR) program and 129 (23%) received services or funding from a state VR program during the year. VR denied services or funding to 19 students^[2]. The services VR most provided were rehabilitation counseling and guidance (39% of the 129 students who received VR services or funding), benefits counseling (26%), job coaching (24%), job readiness training (19%), and social skills instruction (12%).

Other services VR provided to students included assistive technology (4% of students served by VR) and supported or customized employment services (2%). One student received disability restoration services (e.g., therapy, medical/surgical/medicinal interventions, and cognitive strategies) and one student received driver's education.

Thirty-two programs (78% of all programs) partnered with VR agencies in 2023–2024. VR provided direct services to students at 15 TPSID programs (47% of programs that partnered with VR), provided career development opportunities at 15 programs (47%), participated in advisory boards or consulting at 11 TPSID programs (34%), and trained TPSID staff at eight programs (25%). At seven TPSID programs (22%) VR provided paid jobs for students. VR enabled collaboration across postsecondary education programs at three TPSID programs (9%). Six TPSID programs reported VR working with their program in other ways; one example included connecting students with VR to prepare them for their transition out of the TPSID program.

78% of programs
partnered
with state
VR agencies



In 19 TPSID programs (59% of those partnering with VR), VR provided funds for student tuition. In 15 programs (47%), VR provided funds for other student expenses. In eight TPSID programs (25%), VR provided funds for other program expenses like operating expenses.

Nineteen of the 32 TPSIDs partnering with VR (59%) reported collaborating with VR to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA; 2014). In partnership with VR, TPSIDs offered these pre-employment transition services:

- job exploration counseling (18 programs)
- self-advocacy instruction (17 programs)
- counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs (17 programs)
- workplace readiness training to develop social skills and independent living (16 programs)
- work-based learning experiences (14 programs)

INTEGRATION WITH COLLEGE AND UNIVERSITY SYSTEMS AND PRACTICES

Students in all 40 TPSID programs with enrolled students were able to join registered student organizations, and students joined these organizations at 88% of programs. At all TPSID programs with enrolled students, students had the opportunity to attend social events on campus available only to students at the college/university and attended these events.

All TPSID programs reported that enrolled students were held to the college/university's code of conduct.

A code of conduct outlines principles, policies, and procedures governing the activities of the college/university and to which faculty, staff, students, and others who represent the college/university must adhere.

Thirty-four programs (85% of those with enrolled students) reviewed the code of conduct with students. Twenty-six programs (65%) provided students with a copy of the code of conduct; six programs (15%) reported providing a plain language version of the college/university code of conduct. Seven TPSID programs indicated the code of conduct was available to students, but it was not reviewed nor was a copy provided to them.

Almost all TPSIDs (98% of programs with enrolled students) followed the college/university academic calendar. Students were issued official student identification cards from the college/university at all TPSID programs.

Official transcripts from the college/university were issued at 85% of TPSID programs with enrolled students. Seventy-five percent of programs issued only an official transcript from the college/university and 10% of programs issued an official transcript as well as a program transcript (i.e., a transcript not officially from the college/university). Ten percent of TPSID programs only issued program transcripts and two programs (5%) indicated students did not receive a transcript of any kind.

In 2023–2024, students in 37 TPSID programs (93% of programs with enrolled students) accessed various campus resources. The most common campus resources accessed by students were the disability services office (DSO; 90% of programs), the library (90%), computer lab/student IT services (88%), registrar/bursar/financial aid office (88%), bookstore (85%), tutoring services (85%), and the health center/counseling services (83%). Student center/dining hall (80%), sports and recreational facilities or arts/cultural centers (78%), career services (68%), and residential life (60%) were also commonly accessed by students in TPSID programs. Off-campus housing services (n = 9 programs, 23%) was the only resource accessed at relatively few campuses. Students were not reported to have accessed any of these campus resources at three TPSID programs in 2023–2024.

Thirty-six TPSID programs (90% of those with enrolled students) reported students attended the college/university orientation for new students. Twenty-seven of these programs also held a special orientation for students in the TPSID program. Four programs held their own orientation events for new students but reported students did not attend the college/university orientation. Fourteen programs offered a summer transition program for incoming students.

In 22 TPSID programs (55% of those with enrolled students), family members attended the college/university and the programs' orientation events. Eighteen of these programs also held a special orientation for families of students in the TPSID program. Eight programs reported families only attended special orientation events for the TPSID program. Ten programs in operation under two TPSID grantees reported families did not have access to any orientation events for families.

STRATEGIC PARTNERSHIPS

External Partners

External partners are organizations outside the college/university in which the TPSID operates, such as education agencies, VR agencies, employers, and advocacy groups that collaborate with programs to provide resources, services, and opportunities supporting students with intellectual disability.

We asked TPSIDs to report each instance of a partnership with an external organization. For example, if a TPSID partnered with more than one education agency (K–12 or higher education, local and/or regional), they entered a record for each of those partnerships. We asked programs in a planning year to report partnerships, therefore, data in this section include TPSID programs in a planning year and those enrolling students.

Forty TPSID programs collaborated with 399 external partners in 2023–2024 for an average of nearly 10 external partnerships per program. One TPSID program reported no external partnerships for 2023–2024 and reported working to establish partnerships for future years.

Ninety percent (n = 37) of all TPSID programs partnered with education agencies in 2023–2024 and 78% (n = 32) partnered with state VR agencies. See Table 5 for the frequency of TPSID external partnerships.

Programs had the greatest number of partnerships with education agencies, including K–12, higher education, and local and/or regional education agencies (n = 178 partnerships). TPSID programs also had partnerships with community rehabilitation providers (CRPs; n = 41), VR agencies (n = 34), employers (n = 28), advocacy groups (n = 26), University Centers for Excellence in Developmental Disabilities (UCEDDs; n = 20), state IDD agencies (n = 19), and developmental disabilities (DD) councils (n = 15).

Eighteen TPSID programs reported partnering with 19 statewide alliances of postsecondary education programs and five programs partnered with regional alliances in 2023–2024. Other external partnerships (n = 14) included a coaching program, local government, and municipal and community agencies.

TABLE 5. FREQUENCY OF EXTERNAL PARTNERSHIPS

Partner type	Number of TPSID programs	Number of partnerships
Education agencies (K-12 or higher education, local and/or regional)	37	178
Community rehabilitation providers (CRPs)	19	41
Vocational rehabilitation (VR) agencies	32	34
Employers	11	28
Advocacy groups	15	26
University Centers for Excellence in Developmental Disabilities (UCEDDs)	20	20
State IDD agencies	19	19
Developmental Disability (DD) councils	15	15
Statewide alliances of postsecondary education programs	18	19
Regional alliances of postsecondary education programs	5	5
Other	9	14

Programs indicated the types of functions each external partner served. In many cases, programs stated partners supported the TPSID through multiple roles. The most common partner role was serving on an advisory board or as a consultant (37% of all partnerships), followed by providing services directly to students (26%), and enabling TPSID programs to collaborate across programs (23%). Partners also provided training to TPSID staff (13%), provided career development opportunities for students (12%), and provided paid jobs for students (8%). Fifteen percent of partners served other functions.

Internal Partners

Internal partners include departments, offices, and entities within the college/university, such as academic departments, student services, and career centers, that collaborate with the TPSID to support program operations and student success.

For the first time in 2023–2024, we asked TPSID programs to report specifically on collaboration with partners internal to their college/university. To help programs report internal partners, we provided a list 17 types of college/university departments, offices, and entities we identified as key partners to postsecondary education for students with intellectual disability. For each internal partner, we asked programs to indicate whether they interacted with the partner, how frequently they interacted, and whether the partner had an active role in TPSID program operations. We also asked programs to list other types of internal partners. We asked all programs, including the program in a planning year, to report on internal partnerships.

Thirty-eight TPSID programs (93% of all programs) partnered with internal offices, departments, and entities in 2023–2024. The most frequently reported internal partner was the Dean or Chair of the college, school, or department in which the TPSID program was housed (36 programs), followed by the admissions or enrollment office (33 programs), and disability services office (32 programs). See Table 6 for the frequency of TPSID internal partnerships.

In addition to the 17 internal partner types, respondents also reported additional partners in the “other” category. We reviewed these “other” types of internal partners and noticed five departments, offices, or entities multiple TPSID programs collaborated with: specific academic departments or schools within the college/university, TRIO programs and centers, academic advising, career services, and faculty and staff professional development centers.

TABLE 6. FREQUENCY OF INTERNAL PARTNERSHIPS

Internal partner type	Number of TPSID programs with partnership
Dean or Chair of the College/School/ Department in which your program is housed	36
Admissions/Enrollment Office	33
Disability Support Services	32
Registrar	31
Financial Aid Office	29
Student groups and organizations	28
Student Affairs	28
Human Resources	27
Title IX Office	26
Campus Police/Security Office	26
President/Chancellor or Provost/Vice-President for Academic Affairs	25
Residential Life Office	24
University Foundation/ Endowment Office	24
Student Government	18
Faculty Senate	12
Continuing Education Office	12
Staff Senate/Council	9
Other internal partner	15

The Impact of Partnering with the Campus Career Center

The Integrated Studies initiative at Millersville University has developed a strong collaboration with the university's Career Center. The Career Center provides student-centered programs, experiences, and learning opportunities for all students on campus. For students enrolled through Integrated Studies (IS), the Career Center is a place where they can develop their resumes, identify career interests, complete mock interviews, and receive individualized internship preparation.

During the 2023–2024 academic year, students in Integrated Studies completed 14 internships, eight of which were with off-campus community partners. These internships were selected based on each student's person-centered plan and included the Lancaster Recreation Commission, Front Porch Bakery, Disability Empowerment Center, and several local childcare centers. Patty Taggart, Assistant Director of Experiential Learning, shares:

"Students in the Integrated Studies Program are genuinely excited about the opportunity to work in a professional setting and bridge the gap between academic learning and real-world application. This is so important, as I have seen individuals gain so much confidence in themselves, a sense of accomplishment and self-assurance of their skills. Exposure to internships helps students develop critical competencies, such as teamwork, communication and problem-solving."

University career centers play a pivotal role in supporting students with disabilities throughout their college experience. Taggart underscores the transformative power of collaborations between inclusive postsecondary education programs and career centers: *"When career centers focus on inclusivity, they empower students to overcome barriers and take control of their professional future."*



Pictured from left to right are: Lorna Cornely (IS alumna '24), Jessica Orcutt (IS Success Coach), Cate West (IS alumna '24), Patty Taggart (Assistant Director of Experiential Learning), Hayley Sobieski (IS alumna '24), Dr. McKenna Killion (Director of IS).

Across all internal partnerships, the most common frequency of interaction was “as needed” (56% of all internal partnerships). For disability services and registrar partnerships “as needed” was the most common response for frequency of interaction but “each academic term” was reported by nearly as many programs. Frequency of interactions with residential life showed an even distribution of frequencies, with a similar number of programs interacting “once a week”, “once a month”, and “each academic term” after the majority report of “as needed”.

Overall, 58% of internal partners were reported by their respective TPSID programs as having an active role in TPSID program operations.

FINANCES

Sustainability

The fiscal sustainability of TPSID programs includes consideration of tuition and fees charged to students as well as external sources of financial support. Cost of tuition and fees differed based upon the type of institution (2-year or 4-year, public or private), whether residential options were provided, and whether the college/university charges were residency-dependent (e.g., in-state, out-of-state, or city resident).

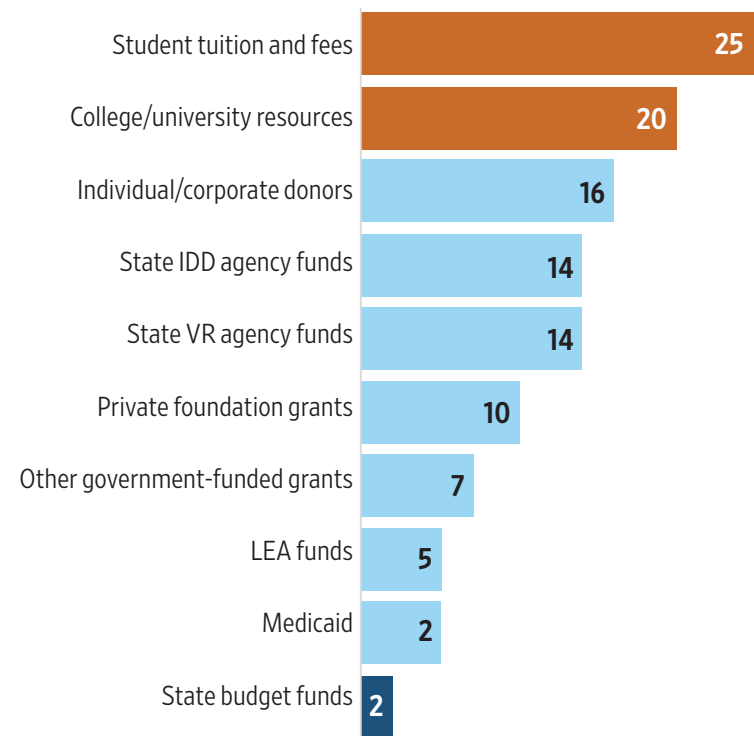
Annual costs to students of all TPSID programs enrolling students (n = 40) varied widely, ranging from \$0–\$76,255 per year. The mean annual total cost of attendance including tuition, required fees, and room and board, was:

- \$25,681 for programs that charged a single rate for all students attending the TPSID in 2023–2024 (n = 22 programs)
- \$12,951 to attend a program as an in-state student at a program that had an in-state rate (n = 29)
- \$28,991 to attend a program as an out-of-state student at a program that had an out-of-state rate (n = 8)
- \$13,100 to attend a program as an in-county student at a program that had an in-county rate (n = 1)
- \$14,769 to attend a program that charged another type of rate (n = 9)

One program reported no charges to students who attended in 2023–2024.

In 2023–2024, 95% of TPSID (n = 39 of 41 programs, including the program in a planning year) received financial support from sources outside of TPSID grant funding. The most common external funding sources were student tuition and fees (reported by 25 programs) and college/university resources (20 programs). See Figure 12 for a complete list of external funding sources and the number of programs that received support from each source. Four programs operating as satellite sites within the University of Hawaii at Manoa TPSID do not have operating budgets independent of the lead TPSID grantee and receive the same external funding as that program. Two TPSID programs reported receiving no funds from external sources other than the TPSID grant. One of those programs was in a planning year so external funding may not have been finalized.

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



Nineteen TPSID programs (46%) had external partners who provided funds for student tuition. Sixteen programs (39%) partnered with organizations providing funding for other student expenses, such as fees and room and board, and partners of 11 programs (27%) provided funding for other program expenses, such as operating costs. Partners who provided support for these

expenses included VR, CRPs, LEAs, DD councils, and state IDD agencies.

TPSID programs are required to provide a match of at least 25% of the funds they receive from the U.S. Department of Education. Thirty-three TPSID programs reported using in-kind contributions to meet these match requirements, such as faculty/staff time (78% of all programs), physical space (66%), materials (44%), or rent (20%). One program reported an in-kind contribution of tuition waivers. Six programs reported using other monetary contributions to meet match requirements. These contributions included state Department of Disability Services agency funds, donations, volunteer hours, services paid by VR, and contributions to cover expenses not covered by TPSID funding.

Four programs operating as satellite sites within the University of Hawaii at Manoa TPSID consortium do not have operating budgets independent of the lead TPSID grantee and meet the 25% match requirement within the budget of the lead grantee. An additional program operating as part of a TPSID consortium led by Millersville University also reported their match was met exclusively through an agreement with the lead TPSID grantee. Three additional TPSID programs did not report how they match contributions, one of these programs was in a planning year in 2023–2024.

Student Financing

We collected information on sources used to pay for tuition expenses and non-tuition expenses (e.g., fees, room and board, books) for each student. For tuition expenses, private pay was the most cited source of funding (for 65% of students), followed by state VR agency funds (23%), scholarships (19%), state IDD agency funds (18%), federal/state grants (11%), Home and Community-Based Services (HCBS) Medicaid waiver (4%), tuition waivers via VR or Social Security (3%), and LEA funds (2%). Other sources, including private student loans, foundation/private grants, national service plans, social security funds, and other tuition benefits and waivers, were accessed by 4% of students. Tuition was waived for six students. Private pay was the most common source to pay non-tuition expenses (n = 491, 88% of students).

Seventy-two percent of students (n = 403) were attending programs approved as Comprehensive Transition and Postsecondary (CTP) programs. These programs were able to offer eligible students access to certain forms of federal student aid, which was used by 24% of students (n = 132). One hundred eleven students (19% of all students) were reported to have received federal financial aid in the form of a Pell Grant while attending a TPSID program with CTP program approval. Thirty-six students received federal work-study, 10 students attending CTP programs received federal Supplemental Education Opportunity Grants, and two students received Parent Plus Loans ^[3].

Twenty-two students received federal student aid in 2023–2024 while attending TPSID programs not approved as CTP programs. Eighteen students were awarded Pell Grants, four received federal work-study, and one student received a Parent Plus Loan.

Medicaid funds provided financial support for 57 students (56% of the 102 students who received Medicaid benefits) in 2023–2024 via HCBS waivers. Students used Medicaid waivers to fund housing (n = 33 students), non-employment supports (n = 13), cost of attendance (e.g., tuition and fees; n = 11), and employment supports (n = 2).

STUDENT STATUS AT EXIT

A total of 208 students exited their college/university program during the reporting period. Of the students who exited, 73% (n = 151) completed a program.

In this report, exiting students who completed a TPSID program are referred to as completers.

Among the 57 students who exited without completing a program, the reasons given for exit included:

- no longer wanting to attend the program (n = 30)
- dismissal from the program for reasons such as disciplinary action or lack of motivation to continue (n = 17)
- student and/or family decision (n = 3)

- medical and/or mental health concerns (n = 3)
- transferring to another postsecondary education program (n = 2)
- program lost contact with student (n = 2)
- financial concerns (n = 1)
- moving (n = 1)

TPSID programs provided multiple reasons for exit without completion for some students.

Credentials Earned

Students who exited TPSID programs with or without completing^[4] earned a total of 180 credentials; 164 of these credentials were certificates, nine were industry certifications, and six were microcredentials. One student earned a bachelor's degree. Of the credentials earned, 139 (77%) were approved by the college/university governance structure. One-hundred twenty students (67% of the 208 exiting students) earned a credential approved by the college/university governance structure.

Credentials earned by exiting students were awarded by the college/university (n = 105), the college/university continuing education division (n = 35), the TPSID program (n = 22), or an external entity (n = 6). Another awarding entity was reported for 12 credentials. Nineteen credentials awarded were reported to be industry-recognized. Examples of industry-recognized credentials students earned in 2023–2024 included Electronic Records Management Specialist, ServSafe Food Handler Certificate, and General Office Assistant.

Five exiting students completed coursework toward credentials but did not fulfill all requirements to receive the credentials. Four of the students earned other credentials upon program exit.

All completers (n = 151, 100%) earned at least one credential. Of the completers, 126 students earned a single credential, 23 students earned two credentials, and two students earned four credentials. Seventy-nine percent of completers (n = 119) earned a credential approved by the college/university.

All Exiting Students: Activities at Exit

Fifty-three percent of students who exited (n = 111 of 208 exiting students) either had a paid job at exit or within 90 days, were participating in unpaid career development activities, transferred to another postsecondary education program, or were doing a combination of these activities at exit.

Eighty-seven students (42%) were working in a paid job at exit or within the first 90 days after exiting, either in combination with unpaid career development experience (n = 15, 7%) or a paid job only (n = 72; 35%). Twenty-two students (11%) were participating only in unpaid career development experiences. Two students transferred to other postsecondary education programs for students with intellectual disability. Ninety-nine students (48%) were not reported to be engaged in any of these activities at exit (or within 90 days in the case of employment).

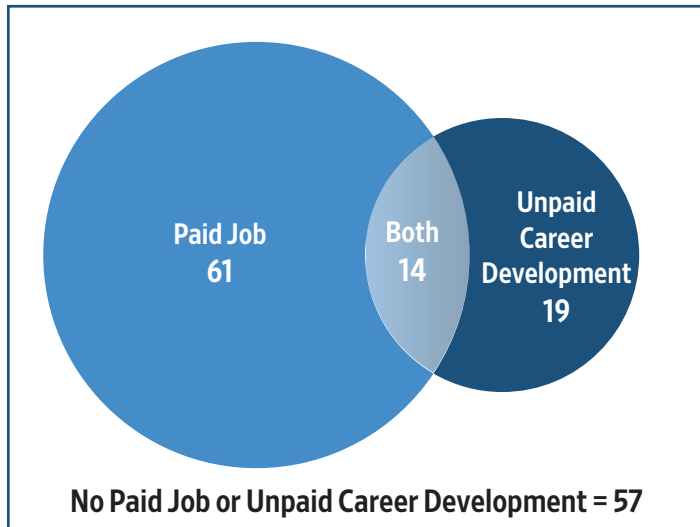
Program Completers: Activities at Exit

Sixty-two percent of TPSID program completers (n = 94 of 151 completers) either had a paid job at exit or within 90 days, were participating in unpaid career development activities, or were doing a combination of these activities.

Seventy-five completers (50%) were working in a paid job at exit or within the first 90 days after exiting, either in combination with unpaid career development experience (n = 14, 9%) or a paid job only (n = 61, 40%). Nineteen completers (13%) were participating only in unpaid career development experience. Fifty-seven completers (38%) were not engaged in any of these activities at exit (or within 90 days in the case of employment; see Figure 13).

62% of students who completed a TPSID program either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, or were doing a combination of these activities at exit

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



POST-EXIT OUTCOME DATA

One-Year Outcomes

The NCC collects information on outcomes of students who complete TPSID programs annually for five years from a student's date of completion.

In the first 3 years of Cohort 3, 327 students completed a TPSID (63 in 2020–2021, 112 in 2021–2022, and 152 in 2022–2023^[5]). Of these completers, 171 responded to a survey of their outcomes 1 year after program completion, reflecting a 52% response rate.

Eighty-three responses were from Year 3 completers, reflecting a 55% response rate among the 152 students who completed a TPSID in 2022–2023. This represents a small decrease from the 57% 1-year response rate for Year 2 completers reported in the previous annual report.

When looking at the combined 1-year outcomes of Year 1, 2, and 3 TPSID program completers, 65% of respondents (n = 112 of 171) had a paid job 1 year after program completion. Thirty-six percent of Cohort 3 TPSID program completers (n = 62) pursued some type of continued postsecondary education in the year after program completion, and 20% of TPSID completers

Zyhir is Going Strong After Graduating

Zyhir Garbett graduated from Leadership and Career Studies (L&CS) at Temple University in May 2024. He is doing so well in his official role as Caregiver for Comfort Keepers that he is being considered for promotion to a supervisory position. He has a private office, which is the envy of his L&CS team members.

Zyhir remains connected to L&CS. He presented at a workshop titled “The Promise of Inclusive Postsecondary Education for Students with Intellectual Disability” for See Me, See My Future the 46th Annual Philadelphia Regional Conference on Developmental Disabilities on October 21, 2024.



Zyhir Garbett smiles at the camera.

(n = 35) engaged in other types of career development (e.g., internships, group enclave or sheltered work, or unpaid work experience). There was overlap of these activities among completers who responded. Twenty-seven respondents (16%) reported engaging in none of these activities 1-year after program completion.

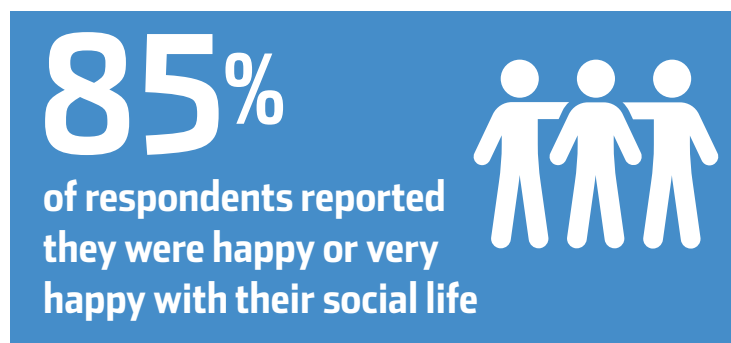
65%



of respondents to a 1-year outcome survey had a paid job 1 year after completing a Cohort 3 TPSID program

Sixty-one percent of respondents (n = 104) were living with family 1 year after completing their TPSID program. Of the remaining 67 students, 55 (32%) rented an apartment or home, three owned their own home, one enrolled in postsecondary education and lived on campus, one lived in a group home, and seven did not answer this question.

Eighty-five percent of students (n = 146) reported they were happy or very happy with their social life. Six percent (n = 11) reported they were less than happy with their social life, and 14 respondents did not answer the question.



Two-Year Outcomes

Seventy-six students who completed a TPSID program in either Year 1 or Year 2 responded to a follow-up survey 2 years after program completion, which reflects a 43% response rate. Two years after completing a TPSID program, 67% of respondents (n = 51) had a paid job. Over half (53%, n = 40) lived with family, 37% (n = 28) rented an apartment or home, five respondents owned their own home, and two lived in a group home. One respondent did not indicate their living situation.

Three-Year Outcomes

Nineteen students who completed a TPSID program in 2020–2021 responded to a survey of their 3-year follow-up outcomes, which reflects a 30% response rate. Three years after completing a TPSID program, 68% of respondents (n = 13) had a paid job. Fifty-eight percent (n = 11) lived with family, 21% (n = 4) rented an apartment or home, two owned their own home, and one respondent lived in a group home. One respondent did not indicate their living situation.

TRENDS

Comparing Year 4 TPSID data with that of previous years provides insight into areas in which program practices have grown, plateaued, or declined. Some changes can be attributed to status shifts (i.e., some programs started in a planning year and enrolled students in following years). Other changes may be due to program longevity, staffing changes, and other non-program-related factors, such as the economy. Comparisons in program and student data from Years 1, 2, and 3 of TPSID Cohort 3 are shown in Figure 14.

Number of Programs

From Year 3 (2022–2023) to Year 4 (2023–2024) of Cohort 3, the number of TPSID programs included in the NCC's evaluation held steady at 41. Two new sites were added to an existing TPSID grant at Northern Arizona University where one site serving students in Year 3 was not included for Year 4 because no students enrolled at the site, despite it being available in case of interest. An additional program ceased operations after Year 3 (2022–2023) and is not included in the Year 4 report.

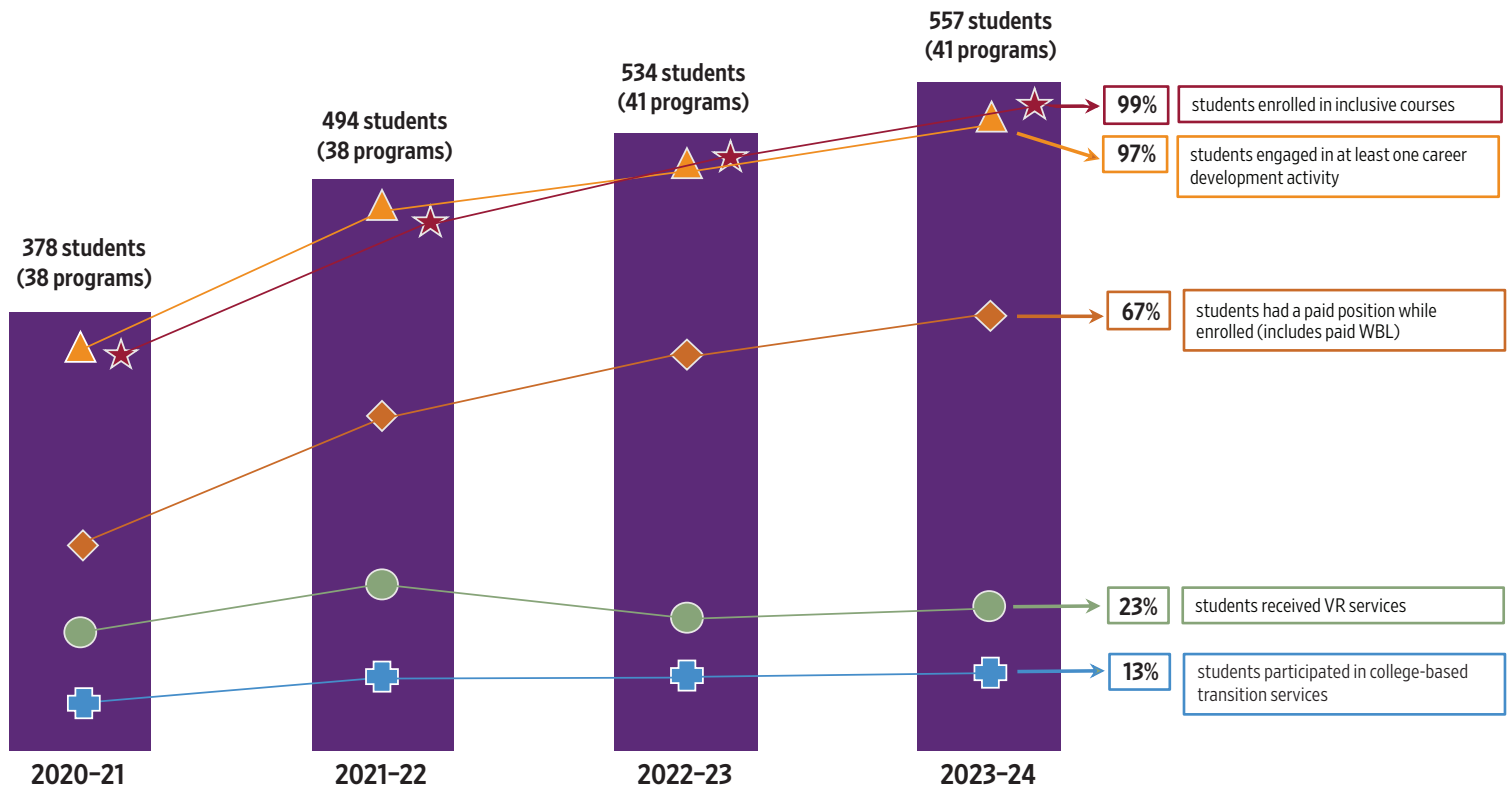
CTP Program Approval Status

The same 21 TPSID programs that were approved CTP programs in Year 3 continued to enroll students in Year 4 with no additional programs obtaining CTP approval in Year 4. Similarly, the percentage of students receiving any form of Federal Student Aid while attending programs with CTP program approval stayed the same at 24% of all students.

Student Enrollment

The number of students enrolled in TPSID programs increased 4% from 534 to 557. The percentage of high school students enrolled in TPSID programs returned to the percentages seen in Year 2 (11% in Year 1, 13% in Year 2, 11% in Year 3, and 13% in Year 4). Rates of high school students served in Cohort 3 are consistently lower than Cohort 2, when percentages ranged annually from 29% to 17%, decreasing throughout that grant cycle.

FIGURE 14. KEY TPSID PROGRAM AND STUDENT INDICATORS



LEA Partnerships

Partnership activities can be in the form of information-sharing and recruitment. Given the steadily increasing percentage of programs engaged in LEA partnerships throughout Cohort 3 (50% in Year 1, 60% in Year 2, 76% in Year 3, and 90% in Year 4), it is likely this is the approach many TPSIDs have taken.

Course Enrollments

The percentage of enrollments in inclusive courses increased by four percentage points, rising from 59% in Year 3 to 63% in Year 4. In alignment with this trend, 99% of students who took courses enrolled in at least one inclusive course in Year 4, up from 98% in Year 3. In addition, 97% of students who took courses enrolled in more than one inclusive course, also an increase from Year 3 (95%). The average number of courses taken by students remained constant, at eight courses per student per year, as it has throughout Cohort 3. The balance of inclusive to specialized course enrollments stayed the same from Year 3 to Year 4, with an average

of five inclusive and three specialized course enrollments per student. In an analysis of course enrollment data since the beginning of the TPSID model demonstration program in 2010, Grigal et al. (2024) noted the percentage of inclusive course enrollments by students has increased over time, indicating a strong commitment by TPSID programs in all three cohorts to increase access to typical college courses.

Vocational Rehabilitation Services

The percentage of students receiving services from VR increased from 20% in Year 3 to 23% in Year 4, a slight recovery after a drop from 29% in Year 2. TPSIDs have indicated they are not always able to obtain information from their students about VR services they may be receiving, so the true percentage may be higher.

Paid Work While Enrolled

A continued increase was noted in the percentage of students with paid positions while enrolled (i.e., employment or paid WBL) from 65% in Year 3 to 67% in Year 4. This is

consistent with the trend across all three cohorts of TPSID programs (Grigal et al., 2024). Students participating in any career development activity, such as career exploration, job seeking, paid or unpaid WBL experiences, paid employment, or a combination of these things remained at 97% of students in Year 4, which is the same percentage as Year 3. Most TPSID programs support student engagement in multiple employment-related activities.

LIMITATIONS

Data from TPSIDs are self-reported by program staff, which may impact their accuracy. The NCC made every attempt to investigate and address discrepancies, but it is not feasible to check the validity of all data entered into the Data Network. Additionally, despite the NCC's best efforts to

develop questions and response choices to fit the needs of TPSID respondents, and to define key terms in a way that allowed for consistency across reporting sites, responses may have been subject to respondent bias due to different interpretations of program operations and student experiences.

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

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

Aggie Achieve at Texas A&M University

Aggie ACHIEVE at Texas A&M University is a comprehensive transition program (CTP) for young adults with IDD who have exited high school. Aggie ACHIEVE provides a comprehensive and immersive college education and equips students for employment in the community. Aggie ACHIEVE aligns TAMU coursework, ACHIEVE seminars, internship opportunities, and extracurricular activities with each student's academic interests and employment goals. Aggie ACHIEVE is designed to enroll students for up to four years. For the first two years, students reside in Texas A&M residence dorms and have access to TAMU coursework and all campus-related activities. During the third and fourth years, students live in off-campus housing of their choosing. Upon completion of the program, students earn a Certificate of Interdisciplinary Studies from the College of Education and Human Development.

Aggie ACHIEVE began in 2019. Currently, there are 24 students enrolled in the program (two Seniors, four Juniors, nine Sophomores, and nine Freshmen). All students participate in inclusive classes and internship sites on and off campus.

The first cohort graduated with a Certificate in Interdisciplinary Studies in May 2023. They were honored at the Texas Capital by Governor Greg Abbott for their accomplishments. The students also participated in the House Resolution Bill 446 signing to replace variants of the term "retardation" with "intellectual disability." These alumni are all employed in the field of their choice. Currently, eight of the 10 alumni are gainfully employed. Both unemployed students are actively applying for and interviewing for jobs. Three of the alumni students chose to remain in the College Station area and continue to receive minimal support from the program as needed.



Aggie ACHIEVE at Texas A&M University logo

CONCLUSION

During 2023–2024, the fourth year of the Cohort 3 TPSID model demonstration program, the 22 TPSID grantees planned or implemented access to higher education via 41 programs at 39 colleges and university campuses in 16 states. Forty programs were in operation, enrolling 557 students; one program was in a planning year.

Inclusive Course Access

Data from Cohort 3 TPSIDs in Year 4 reflect a continued increase in student access to inclusive college courses, with 63% of all enrollments being in inclusive courses. Most programs (88%) met or exceeded the minimum 50% inclusive course access required of CTP programs like TPSIDs, reflecting an increase of six percentage points from last year. Additionally, 23 programs reported their students were enrolled only in inclusive courses, an increase of two programs this year. Two hundred thirty-nine students enrolled in only inclusive classes, an increase of 19 students. While these increases might be deemed minor, they are truly important as they reflect continued attention and work on behalf of the TPSIDs to the cornerstone practice of inclusion that the TPSID initiative is meant to achieve. Each inclusive course requires planning, communication, follow up, supports as well as assessing learning and next steps in conjunction with peer mentors, academic advisors, the disability services office, and faculty. The implementation of effective inclusive academic learning in college requires significant planning and collaboration. And each new class attended creates a new potential advocate for further inclusion among both faculty and peers.

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

Employment Preparation and Engagement

The percentage of employed students who had never held a paid job prior to entering the TPSID declined again this year, potentially indicating increased access to paid employment during their high school experience. Student engagement in career awareness and exploration and paid and unpaid WBL remained stable in Year 4, demonstrating consistency in the approach to employment preparation activities by TPSID staff. Fewer students participated in job seeking activities in Year 4 than in the previous year with fewer job applications and subsequent interviews being held. However, even with this decrease, the number of jobs attained was very similar to last year. Paid employment while enrolled demonstrated a small increase of 3 percentage points, with 255 students engaged in paid employment while enrolled, up from last year's 231. The 46% of students with paid employment while enrolled in a TPSID program remains appreciably higher than the 17% employment rate of individuals with IDD in the general population (National Core Indicators, 2024). Employment while enrolled is a predictor of a student's employment after exit. A previous study of TPSID data found students who obtained a paid job while enrolled in the TPSID were almost 15 times more likely to have a paid job at exit than those who did not obtain a paid job while enrolled (Grigal et al., 2019).

CTP Status and Use of Federal Student Aid (FSA)

The percentage of TPSID programs approved as CTP programs remained at 21 (51%) in Year 4. Students attending those programs could apply for federal financial aid. Seventy two percent of students were attending programs approved as CTP programs. Pell Grants were the most frequently received form of aid, with 111 students (19% of all students) attending TPSIDs approved as CTPs receiving Pell Grants in Year 4. However, the percentage of undergraduate students in the United States who received a Pell Grant was 34% (Hanson, 2024), so students attending TPSIDs continue to be below the national average in accessing this form of financial aid.

To provide a sense of how the use of FSA in TPSIDs aligns with national usage, it is helpful to share data from the Federal Student Aid Office. In the 2023–2024 academic year, there were 158 approved CTP programs. Of these, 129 colleges and universities awarded FSA to 958 students with intellectual disability. This means eight more colleges and universities awarded FSA to students with intellectual disability this year compared to last year. Students received a total of \$4,427,286 in Pell Grants (an increase of \$779,060 over Year 3), \$178,927 in Federal Work-Study (an increase of \$70,373), and \$160,148 in Supplemental Education Opportunity Grants (SEOGs; an increase of \$8,546; personal communication, Lindsay Wertemberger, December 20, 2024). This year student receipt of Federal Work-Study funds exceeded receipt of SEOGs for the first time. Using these figures, the student aid recipients attending TPSID programs represent approximately 14% of the students with intellectual disability receiving FSA at CTP programs nationally.

Student Exit, Completion, and Credential Attainment

Program completion rates this year fell 2 percentage points (73%) but remain higher than national rates of college completion at 4-year colleges (60%) and community colleges (20%; Kantrowitz, 2021). Similar to last year, all (100%) students who completed their program earned at least one credential and 79% of credentials earned by completers were approved by the college/university governance structure.

The number of students who exited the program without completing went up by six students. Students leaving a program is not necessarily troublesome. Sometimes students find the program is not a match for them. The reasons for exit include not wanting to continue in the program, being dismissed from the program, transferring to another postsecondary education program, financial or medical concerns, or moving out of state. On average, 13% of undergraduates nationally transfer to another school (National Student Clearinghouse Research Center, 2024) and one third of college students drop out each year

(Craft, 2024). Given the resources afforded to these programs, TPSIDs should review the profiles of exiting students to consider if there are additional actions that could mitigate the number of students who exit without completing their program.

Activities at Exit

Rates of engagement in the three tracked primary outcome areas (paid job within 90 days of exit, participating in unpaid career development activities, transferring to another postsecondary education program) went down 9 percentage points for all exiting students. The percentage of exiting students not engaged in any of these activities went up by 10 percentage points. However, the rate of students who completed their programs and were engaged in paid employment went up 3 percentage points from last year. The percentage of completers who were not engaged in any of the three primary outcome areas also rose by seven percentage points. This is an area of potential concern given a key goal of the TPSID programs is to offer integrated work experiences and career skills that lead to gainful employment. TPSIDs should review their exit data annually and make plans to address gaps to ensure students are supported to transition to desired outcomes at exit.

Final Thoughts

In the fourth year of the Cohort 3 TPSID project, significant progress was made in expanding inclusive course access, reflecting the program's strong commitment to inclusion. Employment outcomes also showed positive trends, with an increase in the number of students engaged in paid employment while enrolled, a key factor in post-program employment success. Although some challenges remain, particularly in student exit and engagement, the continued emphasis on comprehensive support and inclusive practices underscores the ongoing impact of the TPSID initiative in enhancing educational and employment opportunities for students with intellectual disability.

Putting the A in Advocacy: Mia Crump of WSU ROAR Seeks to Make Change for All

Washington State University's Responsibilities Opportunity Advocacy and Respect (WSU ROAR) Program engages students through five core pillars of the program (Person-Centered Planning, WSU Audit Courses, WSU ROAR Courses, Employment Services, and Inclusive Campus and Community Experiences). Mia Crump, a second-year student who initially wanted to go to college to gain independence, form friendships and relationships, and have freedom, has embraced the college experience to further develop her skills in advocacy and self-determination. Mia shared that her high-school experiences in Best Buddies, Unified Sports, and as a gymnast, brought a variety of challenges that others with IDD also experience, and "wants to use those experiences to help others by speaking up and spreading an important word for people with disabilities... I want to gain more inclusion for others and not put them in the back burner."

In early 2024, Mia and Malachi Chukwu (a WSU graduate student) applied to be Think College Policy Advocates to further develop these skills. Malachi shares that he believes it is crucial for all students to learn these skills. This experience with Mia has made him want to elevate student voices more to make change at the local, state, and national levels. Mia has shown Malachi the power of self-advocacy. Together, they have gained the skills and experience needed to advocate for more inclusive postsecondary experiences. Mia shared her favorite thing about the Think College Policy Advocate trainings is "learning from other people from different universities, what their programs are, and how they can all work together to make change."



Mia, ready to advocate

The TPSID grantees continue to refine and improve their achievement of the program goals and continue to build capacity within their host colleges and universities to value and support college students with intellectual disability

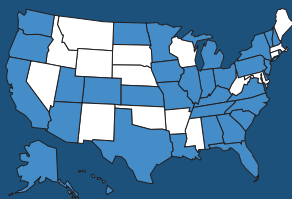
IMPACT OF TPSID MODEL DEMONSTRATION PROGRAM

Since 2010, there have been

60 TPSID
grantees



in
34 states



with **136** programs

enrolling more than
5,200
students



Students have taken

over
68,000
courses



including

more than
32,500
inclusive college courses



ENDNOTES

- ¹ Six students did not enroll in any courses in 2023–2024. One student was working on their transition to college in 2023–2024 and planned to enroll in courses the following academic year. One student did not enroll in courses and exited early in the 2023–2024 academic year. Four students were preparing to enroll in courses in the future but instead exited in 2023–2024.
- ² Specific reasons given for the denial of VR services or funding included VR not paying for students receiving college-based transition services (14 students at one program), one student denied job coaching, and VR denying funds for tuition to one student because the program was too new.
- ³ Parent Plus Loans are not available to students accessing federal student aid under the CTP designation but could have been accessed in another manner.
- ⁴ Three students who exited without completing their TPSID program earned one credential each during their time in the program, all three credentials were certificates.
- ⁵ Counts of students completing a TPSID program may vary from previously reported numbers for several reasons: One TPSID program was removed from data reporting following Year 1, a second was removed following Year 3, and, occasionally, TPSID programs report data corrections after report publication.

REFERENCES

- Craft, S. (2024, November 1). *College dropout rates*. ThinkImpact. <https://www.thinkimpact.com/college-dropout-rates/>
- Grigal, M., Hart, D., & Weir, C., (2012). *Think College standards, quality indicators, and benchmarks for inclusive higher education*. University of Massachusetts Boston, Institute for Community Inclusion.
- Grigal, M., Papay, C., Bukaty, C., Choiseul-Praslin, B., Weir, C., & VanHorn Stinnett, C. (2024). Demonstrating progress and potential: Lessons learned from federally funded inclusive postsecondary education in the United States. *British Journal of Learning Disabilities*, 1-15. <https://doi.org/10.1111/blid.12637>
- Grigal, M., Papay, C., Smith, F., Hart, D., & Verbeck, R. (2019). Experiences that predict employment for students with intellectual and developmental disabilities in federally funded higher education programs. *Career Development and Transition for Exceptional Individuals*, 42 (1), 17-28.
- Grigal, M., Papay, C., Weir, C., Hart, D., & McClellan, M. L. (2022). Characteristics of higher education programs enrolling students with intellectual disability in the United States. *Inclusion*, 10(1), 35-52.
- Hanson, M. (2024, November 3). *Pell Grant statistics*. Education Data Initiative. <https://educationdata.org/pell-grant-statistics>
- Higher Education Opportunity Act of 2008, Pub. L. No. 110-315, 122 Stat. 3078 (2008). <https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>
- Irwin, V., Wang, K., Jung, J., Kessler, E., Tezil, T., Alhassani, S., Filbey, A., Dilig, R., & Bullock Mann, F. (2024). *Report on the condition of education 2024* (NCES 2024-144). National Center for Education Statistics at Institute of Education Sciences, U.S. Department of Education.
- Kantrowitz, M. (2022, April 21). *Shocking statistics about college graduation rates*. Forbes. <https://www.forbes.com/sites/markkantrowitz/2021/11/18/shocking-statistics-about-college-graduation-rates/?sh=37dbdc592b69>
- NACADA. (2014, March 22). *Academic advising resources: Definitions of academic advising*. NACADA The Global Community for Academic Advising. <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx>
- National Center for Education Statistics. (2022, May). *Undergraduate retention and graduation rates*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/ctr>
- National Core Indicators. (2024, May). *Intellectual and developmental disabilities national report 2022-23: Employment*. National Association of State Directors of Developmental Disabilities Services and Human Services Research Institute. https://idd.nationalcoreindicators.org/wp-content/uploads/2024/06/IPS-22-23-Ch02-Employment_FINAL.pdf
- National Student Clearinghouse Research Center. (2024, February 28). *Transfer and Progress: Fall 2023 report*. <https://nscresearchcenter.org/transfer-and-progress/>
- PACER Center. (n.d.). *Person-centered planning*. PACER's National Parent Center on Transition and Employment. Retrieved December 10, 2024 from <https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>
- Papay, C., Grigal, M., Migliore, M., Chen, J., Choiseul-Praslin, B., & Smith, F. (2022). *Think College Reports: Comparing access to in-school predictors of post-school success for students with intellectual disability in conventional and college-based transition services*. University of Massachusetts Boston, Institute for Community Inclusion.
- Salmon, M. (2023). Drivers of the global push for microcredentials in higher education: Flexibility and employability in contemporary university systems. *Perspectives: Policy and Practice in Higher Education*, 27(4), 179-187. <https://doi.org/10.1080/13603108.2023.2229767>
- Workforce Innovation and Opportunity Act, Pub. L. No. 113-128 (2014), <https://www.govinfo.gov/app/details/PLAW-113publ128/>

Read the Executive Summary: the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023-2024)

Think College REPORTS

Mag Grigal, Clara Pappas, Colleen Bukaty, Bekki Choiseul-Praslin, Cassi Weir, and Rebecca Lazo

BACKGROUND ON HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITY

In 2020, the Office of Postsecondary Education (OPE) of the U.S. Department of Education funded 20 model demonstration projects called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). These grantees are charged with creating or expanding inclusive higher education programs for students with intellectual disability. The Think College National Coordinating Center (NCC) is managing the Cohort 3 Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023-2024).

CURRENT STATUS OF TPSID CHARACTERISTICS

In 2023-2024, 22 TPSID grantees implemented 41 programs at 33 colleges and universities (enrolling 16 states). Of the 41 programs, 11 were located at 4-year colleges/universities, 14 programs enrolled students, and one program was in planning. All 22 TPSID grantees (100%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, meaning they were able to offer eligible students access to various forms of federal student aid.

STUDENT CHARACTERISTICS

On average, programs enrolled 14 students per site (N = 577 total students). Ninety-one percent of enrolled students had intellectual disability and/or autism. Seventy-four students were high school students receiving college-based transition services (13% of enrolled students). Most students

EXECUTIVE SUMMARY ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 4, 2023-2024)

92% were between the ages of 18 and 20, with the majority of students (65%) identifying as male.

ACADEMICS

Students enrolled in both academically inclusive college courses (regular college courses attended by students with intellectual disability and other college students without intellectual disability) and specialized courses designed for and offered only to students with intellectual disability. In 2023-2024, students enrolled in 4,583 college or university courses for an average of eight courses (100% of enrolled) per student per year. Sixty-three percent of all enrollments were in academically inclusive courses.

Eighty-eight percent of programs enrolling students (N = 22) had at least 50% of their course enrollments in inclusive courses, and 23 programs (50%) enrolled students only in inclusive courses.

TPSID enrolled 23% more in academically inclusive courses (23% of enrollments were students enrolling in courses) and 7% more in transition or non-credit courses.

ACADEMIC SUPPORTS

Seventy-seven percent of students received additional or accommodations from the disability services office (DSO) on their campus. In 76% of programs, 88% of students had at least 50% of their course enrollments in inclusive courses.

23 programs had 100% of their course enrollments in inclusive courses.

Read the Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023-2024)

Think College NATIONAL COORDINATING CENTER

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023-2024)

In 2023-2024, 22 TPSID grantees operated... 41 programs at 33 colleges and universities across 16 states enrolling 577 students with intellectual and developmental disabilities.

ACADEMICS

551* students enrolled in 4,583 courses for an average of 8 courses (inclusive* or specialized) per student per year.

99% of students took at least one inclusive course.

88% of programs had at least 50% of their course enrollments in inclusive courses.

23 programs (50%) had 100% of their course enrollments in inclusive courses.

EMPLOYMENT

67% of students held a paid job or paid work-based learning experience.

38% of employed students had never held a paid job.

97% of students participated in at least one form of career development activity.

HOUSING

84% of residential schools offered housing to students in the TPSID program (n = 27 programs).

355 students (64%) lived in campus housing.

www.thinkcollege.net



Visit: www.thinkcollege.net
Follow: [@thinkcollegeICI](https://twitter.com/thinkcollegeICI)
Contact: thinkcollegeTA@umb.edu
Subscribe: thinkcollege.net/subscribe

RECOMMENDED CITATION

Grigal, M., Pappas, C., Bukaty, C., Choiseul-Praslin, B., Weir, C. & Lazo, R. (2025). *Annual report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023-2024)*. University of Massachusetts Boston, Institute for Community Inclusion.

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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

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



ThinkCollege
NATIONAL COORDINATING CENTER
INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

www.thinkcollege.net/projects/ncc



ThinkCollege

NATIONAL COORDINATING CENTER

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

www.thinkcollege.net/projects/ncc