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# Executive Summary of the Year Four Annual Report of the TPSID Model Demonstration Projects (2018-2019)

Meg Grigal, *University of Massachusetts Boston*  
Debra Hart, *University of Massachusetts Boston*  
Clare Papay, *University of Massachusetts Boston*  
Frank Smith  
Daria Domin, *University of Massachusetts Boston*, et al.



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## Executive Summary of the Year Four Annual Report of the TPSID Model Demonstration Projects (2018-2019)

By Meg Grigal, Debra Hart, Clare Papay, Frank Smith, Daria Domin, and Rebecca Lazo

### BACKGROUND ON HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITY

In 2010, the Office of Postsecondary Education in the U.S. Department of Education funded 27 model demonstration projects in 23 states to create or expand high-quality, inclusive postsecondary programs for students with intellectual disability. In 2015, another 25 model demonstration projects were funded in 19 states. A number of grantees created consortia, working with multiple college and university campuses in their states.

Between 2010 and 2019, these programs, called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs), have served almost 4,000 students with intellectual disability on 100 campuses in 31 states. This Fast Fact provides an executive summary of the findings shared in the Year Four Annual Report of the TPSID Model Demonstration Projects (2018-2019).

### CURRENT STATUS OF TPSIDS

#### STUDENT CHARACTERISTICS

In 2018-2019, 25 TPSID grantees implemented 59 programs at 57 colleges and university campuses in 19 states. One program was in a planning year and did not serve students.

On average,

programs served 17 students per site (N = 981 total students). Ninety-six percent of enrolled students had an intellectual disability and/or autism. Fifteen percent of students were dually enrolled (n = 145), i.e., receiving special education transition services while attending the TPSID program. Most students (89%) were between the ages of 18 and 25, with more male students (61%) than female.

#### EMPLOYMENT

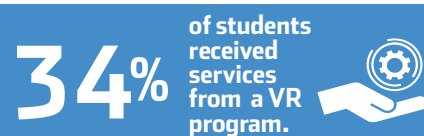
In 2018-2019, the majority of students (93%) participated in at least one employment or career development activity, such as work-based learning, job-seeking, and career awareness/exploration. Fifty-three percent of students

(n = 519) had at least one paid position. Thirty-five percent of students (n = 345) had an individual paid job earning at or above minimum wage while enrolled. Fifty-seven percent of the students who were employed while enrolled in a TPSID had never held a paid job before.

#### VOCATIONAL REHABILITATION

In 2018-2019, 332 students (34%) received services provided by vocational rehabilitation (VR). The most common services provided by

VR to students were workplace skills instruction, work-based learning experiences, benefits counseling, and job coaching. Fifty-five percent of the TPSIDs reported that they partnered with VR to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014).



#### ACADEMICS

Students enrolled in both inclusive, or typical college courses and in specialized courses, designed for and offered only to students with intellectual disability. In 2018-2019, students enrolled in 6,762 courses for an average of seven courses (inclusive or specialized) per student per year. Fifty-eight percent of all

enrollments were in academically inclusive courses. In 29% of courses, students received standard institute of higher education (IHE) credits, and in 28% of courses, students enrolled as non-credit or auditing students.



#### ACADEMIC AND EMPLOYMENT SUPPORTS

A majority of students (66%) received academic supports or accommodations from the disability services office on their campus, and all TPSID programs offered employment or work-related direct supports. Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff. Peer mentors provided support to students in 86% of programs.

## RESIDENTIAL SERVICES

In 2018–2019, 20 (35%) TPSID programs serving students were located at commuter IHEs that did not provide housing for any student. Of the 38 TPSID programs serving students that were located at residential schools, 23 offered housing to students in the TPSID program, and 15 did not offer housing. Most students enrolled in TPSID programs (67%) lived with their family. Two hundred twenty-one students (23%) lived in IHE housing, and 100 students (10%) lived in non-IHE housing, not with family.

## PROGRAM COMPLETION AND CREDENTIAL ATTAINMENT

Of the 386 students who exited their program during the reporting period, 78% completed their program, reflecting a high retention rate and comparing favorably to all first-time degree-seeking undergraduate students in the U.S. (Grigal, Papay, & Smith, 2017). Though credentialing options varied, students were able to earn credentials at all TPSID programs. Credentials were awarded by the TPSID program (n = 132 credentials), the IHE (n = 108), the IHE continuing education division (n = 37), or another entity. Forty-one credentials awarded were reported to be industry-recognized.

## ONE-YEAR OUTCOMES

Student outcomes one year after program completion are encouraging. Sixty-four percent of students who responded to an outcome survey were engaged in paid employment. This is significantly higher than the national employment rate of adults with intellectual and developmental disability (18%; National Core Indicators, 2019), and more than twice the employment rate of people with disability in general (31.4%; National Trends

**64%** of students who completed a program in 2015–2016 through 2017–2018 had a paid job 1-year after exit.



**93%** of former students report that they were satisfied or very satisfied with their social life.

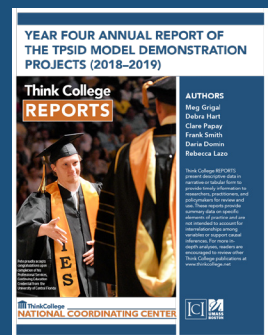


in Disability Employment, 2019). Twenty-seven percent of respondents reported they were pursuing further education. Ninety-three percent of respondents reported they were satisfied or very satisfied with their social life.

## CONCLUSION

The TPSID model demonstration program has shown that students with intellectual disability can enroll in college, attend courses, and work for competitive wages. The quality of the services provided to students while enrolled in IHEs implementing TPSID programs continues to improve; as do the outcomes of these students. By creating the infrastructure required to support access to, enrollment in, and exit from higher education, the TPSID model demonstration project has resulted in better lives for thousands of young Americans with intellectual disability.

To review the complete Year Four Annual Report of the TPSID Model Demonstration Projects (2018–2019) please visit:



[www.thinkcollege.net/resources/think-college-publications](http://www.thinkcollege.net/resources/think-college-publications)

## REFERENCES

- Grigal, M., Papay, C., & Smith, F. A. (2017). First-year retention rate of students attending institutions of higher education via a TPSID program. Think College Fast Facts, Issue No. 14. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
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