



College and Career Ready: Preparing Students with Disabilities

Utilizing Indicator 14, Post-School Outcomes Data and Evidence Based Predictors and Practices for Secondary Transition

Improving Post-School Outcomes of Students with Disabilities

Federal Legislation

In response to the Individuals with Disabilities Education Act (IDEA 2004), the federal government included language to improve the educational outcomes of students with disabilities.

State Performance Plan (SPP)

State Performance Plan, or SPP, was developed in response to IDEA 2004. There are 20 indicators, 11 are results outcomes and 9 are compliance.

Indicator 14 Post-School Outcomes Survey

Indicator 14 is a results indicator to show post-school outcomes for students with disabilities one year after exiting high school.

The SPP requires states to report the “percent of youth who are no longer in secondary school,

had Individual Education Plans in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school”.

(20 U.S.C. 1416(a)(3)(B))*

South Dakota Scores High

Of the survey respondents, South Dakota consistently has approximately 78 percent or higher of our students with disabilities engaged in postsecondary education and/or training and/or competitively employed one year after exiting secondary education.

*Resource: National Post School Outcomes Center: www.psocenter.org

South Dakota Trend Data for Indicator 14

YEAR	PS ONLY	EMP ONLY	PS & EMP ONLY	DISENGAGED	TOTAL ENGAGEMENT
05 -06	7.0%	46.3%	30.7%	16.0%	84.0%
06 -07	10.0%	43.4%	28.3%	18.3%	81.7%
07 -08	9.9%	35.5%	33.2%	21.4%	78.6%
**08-09	9.5%	46.1%	44.4%	11.1%	88.9%

Legend:

** = Measurement changed in 08-09

PS = Post-Secondary Education

Emp = Employment

Disengaged = Not engaged in PS or Emp



Career selection

Attain highest education/training

Research resources

Employability skills obtained

Earning potential increased

Reach for the impossible

Succeed

Families, educators, policymakers and advocates all want to see more youth with disabilities go on to postsecondary education, to find meaningful employment, and achieve success in the adult world. There is shared concern over high drop-out rates and low employment rates among young adults with disabilities.

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Why Evidence-Based Information?

Recent legislation promotes an increase accountability for teachers to use evidence-based practices and programs.

- NCLB (2001) requires schools to use “scientifically-based research” to guide decisions about program implementation.
- IDEA (2004) requires teachers of students with disabilities to use “scientific research-based” practices and interventions.
- Purpose of IDEA, to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living (IDEA Regulations §300.1(a))

South Dakota ensures the purpose of IDEA is being met, through implementation of evidence-based predictors and practices.

- Evidence-based predictors are interventions derived from correlational research studies that occur while a student is in school that lead to improved post-school outcomes.
- Evidence-based practices are classroom and community-based instructional strategies derived from experimental research.

The National Secondary Transition Technical Assistance Center has conducted literature review that includes a rigorous correlational research in secondary transition to identify evidence-based predictors that are correlated with improved post-school outcomes in education, employment and/or independent living.

- They can be used to develop and expand programs or evaluate existing programs.
- They can also help IEP teams design annual IEP goals and transition services that are more likely to help students achieve their stated post-school goals.

Predictors/Outcomes	Education	Employment	Independent
Self-Advocacy/ Self-Determination	X	X	
Self-Care/ Independent Living	X	X	X
Social Skills	X	X	
Interagency Collaboration	X	X	
Parental Involvement		X	
Student Support	X	X	X
Transition Program	X	X	
Career Awareness	X	X	
Occupational Courses	X	X	
Paid Employment/Work Experience	X	X	X
Vocational Education	X	X	
Work Study		X	
Community Experiences		X	
Exit Exam Requirements/High School Diploma Status		X	
Inclusion in General Education	X	X	X
Program of Study		X	

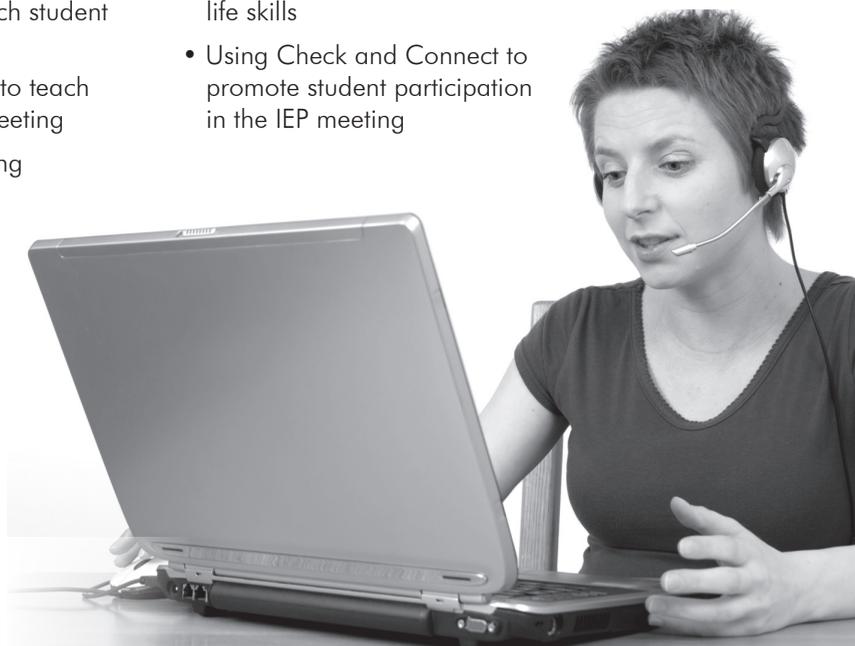
Evidence-Based Practices:

Secondary Transition Preparing Students for College and Career

Evidence-based practices are instructional strategies that support Individual Education Plans' goals and objectives. They also support the skill development needed to prepare the students to be college and career ready.

The National Secondary Transition Technical Assistance Center (NSTTAC) has conducted a literature review process on evidence-based practices (EBP) in secondary transition. NSTTAC provides a list of EBP by skill area and includes lesson plan starters for implementation. For more information, go to nstattac.org/content/evidence-based-practices.

- Using Computer- Assisted Instruction for student participation in the IEP
- Using Community-Based Instruction
- Using Constant Time Delay
- Using an Extension of Career Planning Services after graduation to promote increased finance skills
- Using Forward Chaining to teach functional life skills
- Using Least to Most Prompting
- Using Progressive Time Delay
- Using Published Curricula to teach student involvement in the IEP
- Using the Self-Advocacy Strategy to teach student participation in the IEP Meeting
- Using the Self-Determined Learning Model of Instruction to teach goal attainment
- Using Response Prompting
- Using the Self-Directed IEP to teach student participation in the IEP
- Using Technology to teach academic skills
- Using Total Task Chaining to teach functional life skills
- Using Training Modules to promote parent involvement in the transition process
- Using Video Modeling
- Using Visual Displays to teach academic skills
- Using "Whose Future Is It Anyway?"
- Using Self-Monitoring instruction to teach functional life skills
- Using Simulations
- Using Backward Chaining to teach functional life skills
- Using Check and Connect to promote student participation in the IEP meeting



Transition Services Liaison Project

Transition Services Liaison Project (TSLP) assists students with disabilities, their families, schools and adult service agencies to make the transition from high school to post-school a meaningful experience.

TSLP project implements four activities South Dakota identifies in their Indicator 14 survey. The data collected show improved post-school outcomes for students with disabilities, who participated in one more of those activities.

ACTIVITY	AREA	DESCRIPTIONS
Catch the Wave	High Education	A day of university orientation for high school students with disabilities who are considering postsecondary education.
Youth Leadership Forum	Higher Education, Career, and Self-Advocacy	A unique career and leadership training program for high school students to learn more about self-advocacy skills, disability awareness and more.
Project Skills	Competitive Employment	A paid work experience program for high school students with disabilities
Self-Advocacy Training	All areas	Providing students the opportunity to develop the skills necessary to discuss with others about their disability, the accommodations needed, etc.

For more information go to the Transition Service Liaison Project website at www.tslp.org

What these data indicate about TSLP activities?

South Dakota’s Indicator 14 data show that the TSLP activities are impacting the outcomes of youth with disabilities in the state.

- Students involved in Youth Leadership Forum (YLF), Catch The Wave (CTW), Project Skills (PS), and/or Self Advocacy (SA) had a 60 percent better chance of being engaged in either competitive employment or attending a postsecondary setting than those students not participating in YLF, CTW, PS and/or SA (based upon 3 years data n=882)

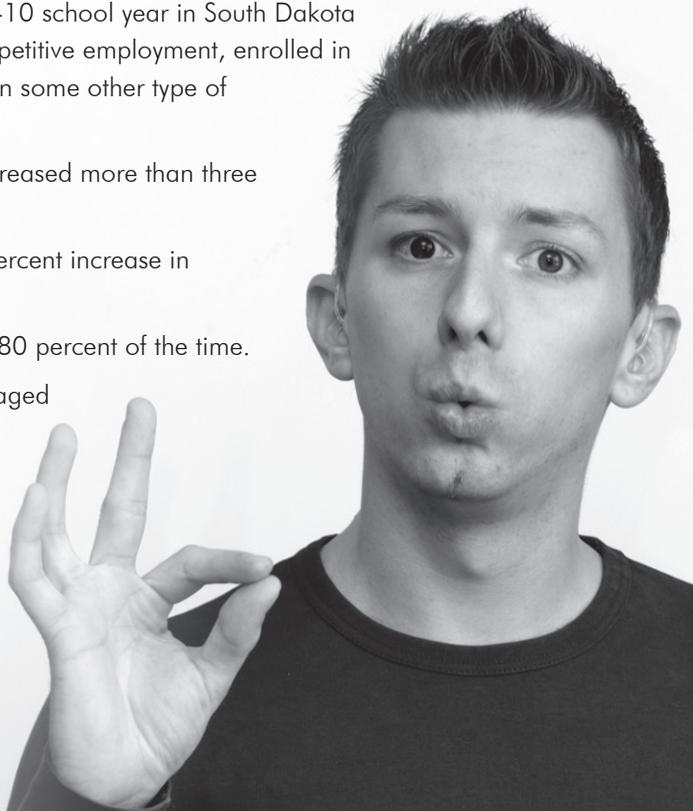
- Students surveyed one year after exiting the k-12 system, who participated in Project Skills in high school and worked 20 hours/week or more for three or more months are more likely to be competitively employed than those youth who worked fewer than 20 hours per week for three months or less.

- Students with post-school employment goals are more likely to be competitively employed one year out of high school than youth who do not have a post-school employment goal.

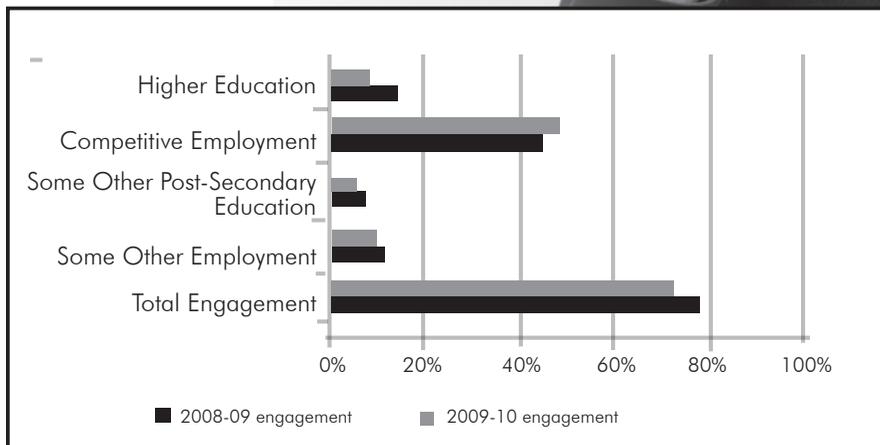
South Dakota Indicator 14 Results

Post-school outcomes for students with disabilities in South Dakota

- Seventy-three percent of exiters from the 2009-10 school year in South Dakota were engaged in either higher education, competitive employment, enrolled in other postsecondary education or training, or in some other type of employment.
- Those engaged in competitive employment increased more than three percent from the previous year.
- American Indian students had a twenty eight percent increase in competitive employment from baseline year.
- Exiters with learning disabilities were engaged 80 percent of the time.
- Students with a high school diploma were engaged at a greater rate.
- For more information visit the South Dakota Department of Education, Special Education Programs website at doe.sd.gov/oess/sped_SPP.aspx.



Postsecondary Engagement





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