Helping Students with Disabilities Transition to College and Careers

March 25, 2013

For Technical Support call: 1-800-263-6317
Students with disabilities achievement gap

- Students with disabilities enroll in postsecondary education within four years of high school at lower rates than non-disabled students - 26% for SWD vs. 45% for non-disabled students;
- They complete postsecondary education at lower rates: 40% SWD vs. 52% non-disabled; and
- Individuals with disabilities suffered greater unemployment than the non-disabled population: 16.2% vs. 8.8%. (2009)
Betsy Brand, American Youth Policy Forum

Dr. Joe Harris, National High School Center, College and Career Readiness Center

Dr. Michael Wehmeyer, Department of Special Education, University of Kansas

Johnny Collett, Division of Learning Services, Office of Next Generation Learners, Kentucky Department of Education

Allison Chase, High School High Tech
An Overview of the National High School Center and the College & Career Readiness & Success Center

Joseph R. Harris, Ph.D.
Director
March 25, 2013
National High School Center
At-a-Glance

5 Content Comprehensive Centers including the National High School Center

16 Regional Comprehensive Centers (RCCs)

State Education Agencies

Local Education Agencies

Local High Schools

Technical Assistance Priorities

- College and Career Readiness
- Dropout Prevention and Raising Graduation Rates
- High School Special Needs Populations
- Post-Secondary Pathways
- HS Tiered Interventions
- HS SIG Technical Assistance
NHSC College and Career Readiness Technical Assistance Network

Content Comp Centers
National High School Center

16 Regional Comprehensive Centers (RCCs)

State Education Agencies

Local Education Agencies

Local High Schools

CCR High School Students

OSEP TA&D Centers

IES Regional Labs

Other CCR Federal TA Providers

CCR TA and Service Providers, Resource Developers, Research Centers, and Stakeholder Groups

©2012 American Institutes for Research®

www.betterhighschools.org
College & Career Readiness & Success Center
Technical Assistance Hub

- Coordination and Collaboration
  - Regional Comprehensive and Content Centers
  - Federal CCRS technical assistance providers
  - External CCRS stakeholders and resources

- Knowledge Development
  - New CCRS Center products and tools
  - CCRS knowledge database
  - Webinars and symposia
  - CCRS Center website and social media
  - Responsive and proactive technical assistance
  - Networked communities
Visit our new website: ccrscenter.org
Dr. Michael Wehmeyer, Professor of Special Education, Department of Special Education, University of Kansas, wehmeyer@ku.edu
EVIDENCE-BASED PRACTICES TO SUPPORT COLLEGE TO CAREER READINESS FOR STUDENTS WITH DISABILITIES

Michael L. Wehmeyer
Professor of Special Education
University of Kansas
DETERMINING AN EVIDENCE-BASE

• U.S. Department of Education, Office of Special Education Programs Evidence-based Practice Initiative
• National Secondary Transition Technical Assistance Center EBP summary
• What Works in Transition Research Synthesis Project
DETERMINING AN EVIDENCE-BASE

- Follows Taxonomy for Transition Programming* framework introduced by Paula Kohler (Western Michigan University)
- Five Transition Domains
  - **Student Development**: Includes strategies in life skills instruction, career and vocational curricula, structured work experience, and assessment.
  - **Student-Focused Planning**: Includes practices in the areas of IEP development, student participation in planning, and planning strategies.
  - **Interagency Collaboration**: Includes practices in the areas of collaborative frameworks and collaborative service delivery.
  - **Family Involvement**: Includes practices in family training, family involvement, and family empowerment.
  - **Program Structure**: Includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

LEVELS OF EVIDENCE

• **Strong**
  o Multiple quality group experimental design studies and/or single subject design studies and sufficient effect sizes from meta-analytic studies.

• **Moderate**
  o A few quality group experimental design studies and/or single subject design studies, multiple correlational studies, some systematic synthesis of findings

• **Potential**
  o One acceptable quality group experimental design or 1 to 2 high quality single subject designs or 1 to 2 correlational studies.

• **Low**
  o Descriptive studies, case studies, program evaluation studies only.
EVIDENCE BASE:  
STUDENT DEVELOPMENT

- **Strong Evidence for Practices:**
  - Teaching Functional Life Skills
  - Teaching Purchasing Skills
  - Teaching Self-Advocacy Skills
  - Teaching Self-Determination Skills

- **Moderate Evidence for Practices**
  - Teaching Functional Reading/Math Skills
  - Teaching Independent Living (banking, cooking, food preparation, grocery shopping, recreation, etc.) skills.
  - Teaching life skills via community-based instruction
  - Teaching job-related social/communication skills
  - Teaching job specific employment skills.
  - Teaching job application skills
  - Teaching self-management for employment skills
EVIDENCE BASE: STUDENT-FOCUSED PLANNING

• Strong Evidence for Practices:
  o Teaching self-advocacy skills
  o Teaching self-determination skills

• Moderate Evidence for Practices
  o Involving students in transition planning meetings
EVIDENCE BASE: INTERAGENCY COLLABORATION

• Potential:
  o Establishing a multi-level system of interagency collaboration
  o Reduce systems barriers to collaboration between secondary and post-secondary environments.
EVIDENCE BASE: FAMILY INVOLVEMENT

• **Moderate Evidence for Practices:**
  - Parent/Family attendance at IEP meetings

• **Potential:**
  - Family training in transition and secondary education topics
  - Providing educators with strategies for working with culturally and linguistically diverse populations.
EVIDENCE BASE: PROGRAM STRUCTURE

• **Moderate Evidence for Practices:**
  o Providing community-based instruction
  o Plan programs and curricula that are outcome-based and meet individual student needs
  o Extend services beyond secondary to post-school environments
  o Work experience during school years, either through school or holding a part time job
  o Participation in regular academic program

• **Potential:**
  o Specific school dropout/prevention programs (check-and-connect).
WHAT IS SELF-DETERMINATION?

• Self-determined behavior refers to volitional actions that enable one to act as the primary causal agent in one’s life and to maintain or improve one’s quality of life.

• *Causal agency:* To make or cause something to happen in one’s life.

• *Volitional action:* Making a conscious choice or decision with deliberate intention.

• Self-determination and determinism, not independent performance.
SELF-DETERMINATION AND STUDENTS WITH DISABILITIES

- Research clearly shows that youth across disability categories are less self-determined than their non-disabled peers.
  - It is important, however, not to assume that this in any way reflects the capacity of students with disabilities to become self-determined. The research clearly shows that people with disabilities have far fewer opportunities to make choices and express preferences across their daily lives.
Multiple research studies find that a person’s self-determination status predicts higher quality of life.

Self-determination status is positively correlated with more positive post-secondary outcomes, including employment, independent living, and community inclusion for youth with disabilities.

Young adults who are more engaged in personally-valued recreation activities are more self-determined, suggesting a reciprocal relationship between recreation activities and self-determination.

NSTTAC identifies best-practices to promote self-determination and student involvement in transition planning as having moderate levels of evidence and promoting self-determination as having potential for predicting positive transition outcomes.
Recent Randomized Trial, Placebo Control Group studies provide causal evidence linking:

• Intervention (with several interventions) to promote self-determination and student self-determination.

• Intervention to promote self-determination and more positive school outcomes:
  o Greater access to the general education curriculum,
  o Enhanced academic and functional/transition goal attainment
  o Student transition empowerment and self-efficacy/outcome expectancy

• Self-determination status at graduation and community inclusion and employment one and two years post-graduation.

Importance of high expectations for students with disabilities
Johnny Collett, Director, Division of Learning Services, Office of Next Generation Learners, Kentucky Department of Education,
Johnny.collett@education.ky.gov
Improving college and career transitions for students with disabilities

American Youth Policy Forum
National High School Center

March 25, 2013
Mission
The Kentucky Department of Education’s mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

Vision
To ensure that all students reach proficiency and graduate from high school ready for college and careers.
Proficient and Prepared

College & Career Readiness
- Persistence to graduation
- Course & Assessment Alignment
- Unbridled Learning Accountability Model
- Targeted Interventions
- Career Readiness Pathways
- Acceleration
- College & Career Advising
- Priority Schools

Proficiency
- Curriculum, Assessment & Alignment:
  - CIITS
- Unbridled Learning Accountability Model
- KSI/RTI
- Collection and Use of Data for Program Improvement
- Literacy Initiative
- Math Initiative
- School Readiness and Early Progress

Achievement Gap
- Best Practices Network
- Consolidated Planning and Use of Data
- Alternative Individual Learning Plans
- Digital Learning
- Professional Development
- Progress Monitoring

Educator Effectiveness
- Professional Growth and Effectiveness System
- Professional Learning and Support
- Collection and Use of Data: Tell KY Survey
- Human Capital Management and Development
Senate Bill 1 (2009 KY General Assembly)

- New Assessment and Accountability System
- Kentucky Council on Postsecondary Education (CPE), the Kentucky Board of Education (KBE), and the Kentucky Department of Education (KDE) collaborate to develop a unified strategy to:
  - reduce college remediation rates of recent high school graduates by at least fifty percent by 2014 from the rates in 2010
  - increase the college completion rates of students enrolled in one or more remedial classes by three percent annually from 2009 to 2014
Organizing for Success

- Visionary Leadership
  - Kentucky Board of Education (KBE)
  - Dr. Terry Holliday, Commissioner (2009)
  - Felicia Cumings Smith, Associate Commissioner (ONGL)

- Re-organization of KY Dept of Ed (2010)

- Division that relates to **special education** located in the same **Office** as the division that relates to **program standards**, and the division that relates to **effective teachers/leaders**

- ESEA Waiver
Organizing for Success

- **Leadership Networks** - build capacity of district leadership teams to implement SB 1 *(including special educators)*

- **Education Cooperatives** - comprehensive educational services and programs that support member districts/schools

- **Special Education Cooperatives** - literacy, math, transition, behavior, low incidence, technical assistance, professional development

- **Continuous Instructional Improvement Technology System (CIITS)**
<table>
<thead>
<tr>
<th>College Ready</th>
<th>Career Ready</th>
<th>College &amp; Career Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 Point) A student must meet benchmarks on one of the following:</td>
<td>(1 Point) A student must meet benchmarks on one from each of the following columns:</td>
<td>(1.5 Points) A student must meet benchmarks on one from each of the following columns:</td>
</tr>
<tr>
<td>ACT, or COMPASS, or KYOTE</td>
<td>Career Ready Academic</td>
<td>Career Ready Technical</td>
</tr>
<tr>
<td>Career Ready Technical</td>
<td>College Ready Academic</td>
<td>Career Ready Technical</td>
</tr>
<tr>
<td>KOSSA</td>
<td>KOSSA or Industry Certificate</td>
<td>ACT or COMPASS or KYOTE</td>
</tr>
<tr>
<td>ASVAB or WorkKeys</td>
<td>KOSSA or Industry Certificate</td>
<td>KOSSA or Industry Certificate</td>
</tr>
</tbody>
</table>

KOSSA - Kentucky Occupational Skill Standards & Assessments  
ASVAB - Armed Services Vocational Aptitude Battery  
KYOTE - Kentucky Online Testing
College/Career Readiness (CCR)

*Increase the percentage of students who are college- and career-ready from 34% (2010) to 67% (by 2015)*

The cornerstone of the Unbridled Learning Accountability model

- 2010 - 34%
- 2011 - 38%
- 2012 - 47.2%*

*4,500 more students

- 2012 CCR rate for students with disabilities is 11.2%

Office of Next Generation Learners
Individual Learning Plan (ILP)

KY first introduced the web-based ILP statewide for grades 6-12 in 2006

- Completion of the ILP from grade 6-12 is a graduation requirement
- At the end of the first school year only 21% of students completed their grade specific requirements
- At the end of SY 2011, 89% of students completed the ILP

- Assessment results are uploaded to ILPs
- Parents have unique passwords to access their students’ ILP
- Students retain access to their ILP after high school
- KY has developed several resources to assist schools in implementation of and full engagement in the ILP
Operation Preparation

- During March 2013, trained volunteer community advisors will meet one-on-one with every 8th and 10th grade student.

- The community advisor will use the student’s ILP (including career interest inventory and EXPLORE/PLAN results) to discuss the student’s:
  - career aspirations, required education/training and workforce skills
  - whether the student is on target to meet their goals
  - whether the student is taking the courses recommended to prepare them for a successful future
Schools/districts are intentionally planning for students with disabilities as part of their comprehensive improvement planning process

• Special education is a *service*, not a *place*

• SWD are *regular education students* who receive *special education services*

• Local Directors of Special Education (DoSE) and special educators are *critical partners* as schools/districts develop *specific* and *intentional* plans for closing gaps for SWD
Allison Chase, Florida State Director, High School High Tech at Able Trust, allison@abletrust.org
Program Goals

1. Reduce Drop-Out Rate of Students with Disabilities.
2. Increase Enrollment in Post-Secondary Education.
3. Improve Employment Outcomes in STEM Careers.
History of HSHT

• Mid-1980s – California Collaboration
• 1986 – President’s Committee (ODEP) to Expand
• Mid-90s – NASA Grants (CA, FL, MD, OH, TX)
• Office of Disability Employment Policy (ODEP) Commissioned Research – Guideposts for Success
• 1998 – The Able Trust funded the NASA/ODEP model
• Today – FL, GA, NJ, OH, OK, SC
  – Total Students: 3000
  – Florida: 1500 Students
Florida’s Program Structure

• The Able Trust as Umbrella Organization
• 17 Community Based Organizations in 35 Sites
  – Nonprofits
  – School Systems
  – Workforce Boards
• $20,000 Annually – per site (county)
  – Grantees generate an additional $1.2million in funding and in-kind supports
Guideposts for Success

• School Based and Preparatory Experiences
• Career Preparation & Work-Based Learning
  • Youth Leadership & Development
  • Family Involvement & Supports
  • Connecting Activities

Office of Disability Employment Policy and National Collaborative on Workforce and Disability for Youth
Service Delivery Models

- In-School Workshops
- In-School Classes (for school credit)
- After-School & Evening Clubs/Programs
All Programs Provide

• Individual Career Assessments & Exploration
• Career Workshops
• Job Shadowing/Career Mentoring
• Industry Tours
• College/Post-Secondary Tours
• Service Learning
• Summer Internships
The Benefits of a Work-Based Learning Program

For Students:
• Become More Willing to Pursue STEM Careers
• Make the Connection Between Academics and World of Work
• Most Effective Instructional Technique for Future Careers
The Benefits of a Work-Based Learning Program

For Employers:
• Able to Influence Curriculum & Training to Focus on Workforce Demands
• End Result – Able to Recruit the Talent Required – Close the Skills Gap!
Business Partnerships

- Business Advisory Councils
- Career Mentoring
  - Workshops
  - Industry Tours
- Summer Internships
- Service Learning
- Other Sponsorships
Chris’ HSHT Journey

HSHT Student to ADDY Award Winner!

- Career Mentoring
- Summer Internships
- Post-Secondary Training – Digital Design
- Freelance Design Artist
- Award Winner!!
Program Outcomes FY2012

- <1% Drop Out Rate compared to 4% of other students with disabilities in Florida
- 74% Graduates Entered Post-Secondary Education, Employment, or Continuing Education compared to 51% of other graduates with disabilities in Florida
- 57% of Florida HSHT graduates entered postsecondary education after graduation compared to only 27% of other graduates with disabilities in Florida
Program Demographics
FY2012

• Gender
  – Female 40%
  – Male 60%

• Ethnicity
  – Caucasian 47%
  – African American 37%
  – Hispanic/Latin American 12%
  – Asian/Pacific Islander 2%
  – Other/Not Reported 2%

• Disability Diversity
  – Specific Learning Disability 49%
  – Other Health Impairment 12%
  – Autism Spectrum Disorder 8%
  – Intellectual Disability 7%
  – Speech or Language Impairment 6%
  – Emotional Disturbance 5%
  – All Other Disabilities 13% (orthopedic, visual, hearing, & traumatic brain injury)
Florida’s Success

- The Able Trust as Umbrella and Seed Funder
  - Connection to State VR Agency
  - Networking Between Local Sites
  - Growth & Innovation
Question and Answer

Dr. Michael Wehmeyer, Professor, Department of Special Education, University of Kansas, wehmeyer@ku.edu

Dr. Joe Harris, Director, National High School Center, College and Career Readiness and Success Center, jharris@air.org

Johnny Collett, Director, Division of Learning Services, Office of Next Generation Learners, Kentucky Department of Education, Johnny.collett@education.ky.gov

Allison Chase, Florida State Director, High School High Tech at Able Trust, allison@abletrust.org