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# Year One Student Data Summary (2015–2016) from the TPSID Model Demonstration Projects

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# Think College REPORTS



## Year One Student Data Summary (2015–2016) from the TPSID Model Demonstration Projects

### SNAPSHOT OF 2015-2016 TPSIDS

**449**  
STUDENTS



**59%**  
MALE



**41%**  
FEMALE

**MEDIAN AGE=20**

STUDENT AGES RANGED FROM 16 TO 42

**31%** OF STUDENTS RECEIVED TRANSITION SERVICES FROM LEA

2015-2016 Data from 44 TPSID Cohort 2 (2015-2020) sites

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Think College REPORTS present descriptive data in narrative or tabular form to provide timely information to researchers, practitioners, and policymakers for review and use. These reports provide summary data on specific elements of practice and are not intended to account for inter-relationships among variables, or support causal inferences. For more in-depth analyses, readers are encouraged to review other Think College publications available at [www.thinkcollege.net](http://www.thinkcollege.net)

# THINK COLLEGE REPORTS

## Year One Student Data Summary (2015–2016) from the TPSID Model Demonstration Projects

This summary report offers an overview of the descriptive data on students with intellectual disability collected by the Think College National Coordinating Center from the institutions of higher education implementing model demonstration projects under the Transition Postsecondary Programs for Students with Intellectual Disability (TPSID) program funded in 2015 by the Office of Postsecondary Education, US Department of Education.

### BACKGROUND

The Higher Education Act as amended in the Higher Education Opportunity Act 2008 (HEOA) contained several provisions aimed at increasing 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 inclusive higher education options for people with intellectual disability.

The Transition Postsecondary Education Program for

Students with Intellectual Disability, or TPSID, model demonstration program was first implemented by the Office of Postsecondary Education (OPE) in 2010 through five-year grants awarded to 27 institutes of higher education (IHEs). Grants were awarded again in 2015 to a second cohort of 25 IHEs to implement TPSID programs between 2015 and 2020. These IHEs 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 the Institute for Community Inclusion at the University of Massachusetts Boston. The mission of the NCC is to provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with intellectual disability. The NCC also evaluates the overall TPSID program, creates recommended standards for programs, and builds a valid knowledge base around program components.

This report provides an overview of the descriptive



			Type of IHE		Type of students served				
State	Lead grantee	Sites	2-year	4-year	Dually enrolled	Already exited high school	Both	Approved as a CTP	Number of students served in 2015-16
AL	Jacksonville State University	Jacksonville State University		x					0**
	University of Alabama	University of Alabama		x			x		34
	University of South Alabama	University of South Alabama		x					0**
CA	California State University Fresno	California State University Fresno*		x		x		x	30
CO	Colorado State University	Colorado State University*		x		x			10
FL	University of Central Florida	Florida Consortium on Inclusive Higher Education/UCF		x		x			10
		Florida International University (Panther LIFE)		x	x				30
		Florida International University (Panther PLUS)		x					0**
		Florida State College at Jacksonville		x			x		19
		University of South Florida St. Petersburg*		x	x				3
GA	Georgia State University	Albany Technical College	x						0**
		Columbus State University		x		x			3
		East Georgia State College		x		x			5
		University of Georgia		x					0**
HI	University of Hawaii at Manoa	Honolulu Community College*	x			x			10
		Kapiolani Community College	x		x				1
		Leeward Community College*	x			x			4
KS	University of Kansas	University of Kansas		x				x	0**
MO	University of Missouri Kansas City	UMKC Propel Program		x			x	x	22
NC	Appalachian State University	Appalachian State University*		x		x		x	4
ND	Minot State University	Minot State University*		x			x		5
NJ	Bergen Community College	Bergen Community College*	x				x		29
		College of New Jersey*		x			x	x	10
NY	Syracuse University	Syracuse University		x			x		26
	University of Rochester	City University of New York — Borough of Manhattan Community College	x			x			5
		College of Staten Island		x		x			15
		Hostos Community College	x			x			11
		Kingsborough Community College	x			x			16
		Queens College		x	x				17
OH	Ohio State University	Ohio State University*		x		x		x	8
		Marietta College*		x	x				10
		University of Cincinnati*		x		x			8
		Youngstown State University*		x		x			2
OR	Portland State University	Portland State University		x					0**
PA	Millersville University	Millersville University		x		x		x	9
		Mercyhurst University		x			x	x	4
		Penn State Harrisburg		x					0**
RI	Rhode Island College	Rhode Island College		x		x			5
TN	Lipscomb University	Lipscomb University		x		x		x	11
	University of Memphis	University of Memphis		x		x		x	10
	Vanderbilt University	Vanderbilt University		x		x		x	12
UT	Utah State University	Utah State University		x		x			11
WA	Highline College	Highline College*	x				x	x	33
	Spokane Community College	Spokane Community College	x				x		7
		<b>TOTAL</b>	<b>10</b>	<b>34</b>	<b>5</b>	<b>21</b>	<b>10</b>	<b>12</b>	<b>449</b>

IHE = Institution of Higher Education

CTP = Comprehensive Transition and Postsecondary (CTP) Program

\* Funded also in 2010-2015 TPSID program

\*\* Site was in a planning year



student-level data entered by TPSIDs during the 2015–2016 academic year, including student demographics, course enrollments, employment activities, and engagement in student life. Additionally, the report provides descriptive data on the students who exited TPSID programs during 2015–2016. For information on program characteristics of the IHEs implementing TPSID programs in 2015–2016, see the Year One Program Data Summary (2015–2016) from the TPSID Model Demonstration Projects.

## System Development and Approval

The NCC is charged with development and implementation of a valid framework to evaluate the TPSID program. A tool was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients report on, and aligned with the Think College Standards for Inclusive Higher Education (Grigal, Hart, & Weir, 2011). This tool was then programmed into a secure online database using software purchased from Quickbase (quickbase.com).

After extensive feedback and piloting, the tool was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501), and was then used by TPSIDs in the 2010–2015 funding cycle. In 2015, the tool was updated to reduce burden and enhance its usability. NCC staff sought input from previously funded TPSIDs and state and federal policy leaders, and used this input to align the tool with legislative initiatives such as the Workforce Innovation and Opportunity Act. Additionally, the NCC reduced the tool length by eliminating questions and response options that did not substantially contribute to our evaluation.

The revised tool was resubmitted to OMB for approval in December 2015. Once approved by OMB in July 2016, the tool and online evaluation system were made available for the 2015–2020 TPSIDs in September 2016.

## METHODS

Data were reported for the 2015–2016 academic year by TPSID program staff (e.g., principal investigator, program coordinator, evaluator, data entry assistant) between August 29 and October 31, 2016. Training on data entry was provided via webcast demonstration and on-demand video

formats. For a month following the data entry period, NCC staff reviewed the program and student data to ensure that complete records were entered. Where data entry was not fully completed, TPSID program staff were sent individualized reminders to direct them to enter incomplete data.

Once all data were entered, NCC staff conducted data cleaning. Responses to questions about course enrollments and partners were reviewed closely to ensure consistent understanding of the questions across all programs. For open-ended response choices (i.e., questions that allowed TPSIDs to enter a response for “other”), NCC staff reviewed responses to recode any entered responses that could have been captured by one of the pre-specified response options. Data were analyzed in SPSS to obtain frequencies and other descriptive statistics.

Data reported here are for 449 students attending programs at 36 college and university campuses. Eight campuses that participated in the TPSID program were in a planning year, were not yet serving students, and therefore, did not report student data.

## TPSID Locations and Title IV Status

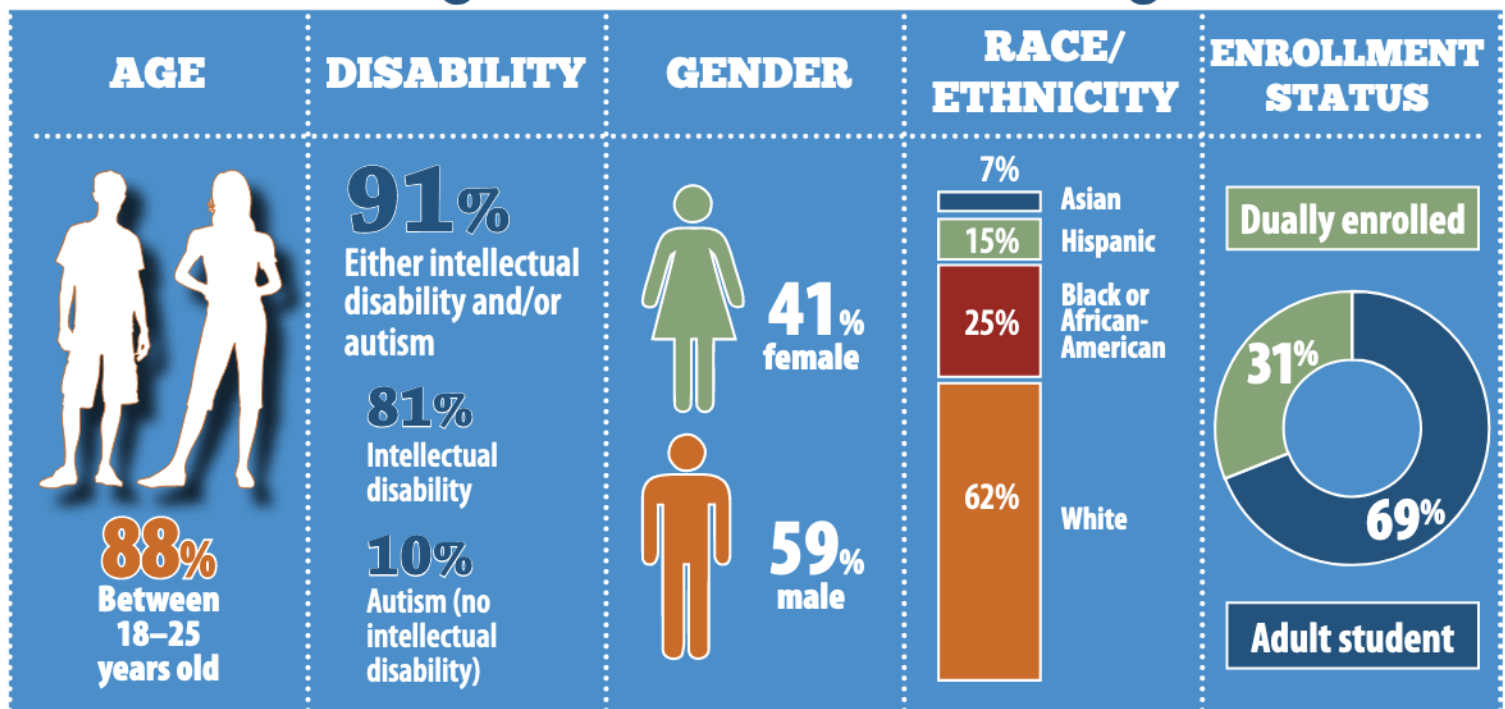
The first year of the 2015–2020 cohort of Transition Postsecondary Program for Students with Intellectual Disability (TPSID) model demonstration program grants commenced on October 1, 2015. The 25 TPSID model demonstration projects were implemented on 44 college or university campuses in 19 states. Two thirds of these campuses ( $n = 29$ , 66%) served students prior to receiving the TPSID grant.

In 2015–2016, 18 programs operated on single college campuses, and 7 operated as consortia with various satellite college campuses. Ten sites were located at two-year IHEs, and 34 sites were located at four-year IHEs. Fourteen of the 44 sites had received funding during a previous TPSID grant. Twelve TPSID sites were approved as comprehensive transition and postsecondary (CTP) programs, which meant that they could offer eligible students with ID access to certain forms of federal student aid.

## Students Enrolled in TPSIDs

Of the 36 programs serving students, 15 (42%) served students who were dually enrolled (still receiving special

## Percentage of Students in TPSID Programs



STUDENT PROFILE (N = 449 STUDENTS)

education services under the Individuals with Disabilities Education Act). Twenty-one campuses served adult students only, five campuses served only dually enrolled students, and the remaining 10 campuses served both dually enrolled and adult students.

The 36 TPSID programs actively enrolling students (not in a planning year) served an average of 13 students per site ( $n = 449$  total students). Program enrollments ranged from 1 to 34 students.

In 2015–2016, 59% of students enrolled in TPSID programs were male, and 41% female. The majority of students were white (62%), 25% were black or African American, and 15% were Hispanic or Latino. Most students (88%) were between the ages of 18 and 25, with ages ranging from 16 to 42 years old. Ninety-one percent of enrolled students had an intellectual disability and/or autism. Just under one third of students (31%) were dually enrolled, i.e., receiving special education transition services while attending the TPSID program.

For tuition expenses, state vocational rehabilitation (VR) agency funding was the source most commonly used, followed by private pay (25% and 24% of students, respectively). Private pay was the most commonly used

source of funds to pay non-tuition expenses (43%). Tuition was waived for 11% of students.

One hundred seventy-seven students (39%) were reported to have received services from a VR program in 2015–2016. Five students were reported to have been deemed ineligible for services by a VR program. Job coaching was the most common services provided by a state VR program (29% of students received job coach services from a VR program), followed by work-based learning experiences (24%), job readiness training (19%), and supported employment (16%). Students also received social skills training, benefits counseling, and self-advocacy instruction from VR programs.

TPSIDs indicated that 205 students were eligible for Medicaid, and 116 students received Medicaid services.<sup>1</sup> Two-thirds of students reported as receiving Medicaid services received services under the category of day supports. A little more than half of the students receiving Medicaid services received transportation ( $n=61$ ). Seven students had a personal care attendant (PCA) as a Medicaid-funded service.

<sup>1</sup> Some TPSIDs had difficulty accessing student Medicaid information. For 87 students, Medicaid eligibility information was missing, and for 86 students, information about whether they received Medicaid services was missing.

## Student Coursework

Course enrollments were reported for 388 of the 449 students who attended TPSID programs.<sup>2</sup> These 388 students enrolled in a total of 2,714 college or university courses, averaging seven courses per student in the reporting period. Students at two-year IHEs took an average of nine courses, while those at four-year IHEs took an average of six courses a year.

A majority of course enrollments (57%) were in academically specialized courses, i.e., courses designed for and delivered only to students with intellectual disability in the TPSID program. The remaining 43% of enrollments were in academically inclusive courses, i.e., typical college courses attended by students with intellectual disability and other college students. The percentage of enrollments in inclusive courses was higher at four-year IHEs than at two-year IHEs (46% versus 38%).

A majority of students attending TPSIDs (68%) were seeking a credential offered by the TPSID. And credential attainment was a reported motivator for 57% of course enrollments. Other motivations for course enrollment were that courses related to a personal interest (56%), related to the student's career goals (40%), or was required for a degree or certificate (26%).

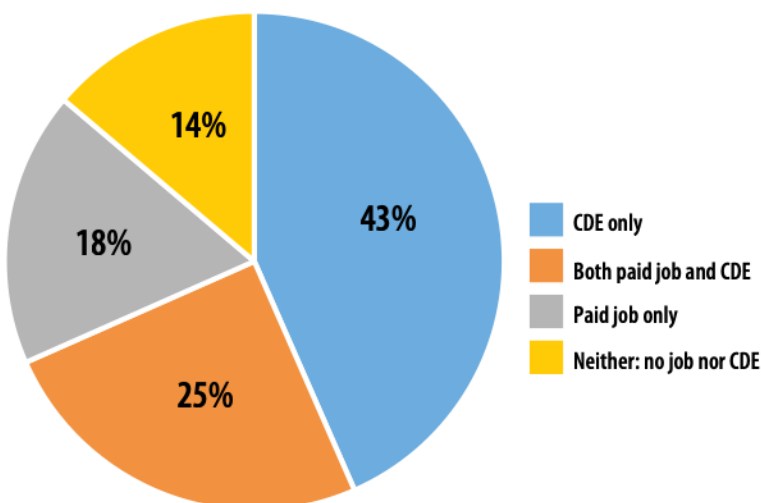
Sixty-percent of students received supports or accommodations from the disability services office (DSO) on their campus. Among the students who received supports or accommodations from the DSO, only 16% received all of their supports and accommodations from the DSO. The remaining 84% also received supports or accommodations from program staff, faculty, peer mentors, and others. No students were denied services from their campus DSO.

## Employment and Career Development

The majority of students (86%) participated in either paid employment or in unpaid career development experiences (CDE). One hundred ninety-two students (43%) had at least one paid job, and 307 students (68%) were engaged in CDE

such as an internship, volunteering, or service learning. One quarter of students had both a paid job and CDE (see Figure 1). Students attending TPSID programs held a total of 282 paid jobs. Fifty-six percent of the students who were employed had never held a paid job prior to entering the TPSID.

### CAREER DEVELOPMENT AND EMPLOYMENT IN 2015-16



Paid internships were the most common type of job (46% of paid jobs), followed by individual paid jobs (39%) and work training sites (7%). Job type was not reported for 7% of employment records. Seventy-eight percent of jobs paid at or above minimum wage.<sup>3</sup> Most employed students (83%) worked between five and 20 hours per week.

The entity that paid the employed students differed by job settings. The employer paid the student at nearly all individual paid jobs (96%). Students in paid internships were paid by either state intellectual and developmental disability (IDD) agency funds (47% of internships) or the TPSID program (43% of internships). Students in individual work training sites were paid by state education agencies, with WIOA funds, by the employer, or by a VR agency.

For other career development experiences, volunteering and community service were the most frequent activity (45% of students), followed by unpaid internships (34%), service learning (30%), and individual work training sites (14%). Nineteen students participated in informational interviews with employers.

<sup>2</sup>Specific course enrollments were not reported for 61 students. Of these, 35 students were reported (in a separate question on how students spend their time) to be attending courses despite specific course enrollments not being reported. It is not clear if the remaining students were engaged in activities not captured by our evaluation system, or if data were simply missing.

<sup>3</sup>Wage information was not reported for 47 student jobs. Of those that were reported, 186 out of 239 jobs with wages reportedly paid at or above minimum wage.



## Student Life and Housing

Forty-one TPSIDs (95%) reported that enrolled students were or would be able to join registered student organizations at the IHE,<sup>4</sup> and students joined those organizations at 28 of the 36 campuses. All IHEs provided students access to social events on campus that were only for IHE students,<sup>5</sup> and students participated in such events at 33 of the 36 campuses that served students in 2015–2016.

Forty-three percent of campuses had residential options available to students enrolled in the TPSID, 32% of campuses had residential options that were not available to these students, and 24% of campuses were commuter schools that did not have any housing options. Most students enrolled in TPSID programs (74%) lived with their family. Fifty-three students (12%) lived in IHE housing, and 60 (14%) lived in non-IHE housing, not with family.

Most of the students living in IHE housing lived in residence halls or on-campus apartments. Thirty-eight students in IHE housing lived in housing settings in which they were with other college or university students or an inclusive housing setting. Fifteen students lived in housing that was designated only for TPSID students, or specialized housing. Among students not living with family or in IHE housing, 36 students lived in a supervised apartment or supported living, 16 students lived independently, and five students lived in group homes.

*“Attending Millersville has been a wonderful experience as far as living on campus, taking four courses, and being independent. Being in this program has changed my life. It has helped me become very independent and the program is getting us ready for the real world. I have coaches that support me and they are there if I need assistance with homework. I also have a job coach that is there to support me to apply for jobs on campus. I think for anyone that is looking to go to college, I say go for it. Let yourself experience what college is and enjoy the wonderful opportunity that college has to offer.”*



**JANEEN SIMMONS,**  
student in Millersville University TPSID program

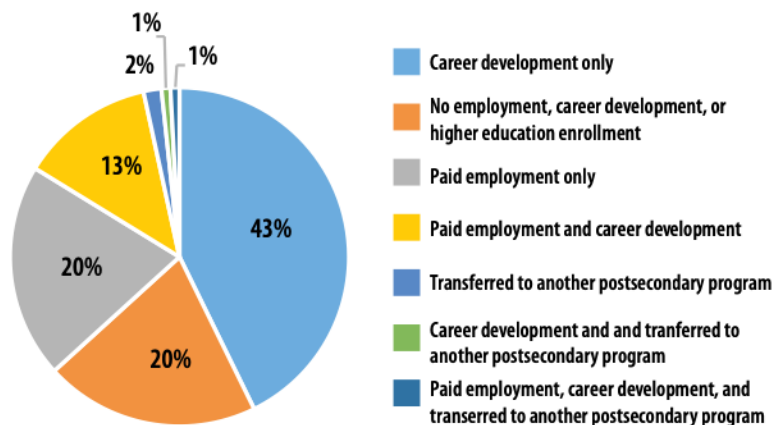
<sup>4</sup> One program did not respond to this question.

<sup>5</sup> One program did not respond to this question.

## Student Status at Exit

A total of 117 students exited their IHE program during the reporting period. The most common reason for exit was having completed the program and earned a credential (70%).

### ACTIVITIES AT EXIT (N=117 STUDENTS)



Overall, 72% of the students who exited earned one or more credentials at exit. Most certificates or exit documents awarded were granted by the TPSID program and not by the IHE hosting the program. Certificates were also issued to 11 dually enrolled students by a Local Education Agency ( $n = 11$ ).

Most students who exited (79%) had a paid job, were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit (see Figure 2). Twenty-four students were not engaged in any of these activities at exit. Forty students were working in a paid job, and 67 students were participating in an unpaid career development activity at exit. Sixteen students were both employed for pay and participating in unpaid career development activities when they exited their program and four students continued on to further postsecondary education.

## LIMITATIONS

These data from TPSIDs are self-reported, which may impact their accuracy. The NCC made every attempt to verify any discrepancies, but was not able to check the validity of all data entered into the Data Network. Despite the NCC's best efforts to develop questions and response choices to fit the



needs of all TPSIDs, and to define key terms in a way that allowed for consistency across reporting sites, responses may have been subject to respondent bias due to different interpretations of program operations and student experiences.

In particular, the degree to which other college students not receiving services from the TPSID program enrolled in courses categorized as “inclusive” cannot be confirmed. Thus, the NCC cannot be certain of the extent to which student course enrollments reported as inclusive actually provided an inclusive academic experience.

Overall, the TPSID data does not provide a representative sample of all U.S. higher education programs serving students with intellectual disability. Therefore, its generalizability is limited. These limitations are important to keep in mind when reviewing the data presented in this report.

## CONCLUSION

The TPSID model demonstration programs described in this report have created opportunities for 449 students with intellectual disability to enroll in colleges and universities, access both specialized and traditional college courses, and participate in career development activities such as internships and job training experiences. Many students have also been become employed, in some cases for the first time, through these higher education experiences. Emerging access to on- and off-campus housing is also reflected.

Data reported here from the first year of FY 2016–2020 TPSID grantees suggest that these programs are beginning with a solid base of effective practices that we can expect growth from over the next four years. We anticipate that college course access, integrated competitive employment options, and access to housing will expand with each year of the project, and will result in enhanced student academic, employment, and independent living outcomes.

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

(Sections 766–769, 20 U.S.C. §1140f–1140i)

§1001. General definition of institution of higher education

(a) Institution of higher education

For purposes of this chapter, other than subchapter IV, the term “institution of higher education” means an educational institution in any State that—

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 1091(d) of this title;
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for

admission to a graduate or professional degree program, subject to review and approval by the Secretary;

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

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time. (20 U.S.C. §1001(a))

(b) Additional institutions included

For purposes of this chapter, other than subchapter IV, the term “institution of higher education” also includes—

- (1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a) of this section; and
- (2) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)

(1), admits as regular students individuals-

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

(B) who will be dually or concurrently enrolled in the institution and a secondary school. (20 U.S.C. §1001(b))

Student with an Intellectual Disability.

The term “student with an intellectual disability” means a student-

(A) with a cognitive impairment, characterized by significant limitations in-

(i) intellectual and cognitive functioning; and

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

(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act [20 U.S.C. 1400 et seq.]. (20 U.S.C. §1140 (2))

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

(1) Comprehensive transition and postsecondary program for students with intellectual disabilities

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

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

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

(C) Includes an advising and curriculum structure.

(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through 1 or more of the following activities:

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

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does

not receive regular academic credit.

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

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

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

(20 U.S.C. §1140 (1))

Model comprehensive transition and postsecondary programs for students with intellectual disabilities

(a) Grants authorized

(1) In general

From amounts appropriated under section 1140i(a) of this title, the Secretary shall annually award grants, on a competitive basis, to institutions of higher education (or consortia of institutions of higher education), to enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

(2) Administration

The program under this section shall be administered by the office in the Department that administers other postsecondary education programs.

(3) Duration of grants

A grant under this section shall be awarded for a period of 5 years.

(b) Application

An institution of higher education (or a consortium) desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(c) Award basis

In awarding grants under this section, the Secretary shall-

(1) provide for an equitable geographic distribution of such grants;

(2) provide grant funds for model comprehensive transition and postsecondary programs for students with intellectual disabilities that will serve areas that are underserved by programs of this type; and

(3) give preference to applications submitted under subsection (b) that agree to incorporate into the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant one or more of the following elements:

(A) The formation of a partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

(B) In the case of an institution of higher education that provides institutionally owned or operated housing for students attending the institution, the integration of students with intellectual disabilities into the housing offered to nondisabled students.

(C) The involvement of students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

(d) Use of funds

An institution of higher education (or consortium) receiving a grant under this section shall use the grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that—

(1) serves students with intellectual disabilities;

(2) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;

(3) with respect to the students with intellectual disabilities participating in the model program, provides a focus on—

(A) academic enrichment;

(B) socialization;

(C) independent living skills, including self-advocacy skills; and

(D) integrated work experiences and career skills that lead to gainful employment;

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

(5) participates with the coordinating center established under section 1140q(b) of this title in the evaluation of the model program;

(6) partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals with Disabilities Education Act [20 U.S.C. 1400 et seq.], including the use of funds available under part B of such Act [20 U.S.C. 1411 et seq.] to support the participation of such students in the model program;

(7) plans for the sustainability of the model program after the end of the grant period; and

(8) creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

(e) Matching requirement

An institution of higher education (or consortium) that receives a grant under this section shall provide matching funds toward the cost of the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant. Such matching funds may be provided in cash or in-kind, and shall be in an amount of not less than 25 percent of the amount of such costs.

(f) Report

Not later than five years after the date of the first grant awarded under this section, the Secretary shall prepare and disseminate a report to the authorizing committees and to the public that—

(1) reviews the activities of the model comprehensive transition and postsecondary programs for students with intellectual disabilities funded under this section; and

(2) provides guidance and recommendations on how effective model programs can be replicated.

(20 U.S.C. §1140g)

National Coordinating Center

Subpart 4— Coordinating Center

‘SEC. 776. PURPOSE

(b) COORDINATING CENTER.—

(1) DEFINITION OF ELIGIBLE ENTITY.—In this subsection, the term ‘eligible entity’ means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

(A) higher education;

(B) the education of students with intellectual disabilities;



(C) the development of comprehensive transition and postsecondary programs for students with intellectual disabilities; and

(D) evaluation and technical assistance.

(2) IN GENERAL.—From amounts appropriated under section 778, the Secretary shall enter into a cooperative agreement, on a competitive basis, with an eligible entity for the purpose of establishing a coordinating center for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions participating in grants authorized under subpart 2, to provide—

(A) recommendations related to the development of standards for such programs;

(B) technical assistance for such programs; and “(C) evaluations for such programs.

(3) ADMINISTRATION.—The program under this subsection shall be administered by the office in the Department that administers other postsecondary education programs.

(4) DURATION.—The Secretary shall enter into a cooperative agreement under this subsection for a period of five years.

(5) REQUIREMENTS OF COOPERATIVE AGREEMENT.—The eligible entity entering into a cooperative agreement under this subsection shall establish and maintain a coordinating center that shall—

(A) serve as the technical assistance entity for all comprehensive transition and postsecondary programs for students with intellectual disabilities;

(B) provide technical assistance regarding the development, evaluation, and continuous improvement of such programs;

(C) develop an evaluation protocol for such programs that includes qualitative and quantitative methodologies for measuring student outcomes and program strengths in the areas of academic enrichment, socialization, independent living, and competitive or supported employment;

(D) assist recipients of grants under subpart 2 in efforts to award a meaningful credential to students with intellectual disabilities upon the completion of such programs, which credential shall take into consideration unique State factors;

(E) develop recommendations for the necessary components of such programs, such as—

(i) academic, vocational, social, and independent living skills;

(ii) evaluation of student progress;

(iii) program administration and evaluation;

(iv) student eligibility; and

(v) issues regarding the equivalency of a student's

participation in such programs to semester, trimester, quarter, credit, or clock hours at an institution of higher education, as the case may be;

(F) analyze possible funding streams for such programs and provide recommendations regarding the funding streams;

(G) develop model memoranda of agreement for use between or among institutions of higher education and State and local agencies providing funding for such programs;

(H) develop mechanisms for regular communication, outreach and dissemination of information about comprehensive transition and postsecondary programs for students with intellectual disabilities under subpart 2 between or among such programs and to families and prospective students;

(I) host a meeting of all recipients of grants under subpart 2 not less often than once each year; and

(J) convene a workgroup to develop and recommend model criteria, standards, and components of such programs as described in subparagraph (E), that are appropriate for the development of accreditation standards, which workgroup shall include—

(i) an expert in higher education;

(ii) an expert in special education;

(iii) a disability organization that represents students with intellectual disabilities; “(iv) a representative from the National Advisory Committee on Institutional Quality and Integrity; and “(v) a representative of a regional or national accreditation agency or association.

(6) REPORT.—Not later than five years after the date of the establishment of the coordinating center under this subsection, the coordinating center shall report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the recommendations of the workgroup described in paragraph (5)(J).

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## **DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST**

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



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