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Improving Post-School Outcomes: Evidence-Based Practices and Predictors of Post-School Success

ODE Training Series *Transforming the Future with PSO Data*

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Spring 2016

IDEA Purpose

One purpose of this Act is:

To ensure that all children with disabilities have available to them a free 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)



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Think-Pair-Share

How do you know the special education services you provide contribute to achieving this purpose of IDEA?



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Indicator 14: Post-School Outcomes is one measure of that success

- Percent of youth who are no longer in secondary school, had IEPs 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 other postsecondary education or training program; or competitively employed or some other employment within one year of leaving high school.

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

Indicator B-14

Higher Education

- **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **one complete term**

Competitive Employment

- worked for pay at or above **the minimum wage**
- in a **setting with others who are nondisabled**
- **20 hours** a week
- at least **90 days** at any time in the year since leaving high school.
- includes **military** employment

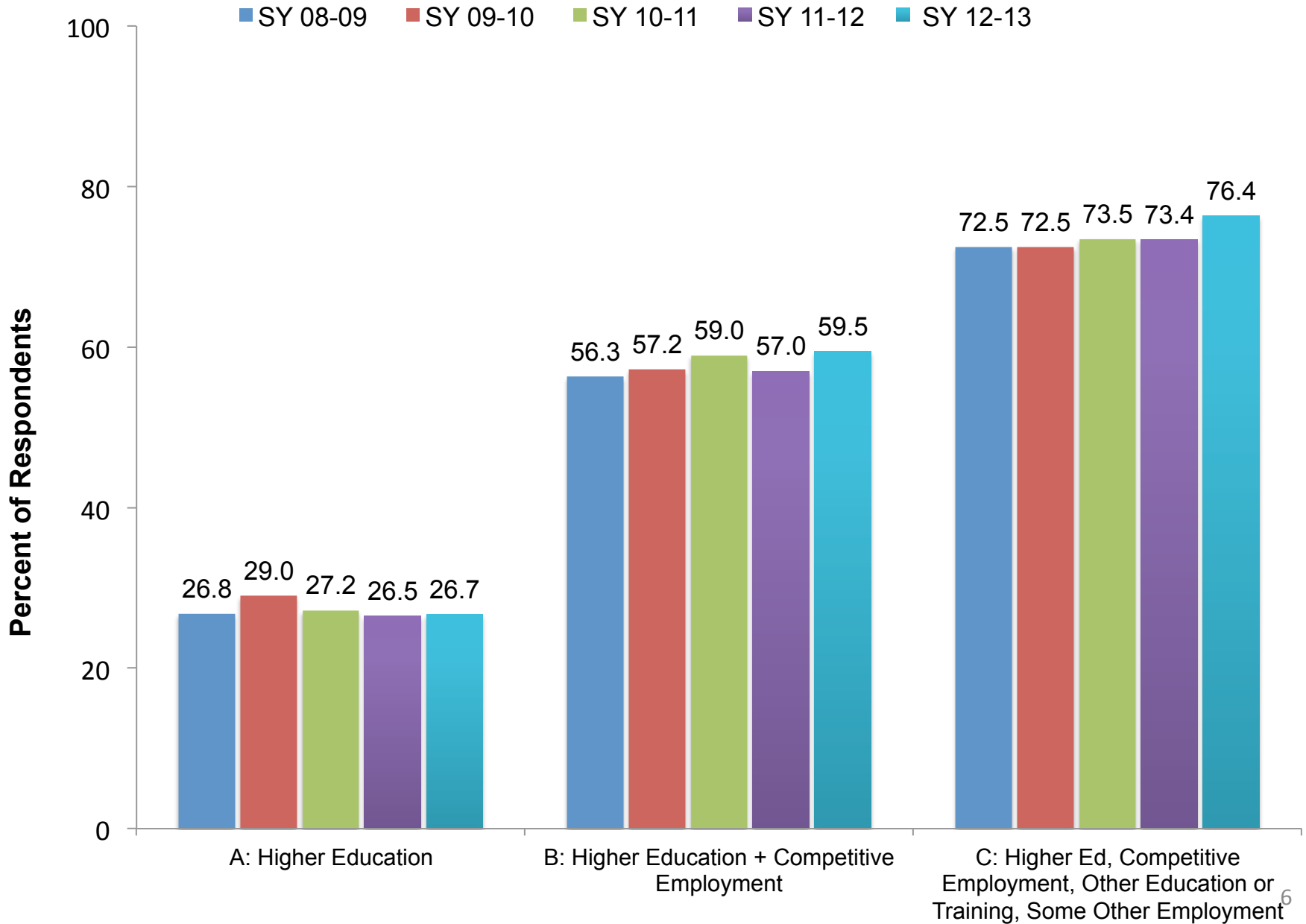
Other Postsecondary Education or Training

- enrolled on a **full- or part-time**
- at least **1 complete term** at any time since leaving high school
- in an **education or training program** (e.g., adult education, vocational technical school which is **less than a 2-year program**)

Other Employment

- worked for **pay** or been **self-employed**
- at least **90 days** at any time since leaving high school
- includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

National Trends of Median Percentages for Each Indicator B14 Measure





Why these are the Most Current PSO Data

FFY (Federal Fiscal Year)	School Year Students Left School	*PSO Data Collected April – Sept	APR Reporting Year, February 1, 20xx
14	2013-14	2015	2016
13	2012-13	2014	2015
12	2011-12	2013	2014
11	2010-11	2012	2013
10	2009-10	2011	2012
09	2008-09	2010	2011

* Data collection must be timed so that at least one year has passed since the students left school.



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How do you know the special education services you provide contribute to achieving this purpose of IDEA?

Begin with the End in Mind





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Postsecondary
Education



Postsecondary
Training



Employment



Independent
Living



How Do We Get Students There?

- Committed, caring adults
- Persistent students and families
- Coordinated systems & services
- Purposeful transition programming
- High quality transition planning
- Meaningful, focused interagency-collaboration
- Utilizing evidence-based predictors & practices



Successful transition
requires purposeful planning
at all levels



Transition services **a coordinated set of activities** for a child with a disability that ...

- (a) is designed to be within a **results oriented process**, that is focused on **improving the academic and functional achievement** of the child with a disability to facilitate the child's **movement from school to post-school activities**, including:
- postsecondary education,
 - vocational education,
 - integrated employment (including supported employment),
 - continuing and adult education,
 - adult services,
 - independent living, or community participation; and



Transition services **a coordinated set of activities** for a child with a disability that ...

- (b) is based on the **individual child's needs**, taking into account the child's **strengths, preferences, and interests**; and includes:
- instruction,
 - related services,
 - community experiences,
 - development of employment and other post-school adult living objectives, and, if appropriate,
 - acquisition of daily living skills, and provision of a functional vocational evaluation

(U.S.C. 1401(34))



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Definitions Please....!

- **Coordinated:** Activities have a purpose and a goal. They are selected with a plan in mind to accomplish a specific goal.
- **Results Oriented Process:** Efforts focus on students' outcomes, not compliance.
- **Academic and Functional Achievement:** Link to standard course of study that is functionally meaningful as students set and attain goals.
- **School to Post-School:** From high school to adult life experiences.



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Definitions Please....!

- **Individual's Needs, Strengths, Preferences, & Interests:** Student's input is critical to the transition process. The goals in the plan should reflect the student's goals.
- Finally, for students with significant disabilities, instruction maybe needed to acquire **daily living skills**.
- **A Functional Vocational Evaluation** may be needed to assess what the student can do in terms of **employment**, and independence & interdependence in the **community**.



Examples

- **Instruction** – teaching academics, work-related skills, community skills, social skills
- **Related services** – transportation, OT, PT, job coach
- **Community experiences** – work-based, daily living
- **Integrated employment & other post-school adult living objectives** – financial planning, health care, self-advocacy, self-determination, learning to drive
- **Daily living skills** – banking, self-care, cooking, shopping
- **Functional vocational evaluation** – formalized employment assessment



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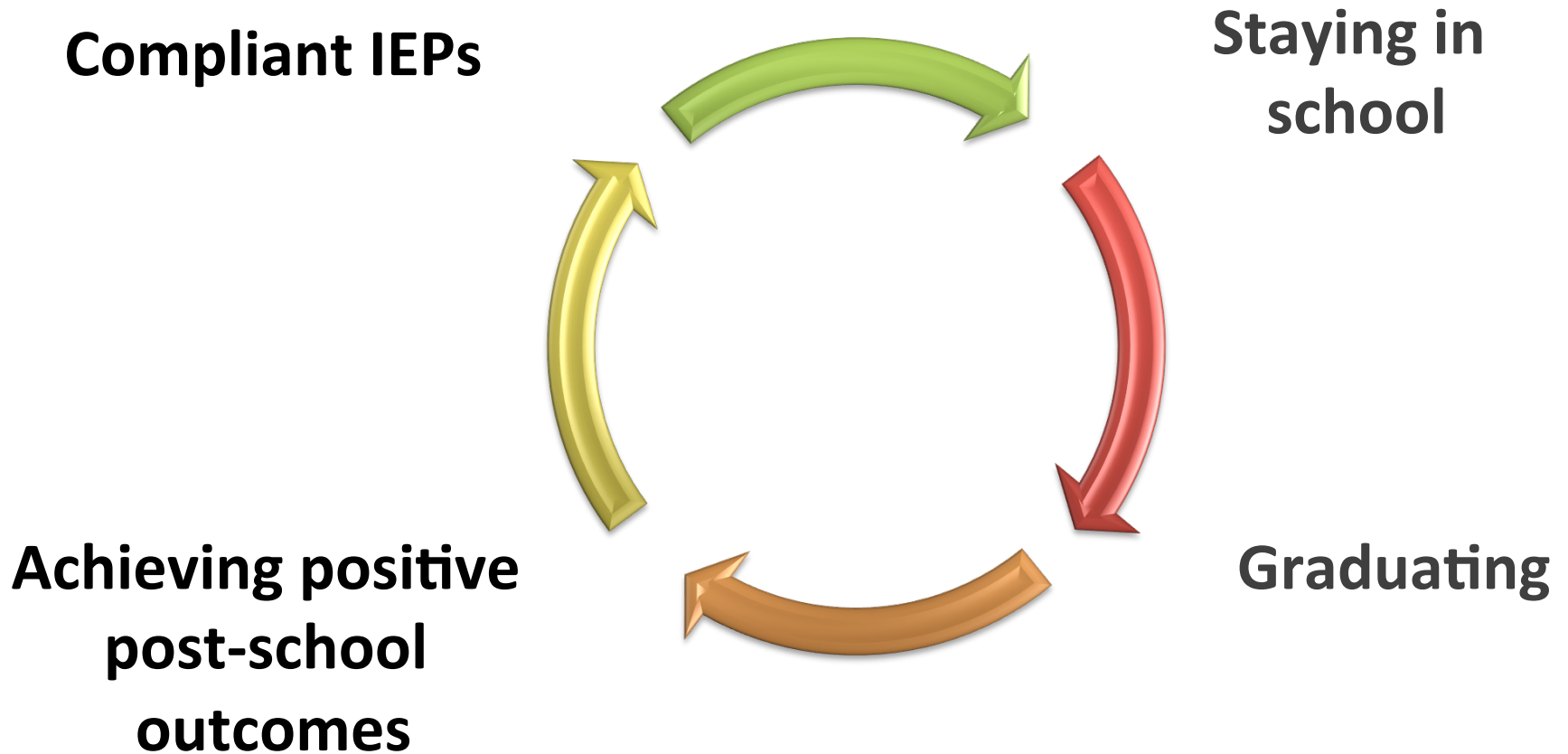
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States report annually on 17 Indicators

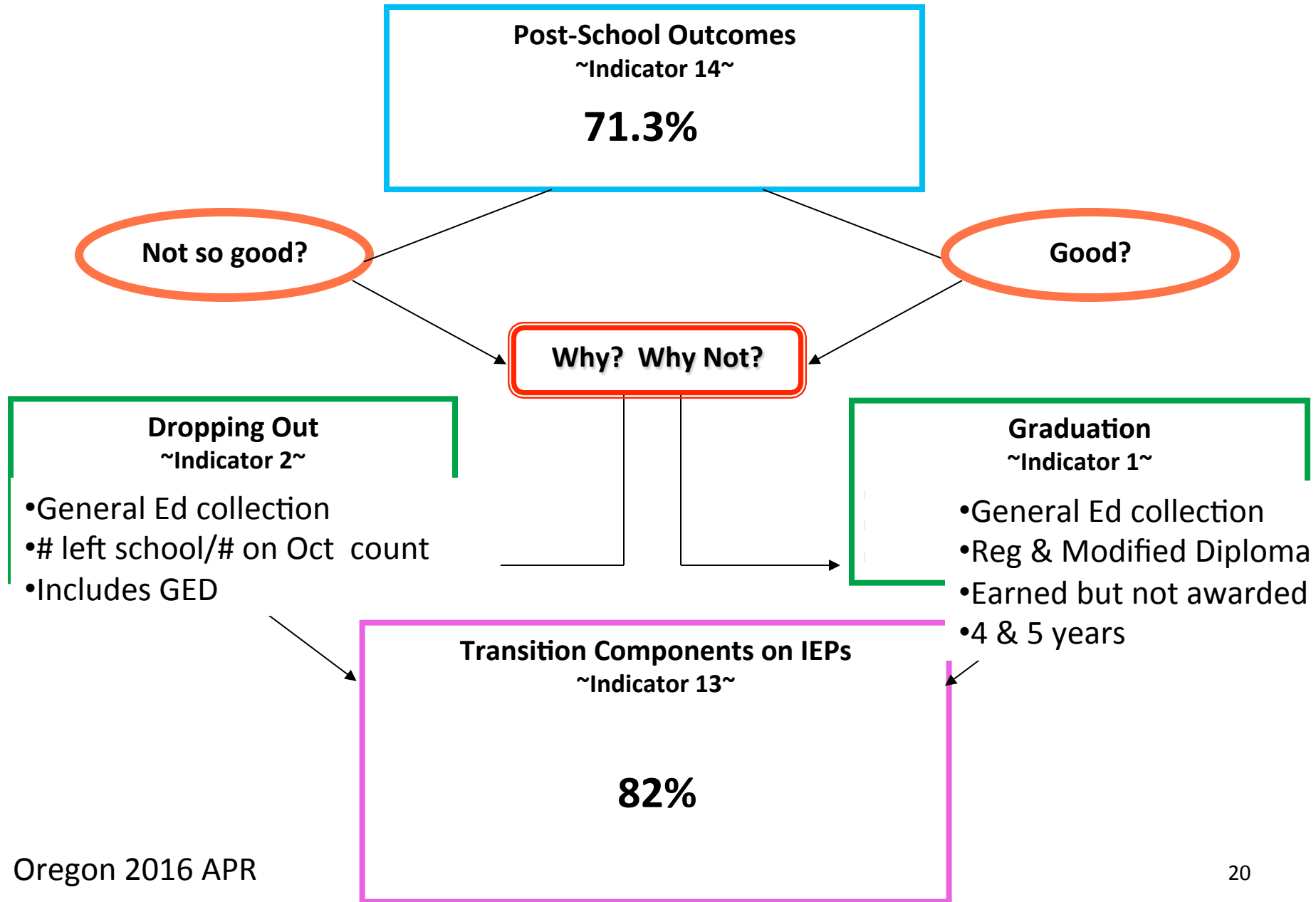
Four Secondary Transition Indicators

- #1: Graduation
- #2: Dropout
- #13: IEPs with compliant transition components
- #14: Post-School Outcomes

Critical Interrelationship



Pulling Together Evidence





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Where to Start?





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What Makes a Difference?

Developing, implementing, & evaluating secondary transition programs based on the best available evidence that supports positive post-school outcomes.

Broad Definitions

NTACT, 2015 – derived from Helsel, Hitchcock, Miller, Malinow, & Murray, 2006; Twyman, 2008



**Evidence-
Based
Practices**

**Research-
Based
Practices**

**Promising
Practices**



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Research to Practice: What Has Been Done

- Originally identified 16 *evidence-based predictors* of post-school outcomes from research; continues to grow
- Identified 63 *evidence-based practices*
- Developed over 75 *Research-to-Practice Lesson Plan Starters* (<http://transitionta.org/researchpractices>)



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PREDICTORS:

in-school interventions (e.g., programs) that lead to improved post-school outcomes; derived from correlation research studies.

PRACTICES:

instructional strategies derived from experimental research studies.

EBPs & Predictors to Support Post-School Success

Positive Post-School Outcomes

In-School Predictors of Post-School Success



School,
District, &
State
Level

Evidence-Based Practices



Student
Level



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Look at the Practices

Which evidence-based practices
are currently used in your
classroom, school, or district?



Predictor	Indicators				
	I-1	I-2	I-13	I-14	
				Education	Employment
Career Awareness	X	X		X	X
Community Experiences		X	X		X
Exit Exam Requirements /High School Diploma Status	X	X	X		X
Inclusion in General Education		X	X	X	X
Interagency Collaboration	X	X	X	X	X
Occupational Courses	X	X	X	X	X
Paid Employment /Work Experience	X	X	X	X	X
Parental Involvement	X	X			X
Program of Study		X	X		X
Self-Advocacy /Self-Determination		X	X	X	X
Self-Care /Independent Living		X	X	X	X
Social Skills	X	X	X	X	X
Student Support	X	X	X	X	X
Transition Program	X	X	X	X	X
Vocational Education	X	X	X	X	X
Work Study	X	X	X	X	X

In-School Predictors by Post-School Outcome Area

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





Using EBPPs at a District, School or Student Level

Evidence-based predictors and practices...

- Link secondary transition program characteristics to improved post-school success
- Can be used to:
 - Develop programs
 - Expand, evaluate, and strengthen existing programs
- Help IEP teams design annual goals and transition services that are more likely to help students achieve their stated post-school goals

Linking Research to Practice at School & District Levels: Implementing Predictors of Post-School Success

 To what extent are you implementing predictors of post-school success for students in your district, school, or classroom?

 How can you determine the level of implementation?

Predictor Implementation School/ District Self-Assessment

National Post-School Outcomes Center
University of Oregon
www.psocenter.org

National Secondary Transition Technical Assistance Center
University of North Carolina at Charlotte
www.nsttac.org

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Use the Self-Assessment to Assess Your Degree of Implementation

Degree of Implementation Scale

- 1- Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 2- Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 3- Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.
- 4- Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

Evidence of Implementation Scale

No Evidence (0)

Weak Evidence (1):

- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):

- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):

- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

Predictor Self Assessment

Paid Employment/Work Experience

Pages 3 & 4

Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
<p>Paid Employment/Work Experience</p> <p><i>Student Development</i></p>	<p>Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.</p> <ul style="list-style-type: none"> • Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships. <p><i>**Consider work study, apprenticeships, and internship environments</i></p>		
	<ul style="list-style-type: none"> • Develop a process to enable students to earn high school credit for paid employment work experience. • Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school that will support student in work or further education. • Involve appropriate adult services (e.g., Vocational Rehabilitation or job coach when needed) in the provision of community-based work experiences. • Use age-appropriate assessments to ensure jobs are based on students' strengths, preferences, interest, and needs. • Ensure employment training placements offer opportunities for (1) working 30+ hours/week, (2) making minimum wage or higher, with benefits, and (3) utilizing individualized supports and reasonable accommodations. 		



Rating Paid Employment/Work Experience

Your Turn:

- Work in groups of four-five people
- Rate what **Paid Employment/Work Experience** looks like in your district/school/classroom
- Discuss which essential program characteristics of **Paid Employment/Work Experience** are implemented in your setting and how they are implemented (stand alone program, embedded in general curriculum, after-school activity, etc.)
- Select someone from your group to share out!



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What Are You Currently Doing?

What Do You Need to Do?



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What do EBPPs look like for a student?

Emmett is a 16-year-old student with a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. Emmett demonstrates strengths related to managing money, but struggles with use of calendar or other planners. Emmett's reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing.

- **Post-School Goal**

Upon completion of high school, Emmett will attend courses at Ocean County Community College working toward a degree in computer science that will transfer to a four year college to obtain a bachelors degree.

- **Transition Services: (Predictors)**

Transition services **a coordinated set of activities** for a child with a disability that ...

Movement from school to post-school activities:

- postsecondary education,
- vocational education,
- integrated employment (including supported employment),
- continuing and adult education,
- adult services,
- independent living, or community participation; and...

Individual child's needs... strengths, preferences, and interests

- instruction,
- related services,
- community experiences,
- development of employment and other post-school adult living objectives, and, if appropriate,
- acquisition of daily living skills, and
- provision of a functional vocational evaluation





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- **Transition Services: (Predictors)**



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Research to Practice Lesson Plan Starters

- Objective
- Setting/Materials
- Content Taught
- Teaching Procedures
- Evaluation
- Reference on which the lesson plan starter is based



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More about Emmett

- Upon graduation, Emmett plans to attend Ocean County College, which is about 12 miles from his house. He plans to live at home and work part-time on campus until he finishes an associate's degree. At that point, Emmett plans to transfer to a four-year state college to continue his degree. He is interested in careers related to business data processing and medical technology.

❖ **Post-School Goal**

After graduating from college, Emmett will work as a network manager for a local medical company.

❖ **Transition Services: Practices**

What transition services would support this post-school goal?





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Find EBPPs on Our Website

<http://transitionta.org/researchpractices>

The screenshot shows the NTACT website's 'Effective Practices' section. At the top left is the NTACT logo and name. To the right are navigation links: RESOURCES, EFFECTIVE PRACTICES, EVENTS, and ABOUT. The main heading is 'Effective Practices', followed by a paragraph explaining the center's mission and the levels of evidence used. Below this is the 'Effective Practices Matrix' section, which includes a link to a printable list. The matrix is organized into four columns: EVIDENCE (blue ribbon with 'E'), RESEARCH (green seal with 'R'), PROMISING (purple seal with 'P'), and UNESTABLISHED (grey circle with 'U'). Each column has a title and a list of characteristics. At the bottom of each column is a button to view the practices.

EVIDENCE

RESEARCH

PROMISING

UNESTABLISHED

Effective Practices

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT resources developed from the research are identified by their level of evidence as either (a) evidence-based, (b) research-based, or (c) promising, depending on the amount, type, and quality of the research conducted. Currently NTACT is not identifying "unestablished" practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. Please see our definitions, criteria, and simplified overview slide about NTACT's levels of evidence, if you are interested. Additionally, if you have questions about our ongoing process of reviewing the literature in the fields of secondary special education for transition planning, academic, employment, and life skills, as well as school completion, and vocational rehabilitation, please contact Dr. David Test, dwttest@uncc.edu.

NTACT has developed Practice Descriptions and Lesson Plan Starters for many of the Effective Practices. Additionally, NTACT will link users to outside sources, such as the Rehabilitation Research and Training Center on Evidence-Based Practices for Vocational Rehabilitation (RRTC on EBPs for VR) for more detailed explanations of practices identified through other sources. In each of the Effective Practice Descriptors, the evidence for the practice will be indicated.

Effective Practices Matrix

[Printable list of the Effective Practices Matrix](#)

EVIDENCE	RESEARCH	PROMISING	UNESTABLISHED
Evidence-Based Practices <ul style="list-style-type: none">demonstrates a strong record of success for improving outcomesuses rigorous research designsadheres to indicators of quality research View Evidence-Based Practices	Research-Based Practices <ul style="list-style-type: none">demonstrates a sufficient record of success for improving outcomesuses rigorous research designsmay adhere to indicators of quality research View Research-Based Practices	Promising Practices <ul style="list-style-type: none">demonstrates some success for improving outcomesmay use rigorous research designsmay adhere to indicators of quality research View Promising Practices	Unestablished Practices <ul style="list-style-type: none">demonstrate limited success for improving outcomesis based on unpublished research, anecdotal evidence, or professional judgment View Unestablished Practices



Research-Based Practices and Predictors

Resource List

-	Transition Planning		
-	Education		
-	Student Development - Academic Skills		
R	Concrete Representational Abstract - Algebra - Lesson1 Lesson plan for concrete phase lesson to teach algebraic equations.	DOWNLOAD	
R	Concrete Representational Abstract - Algebra - Lesson2 Lesson plan for representational phase lesson to teach algebraic equations.	DOWNLOAD	
R	Concrete Representational Abstract - Algebra - Lesson3 Lesson plan for abstract phase lesson to teach algebraic equations.	DOWNLOAD	
R	Concrete Representational Abstract - Geometry - Lesson - Perimeter Lesson plan to teach geometry - perimeter - using geoboard.	DOWNLOAD	
R	Concrete Representational Abstract - Geometry - Lesson - Area Lesson plan to teach geometry - area - using geoboard.	DOWNLOAD	
R	Graphic Organizer - Reading - Lesson1 - Expository Text Lesson plan to teach comprehension of expository text using a graphic organizer.	DOWNLOAD	
R	Graphic Organizer - Reading - Lesson2 - Story Lesson plan to teach comprehension of a story using a story map (graphic organizer).	DOWNLOAD	
R	Graphic Organizer - Science Content - Lesson2 Lesson plan to teach mastery of science content using a graphic organizer.	DOWNLOAD	



+	Student Development - Self-Determination Skills		
+	Student Focused Planning - Student Participation		
+	Employment		
+	Independent Living		
+	Graduation		
-	Post-school Success		
-	Education		
R	Inclusion in General Education - Post-school Outcomes - Predictor Description Definition and characteristics of Inclusion in General Education which is associated with improved post-school outcomes	DOWNLOAD	
R	Occupational Courses - Post-school Outcomes - Predictor Description Definition and characteristics of Occupational Courses which is associated with improved post-school outcomes	DOWNLOAD	
R	Paid Work - Post-school Outcomes - Predictor Description Definition and characteristics of Paid Work which is associated with improved post-school outcomes	DOWNLOAD	
R	Self-Care Skills - Post-school Outcomes - Predictor Description Definition and characteristics of Self-Care Skills which is associated with improved post-school outcomes	DOWNLOAD	
R	Transition Program - Post-school Outcomes - Predictor Description Definition and characteristics of Transition Program which is associated with improved post-school outcomes	DOWNLOAD	
R	Vocational Education - Post-school Outcomes - Predictor Description Definition and characteristics of Vocational Education which is associated with improved post-school outcomes	DOWNLOAD	
R	Youth Autonomy and Decision Making Definition and characteristics of Youth Autonomy and Decision Making which is associated with improved post-school outcomes	DOWNLOAD	
+	Employment		
+	Independent Living		





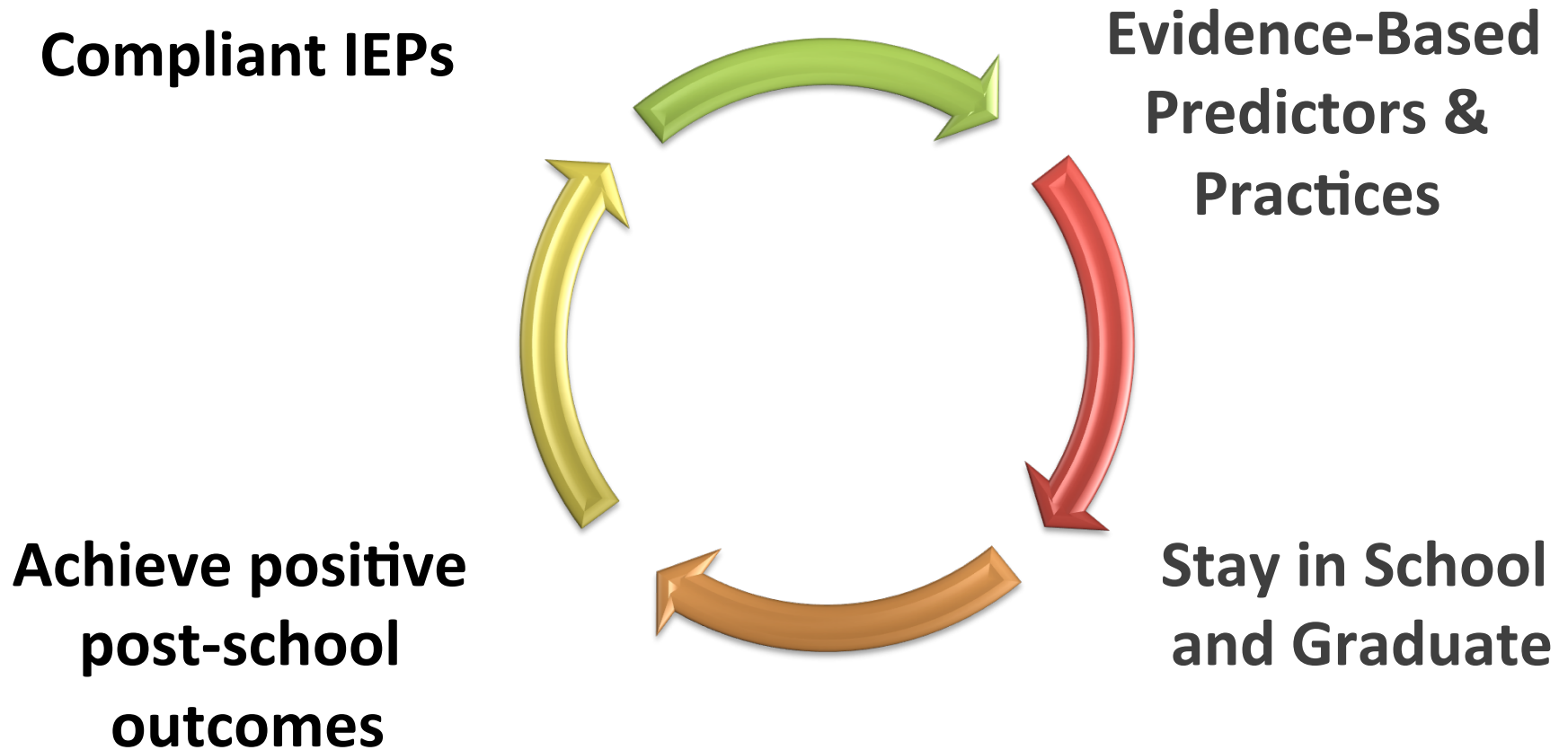
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What's Your Plan?

Critical Interrelationship





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Last Thoughts

- Post-school outcome data indicate overall successes and areas that need attention – further education or employment
 - Disaggregating outcome data (e.g., disability categories, gender) provides additional information for targeting specific groups
- There's a relationship between student outcomes and in-school experiences
 - Predictors and practices connect best available research to practice
- As educators and service providers, *we* are responsible for students' in-school experiences.



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What Questions Do You Have?