



# Supporting Students with Disabilities to Become College- and Career-Ready

October 23, 2019



# Meet the research presenters



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# Meet the special education director panelists

- Amy Ernst, Special Education Director, Buffalo-Hanover-Montrose Public Schools
- Alicia Jepsen, Special Education Director, Benton-Stearns Education District
- Alecia Mobley, Special Education Director, Roseville Public Schools
- Deb Stoll, Special Education Director, Worthington Public Schools

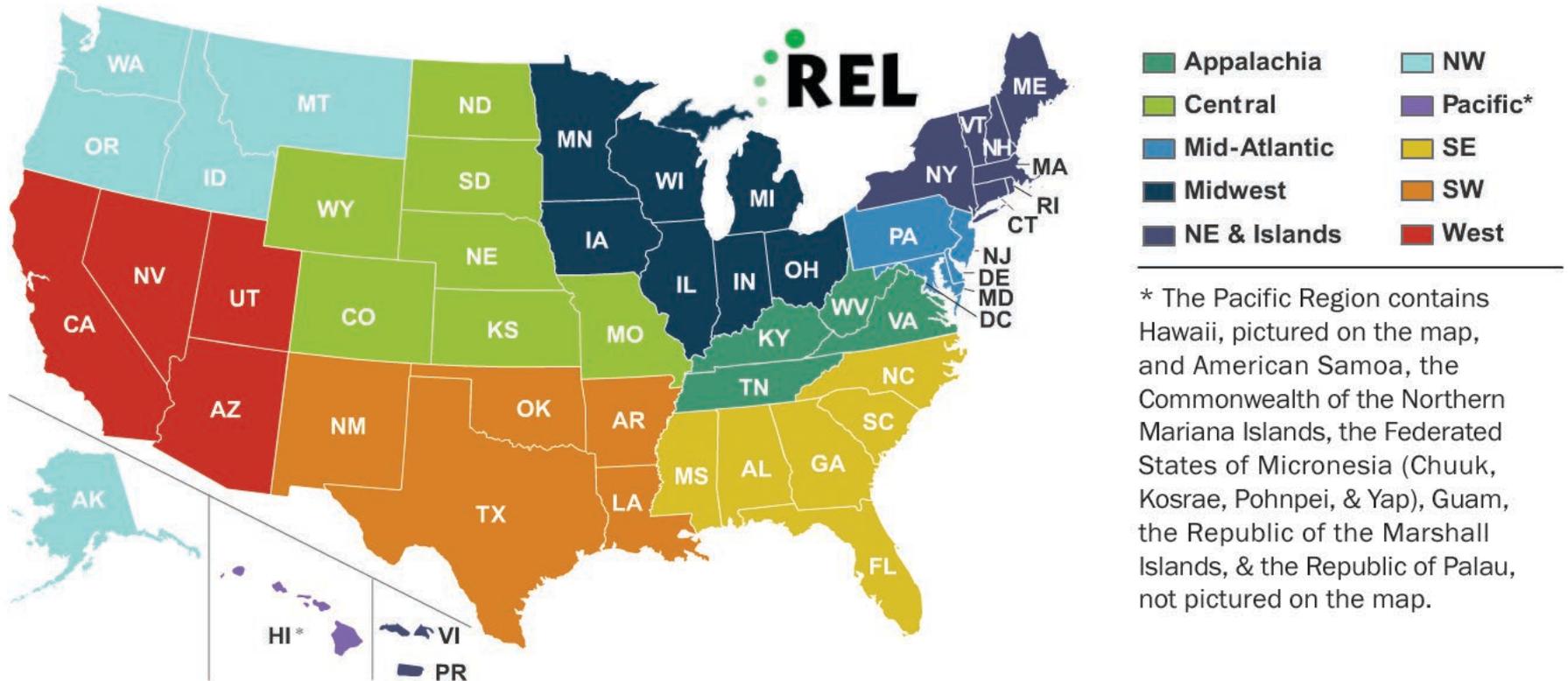
# Agenda

- |                  |  |
|------------------|--|
| <b>1:10-1:20</b> | REL Midwest report on postsecondary pathways for Minnesota high school graduates |
| <b>1:20-1:35</b> | Developing a college- and career-ready workforce                                 |
| <b>1:35-2:05</b> | Making sense of available resources and evidence-based practices                 |
| <b>2:05-2:20</b> | Q&A Session <i>(followed by 10-minute break)</i>                                 |
| <b>2:30-3:10</b> | From research to practice: Special education director panel                      |
| <b>3:10-4:00</b> | Next steps: Discussion and reflection exercise                                   |

# What is REL Midwest?

Introduction Video

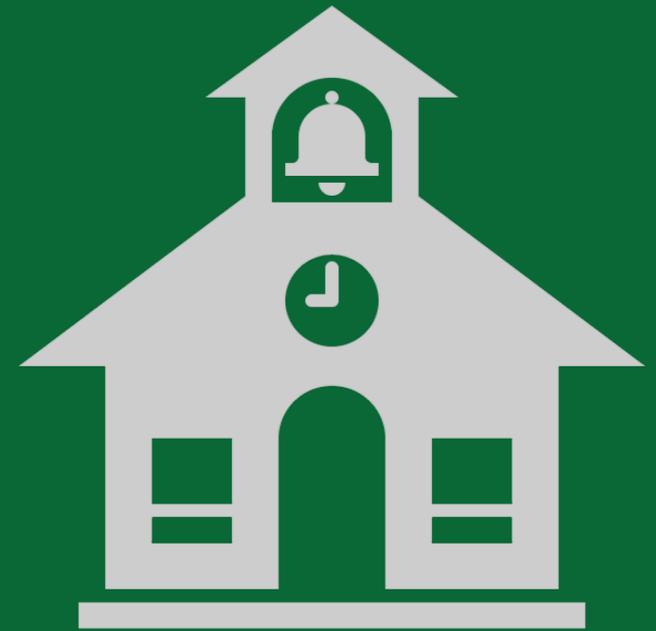
# Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

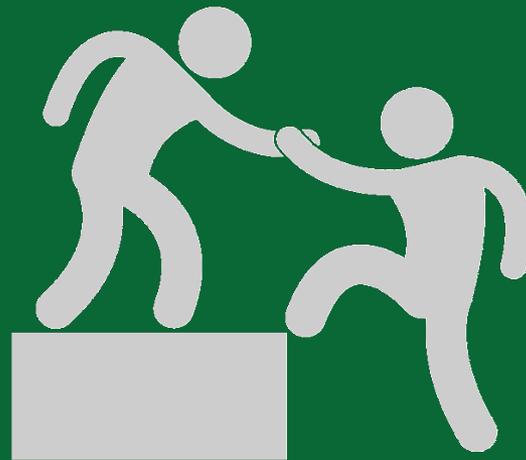
# **With whom does Regional Educational Laboratory (REL) Midwest work?**

**School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin**



# What does REL Midwest do?

Applied research, technical support, and engagement activities to help partners understand research and evidence.





# Collaborative Research Partnerships

Five research alliances:

- Midwest Achievement Gap Research Alliance
- Midwest Alliance to Improve Teacher Preparation
- Midwest Alliance to Improve Knowledge Utilization
- **Midwest Career Readiness Research Alliance**
- Midwest Early Childhood Education Research Alliance

One networked improvement community:

- Iowa Learning and Technology Networked Improvement Community



## **The Postsecondary Education and Employment Pathways of Minnesota Public High School Graduates: Investigating Opportunity Gaps**

Amy Feygin, Ph.D.  
Senior Researcher, REL Midwest



# What the study examined

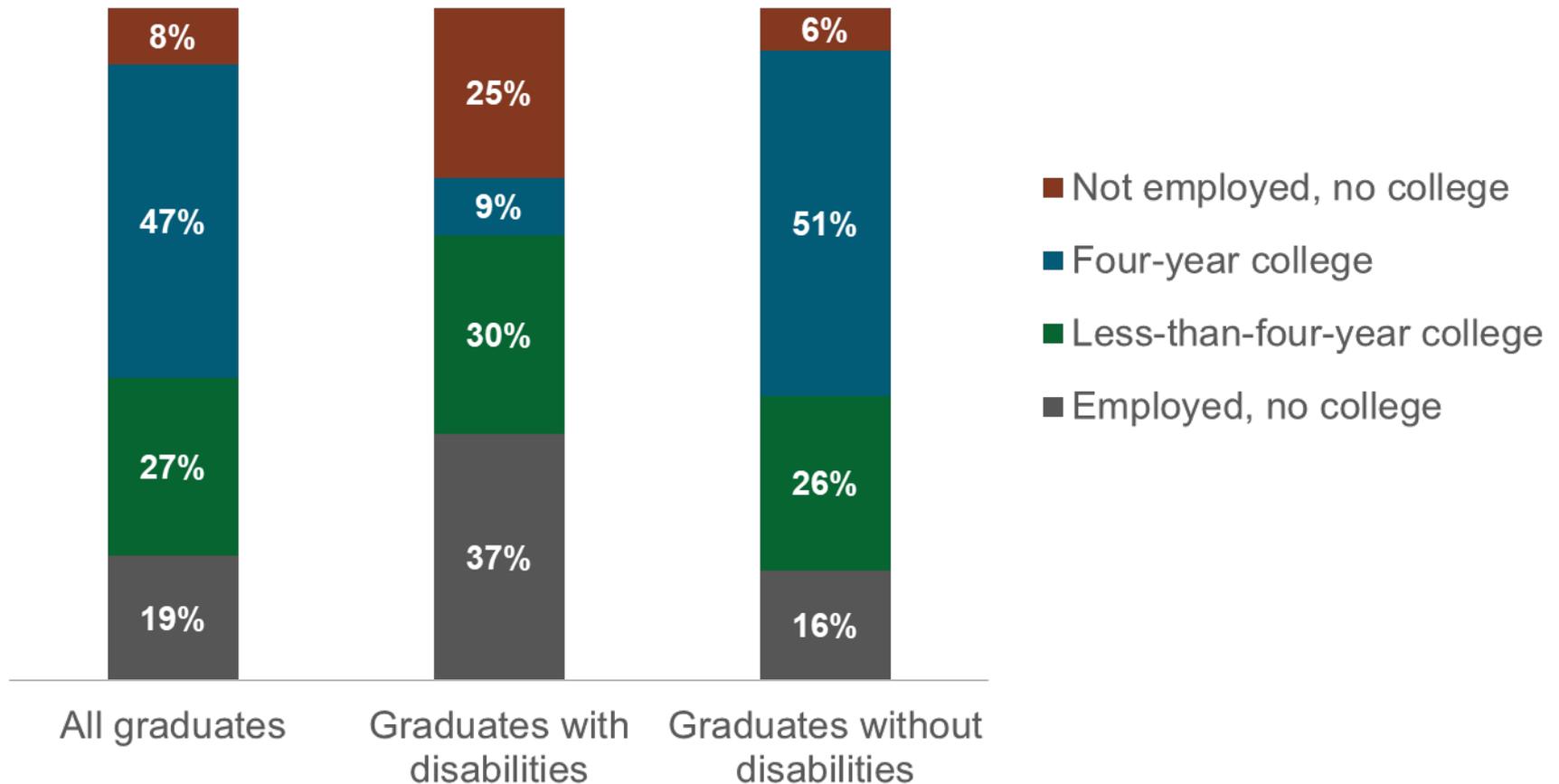
1. What percentage of 2008–15 Minnesota public high school graduates **transitioned from high school to employment, college, or a combination of employment and college** within one year of high school graduation?
2. What was the **highest college certificate or degree attained** by 2008–10 Minnesota public high school graduates six years after high school graduation?
3. What percentage of 2008–10 Minnesota public high school graduates were **employed** six years after high school graduation? What were their annual **earnings**?

# How the analyses were conducted

- The data for the study included K-12, postsecondary, and employment data from the **Minnesota Statewide Longitudinal Education Data System**.
- The population for the study included students who **graduated** from a Minnesota public high between 2008 and 2015 (n = 470,043).
- Students were considered to have a disability if they had an **Individualized Education Program** (n = 49,502; 11% of the population).

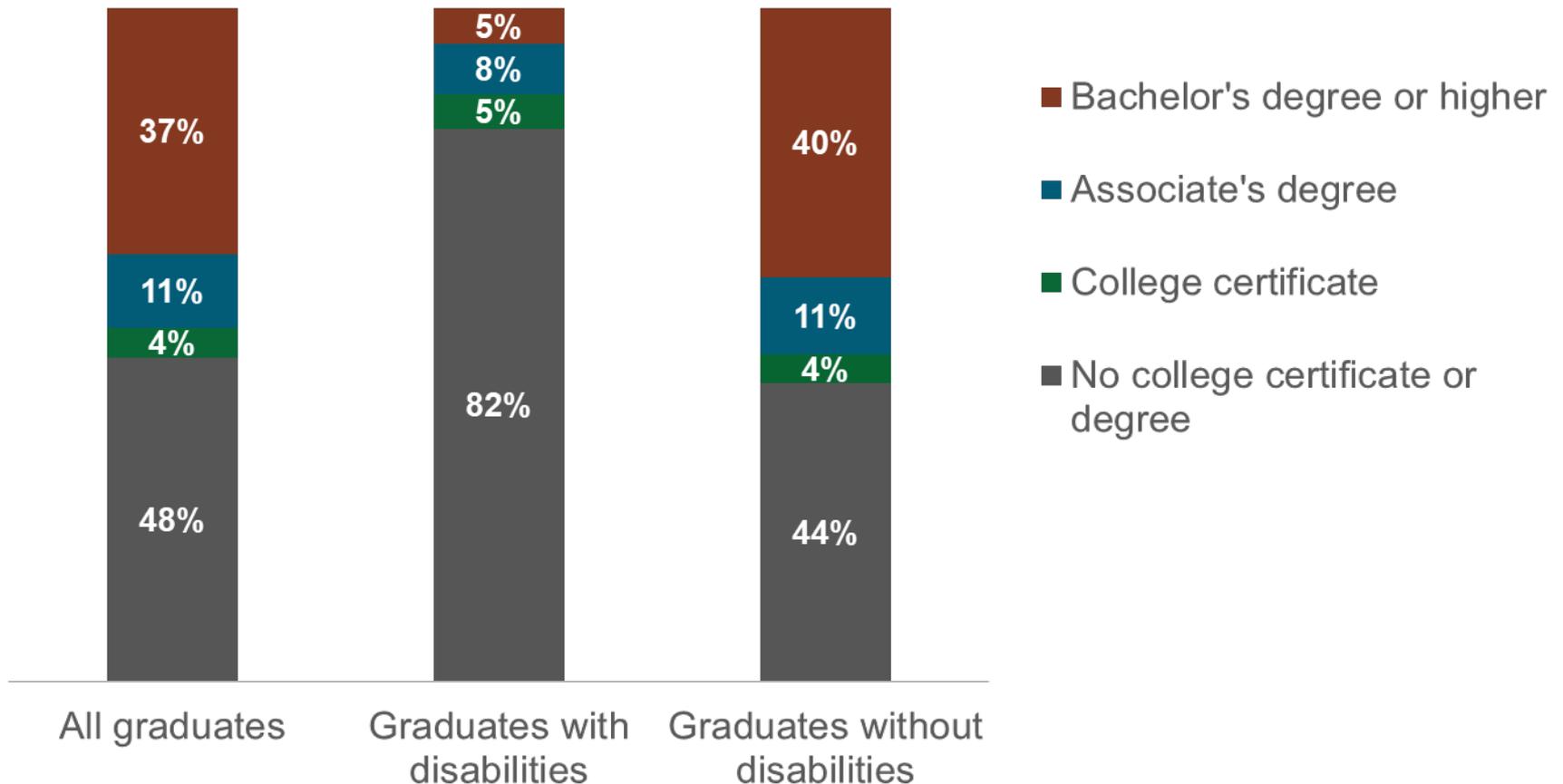
# What the study found

# Within one year of high school graduation, graduates with disabilities were less likely to be enrolled in a four-year college than graduates without disabilities.

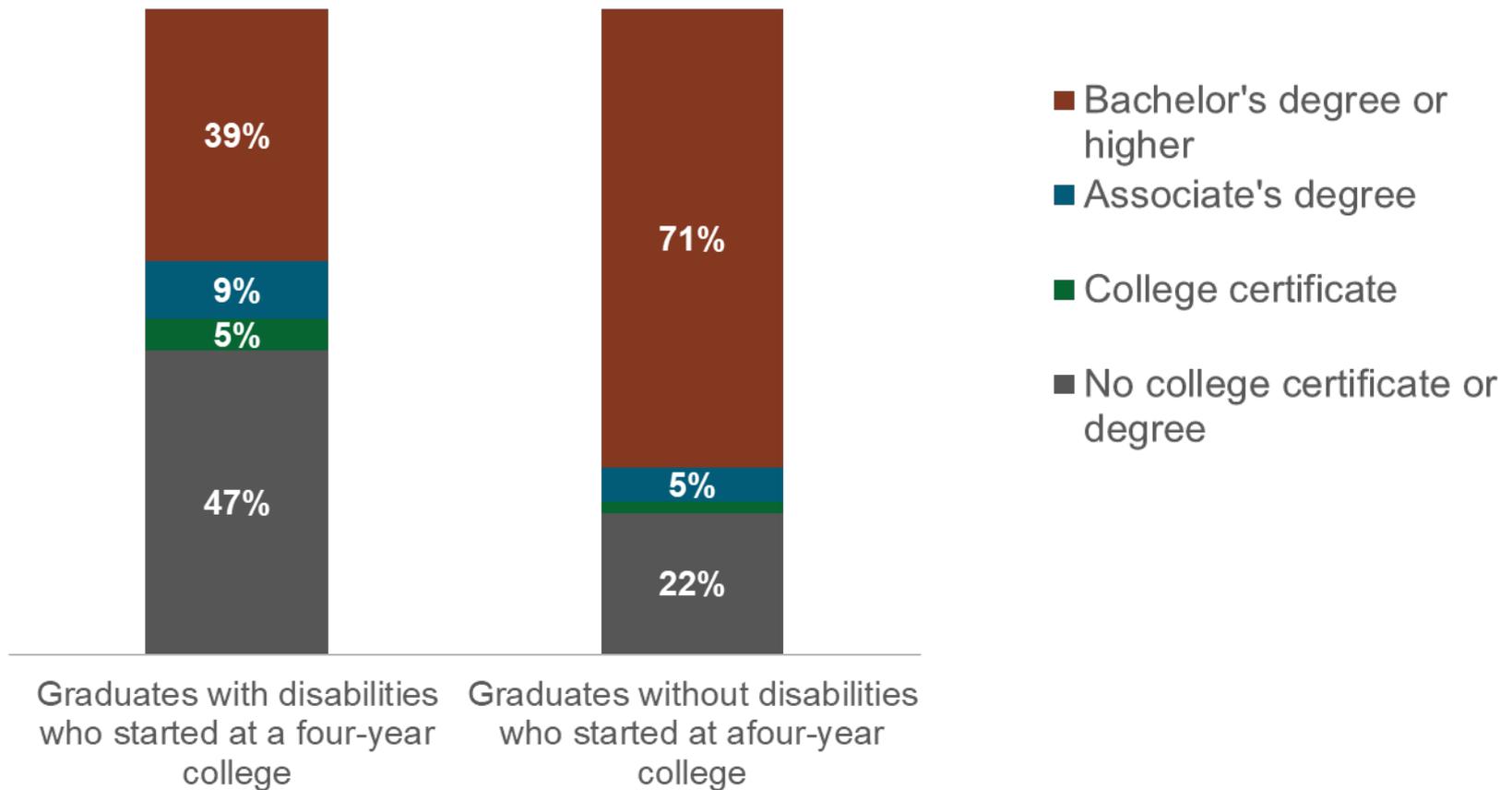


Note: “not employed, no college” includes graduates who were not employed or enrolled in college, who were employed outside Minnesota, who were self-employed, who entered military service, or who were employed by an employer who did not report wages to the state of Minnesota.

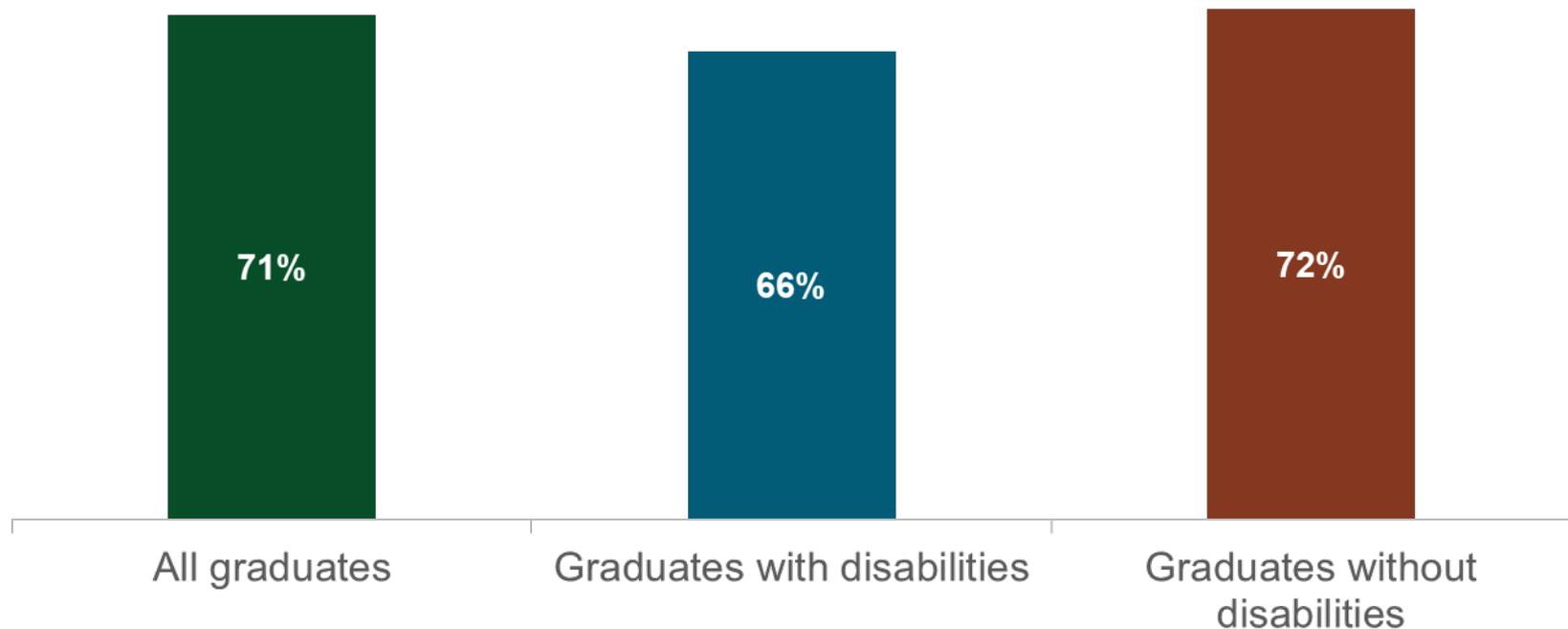
Six years after high school graduation, only 5 percent of graduates with disabilities had earned a bachelor's degree or higher, compared with 40 percent of graduates without disabilities.



**Even when comparing graduates who started at a four-year college, graduates with disabilities were much less likely to attain a bachelor's degree or higher six years later than graduates without disabilities.**

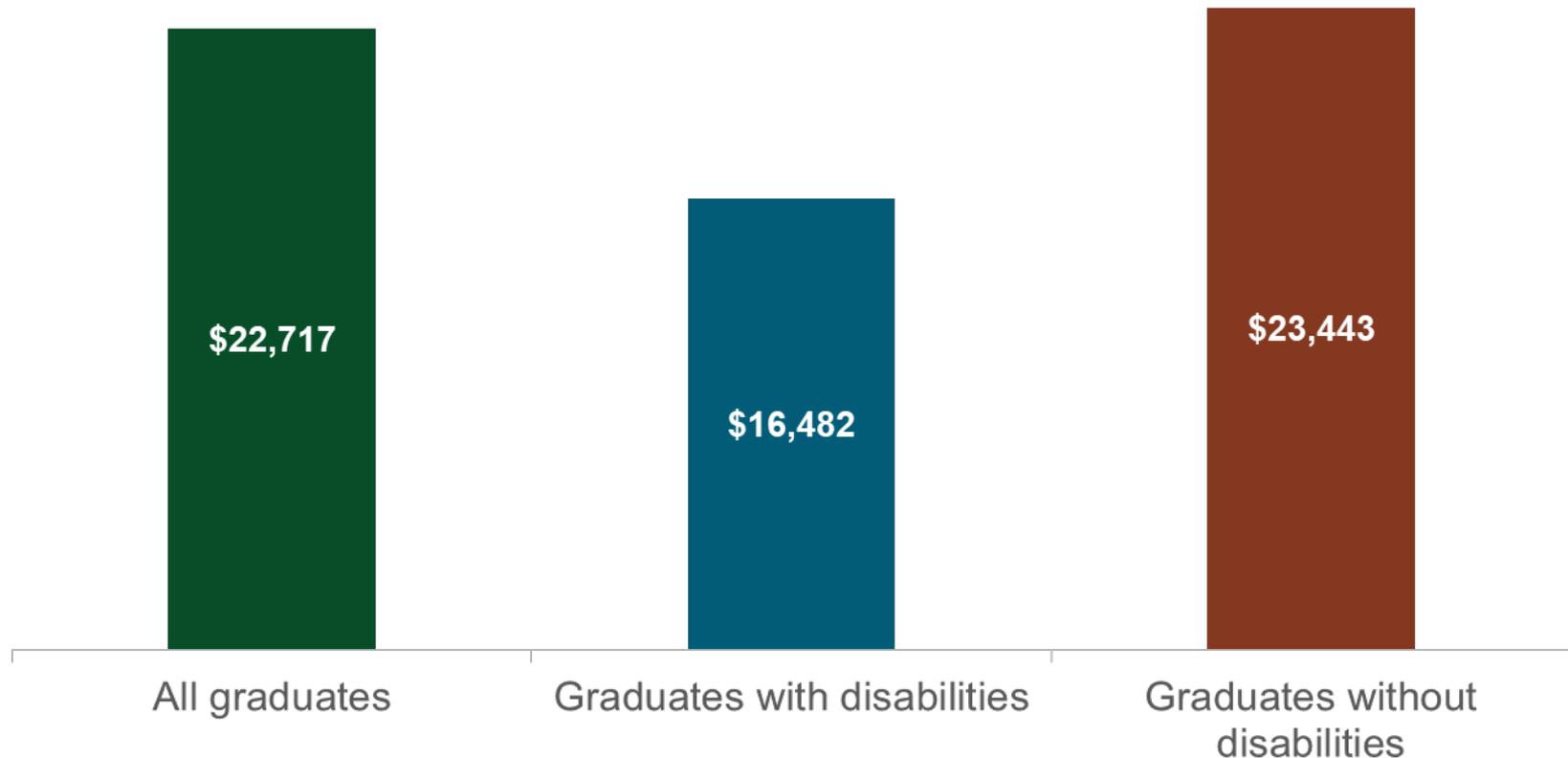


**Six years after high school graduation, graduates with disabilities had lower employment rates than graduates without disabilities.**



Note: graduates were considered employed if they received wages in at least one quarter out of the year from an employer who reported wages to the state of Minnesota.

**Six years after high school graduation, graduates with disabilities had lower median annual earnings than graduates without disabilities.**



# Discussion

# Discussion

What are your key takeaways from the report?

Are any findings surprising or are they what you would expect given your experience?

How might you build on these findings to improve outcomes for diverse learners?

## For more information about the findings...

- [Read the full report.](#)
- [Watch our animated video](#) about the report findings.
- [Sign up for our newsletter](#) and follow us on Twitter at [@RELMidwest](#) to get more information

# ALIGNING ESSA/ PERKINS/ WIOA/ IDEA: SUPPORTING STUDENTS WITH DISABILITIES TO BECOME COLLEGE- AND CAREER-READY

Tessie Bailey | Principal Technical Assistance Consultant  
American Institutes for Research

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MAKING  
RESEARCH  
RELEVANT

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# What is the CCRS Center?

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■



## Who?

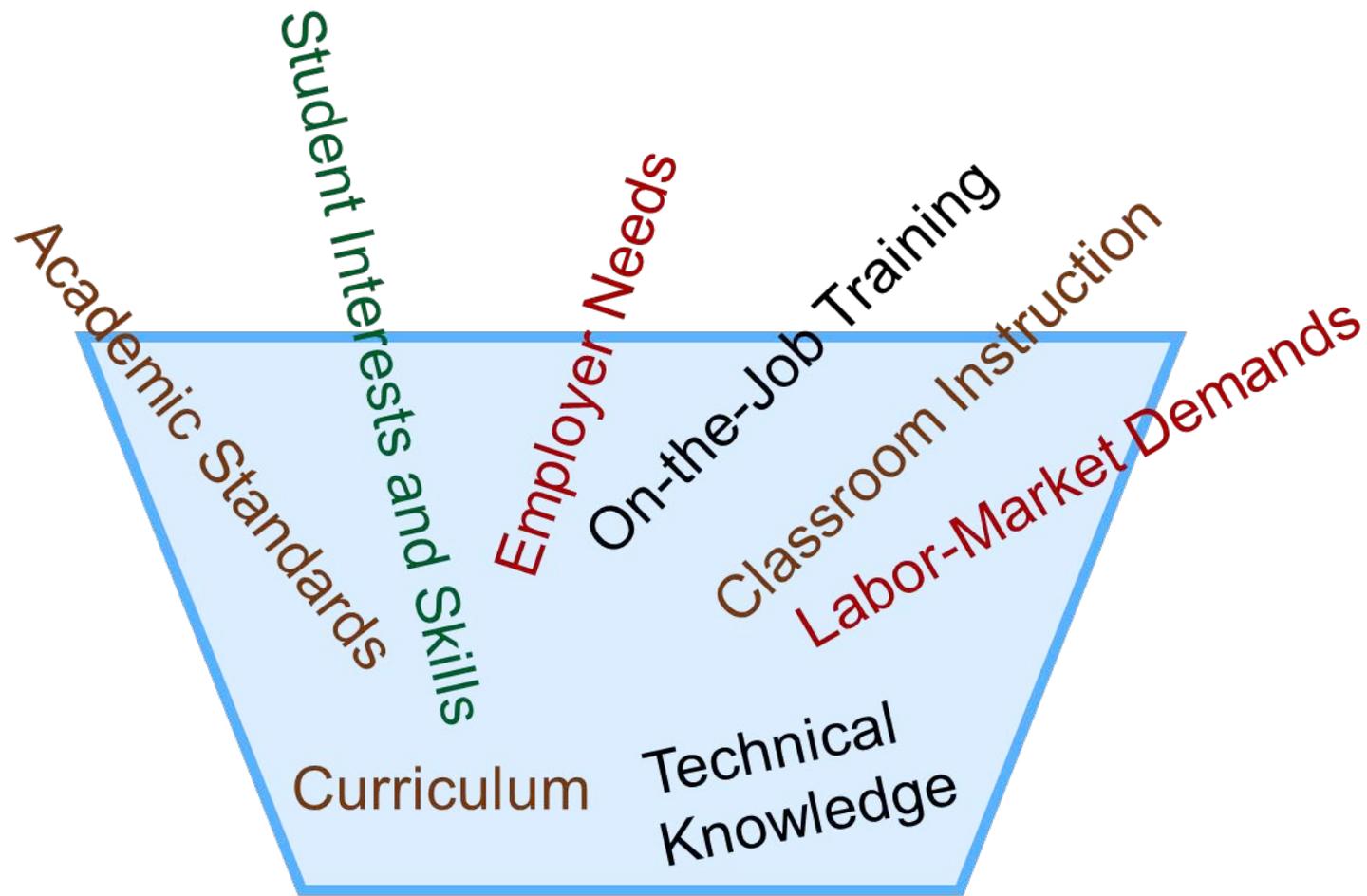
State education agencies (SEAs) and local education agencies (LEAs)

## What?

Build SEA and LEA capacity to implement college- and career-readiness policies.

## How?

Provide technical assistance, including targeted and intensive support.



# Aligned Education-to-Workforce Pipeline

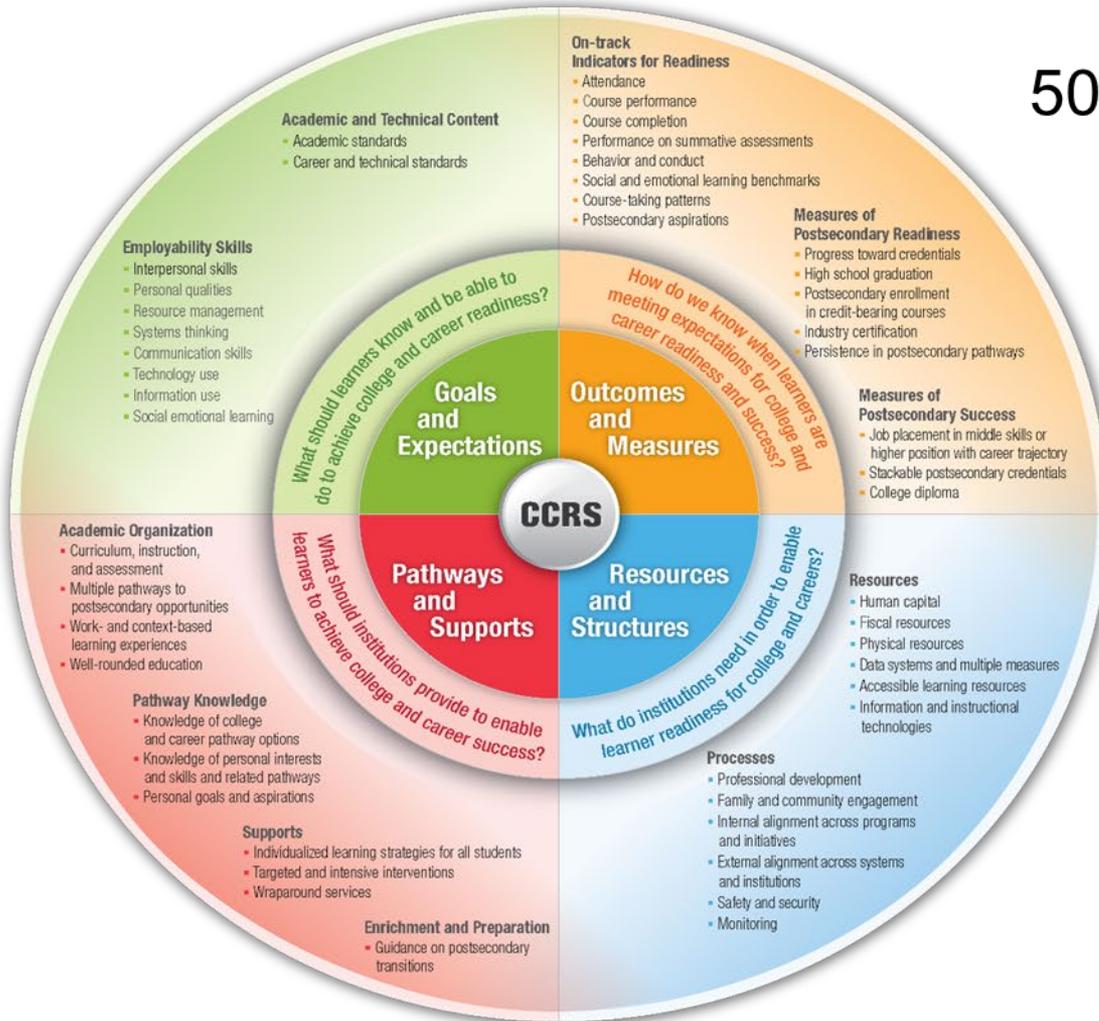
# Federal Laws Supporting Alignment

	<b>ESSA</b>	<b>Perkins V</b>	<b>IDEA</b>	<b>WIOA</b>
Population	Students in public K-12	CTE participants in public schools and students in technical and community colleges	Individuals with disabilities birth through 21	Adult job seeker/ dislocated/ incumbent  Out of school youth
Purpose	Equal access to a well-rounded K-12 education	Support academic and technical achievement of CTE students	Support special education and related services, early intervention services, and personnel preparation and development.	One-stop career center connects adults/youth to job training programs

# Federal Laws Supporting Alignment

	ESSA	Perkins V	IDEA	WIOA
Agency	State Educational Agency	<ul style="list-style-type: none"> <li>• State Educational Agency</li> <li>• State Postsecondary Agency (10 states)</li> <li>• State Workforce Investment Board (1 state)</li> <li>• Career, Technical, Agricultural Education Agency (1 state)</li> </ul>	State Educational Agency	<ul style="list-style-type: none"> <li>• State Workforce Investment Board</li> <li>• State Labor or Workforce Development Agency</li> <li>• State Educational Agency</li> <li>• State Postsecondary Agency</li> </ul>

# Methodology



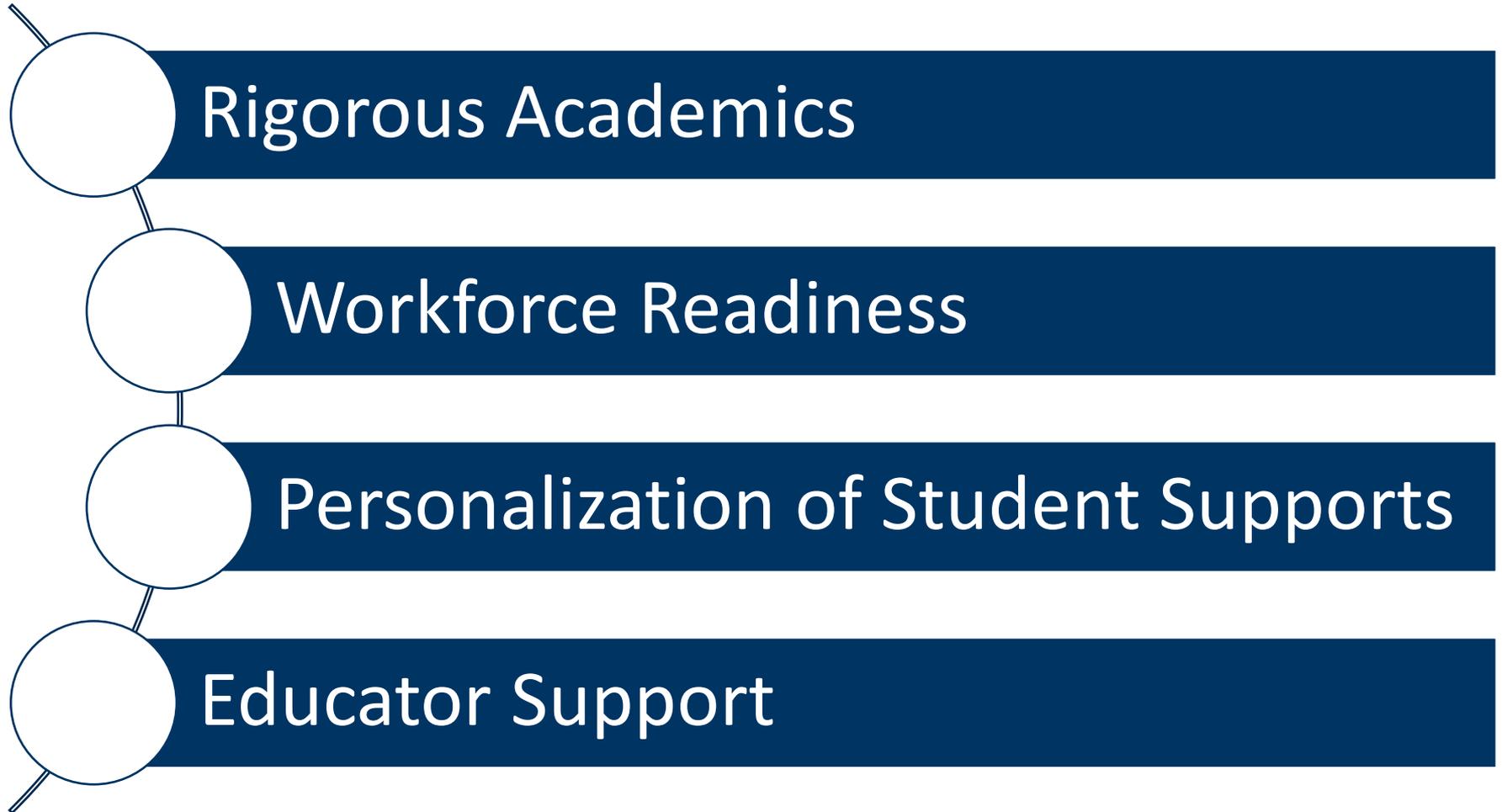
500 pages of coded material

Inter-rater calibration

Feedback from:

- State CTE Directors
- OCTAE
- Two state reviewers

# Where did we find opportunities for alignment?



# Rigorous Academics

## ESSA

- Well-rounded education focused on early learning, rigorous sequence of courses, career and technical content
- Dual enrollment/ concurrent enrollment opportunities
- AP/IB course availability

## Perkins

- Dual enrollment/ concurrent enrollment opportunities
- AP/IB course availability
- Integration of employability skills in academic and technical standards

## WIOA

- Title II funds to develop curricula for the attainment of basic skills in ELA, math, and English language proficiency

## IDEA

- Provide supports to ensure students with disabilities have the opportunity to achieve high academic standards.

# Workforce Readiness

## ESSA

- Funding for competency-based education assessments
- Well-rounded education supports work-based learning
- Develop foundational social and emotional learning skills
- Project-based learning supporting collaboration and critical thinking skills

## Perkins

- Provide opportunities for real-world application
- Defines CTE as contributing to higher-order reasoning and problem-solving skills, work attitudes, and employability skills
- Funding for work-based learning
- Career exploration in earlier grades

## WIOA

- Must provide integrated education and training programs workforce preparation and training for a specific occupation
- Focus on local economic needs of states and regions, including the requisite knowledge and skills of industries

## IDEA

- Transition services to move from school to post-school activities, e.g. postsecondary, vocational education, employment, continuing, adult services, independent living
- Develop employment and post-school objectives and acquire daily living skills

# Personalization of Student Supports

## ESSA

Reduction of exclusionary disciplinary processes

- Integrated systems of family and student support
- Bullying and harassment prevention
- School-based mental health services

## Perkins

- Ensuring the educational stability of children who are homeless and in foster care
- Career counseling
- Dual enrollment/ concurrent enrollment tuition support
- Transportation support

## WIOA

Providers must assess supportive service needs, e.g. transportation, child care, housing, and counseling.

One-stop providers must offer career services that connect aptitudes and interests to in-demand careers and must help navigate these pathways.

## IDEA

Prepare SWDS for education, employment, and independent living:

- Free of charge
- Meet the standards of the SEA
- Include preschool thru secondary
- Conform to the individualized education program (IEP)

# Supporting Educators

## ESSA

- Professional learning for developing social emotional skills
- Co-learning professional development for CTE and general education teachers

## Perkins

- Teacher externships
- Co-learning professional development for CTE and general education teachers

## WIOA

- Fund training of staff and educators of local boards, offices of chief elected officials, one-stop operators, one-stop partners, and eligible service providers
- Support high-quality PD to improve reading instruction or other instructional practices

## IDEA

- Funding for personnel preparation, PD, and capacity building activities
- Funding to assist LEAs in addressing personnel shortages
- Ensure personnel have the necessary skills and knowledge to be successful in serving students with disabilities

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# Making sense of available resources and evidence-based practices



Dominique Bradley, Ph.D. | Tom Delaney

# Evidence-based practices



Why do we need them?

Why seek them out?

# ESSA Tiers of Evidence

- Flexibility for schools and districts to develop school improvement strategies
- Promotes the use of strategies based in rigorous methodological testing
- Improved efficiency: Schools and districts are not required to “reinvent the wheel” when it comes to implementing strategies and practices

To support the identification and selection of evidence-based interventions, the U.S. Department of Education developed four levels of evidence.



## Strong Evidence

Interventions with **strong evidence** have at least one experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in both population and setting.



## Moderate Evidence

Interventions with **moderate evidence** have at least one quasi-experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in either population or setting.



## Promising Evidence

Interventions with **promising evidence** have at least one correlational study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence.



## Demonstrates a Rationale

Interventions that **demonstrate a rationale** are those with a well-specified logic model informed by research or evaluation where relevant research suggests the likelihood of positive effect and a study of the effects will occur as part of the intervention or is under way elsewhere.

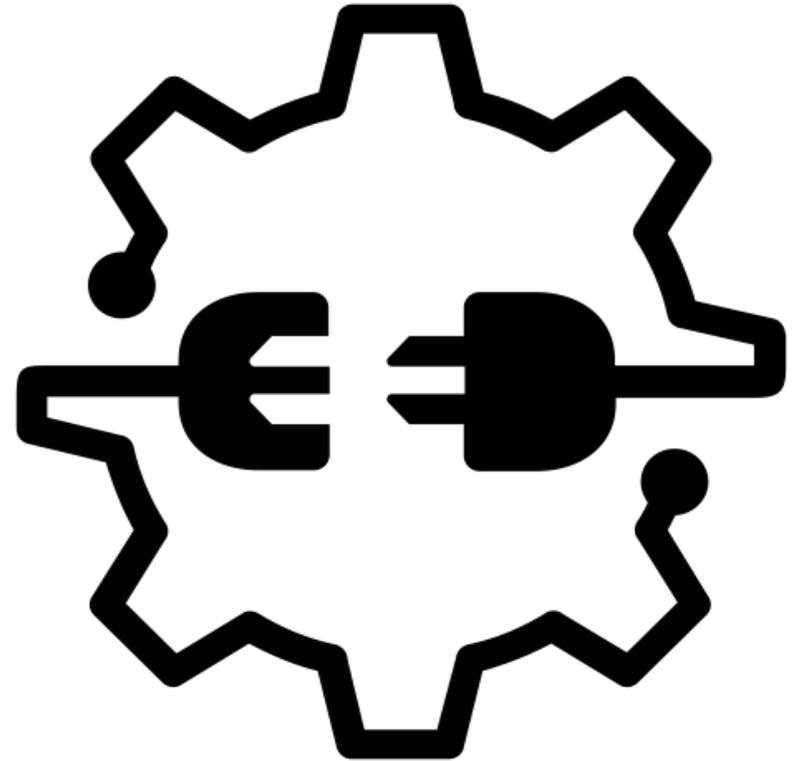
ESSA evidence standards:

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

**R = MC<sup>2</sup>** *What is needed to implement evidence based practices?*

**Readiness to implement =**  
**Motivation X General Capacity X**  
**Capacity specific to the intervention**

Any intervention is  
only as good as  
its implementation



# Resources

# ESSA Tiers of Evidence

## WHAT YOU NEED TO KNOW

This handout accompanies the REL Midwest video *Understanding the ESSA tiers of evidence*.

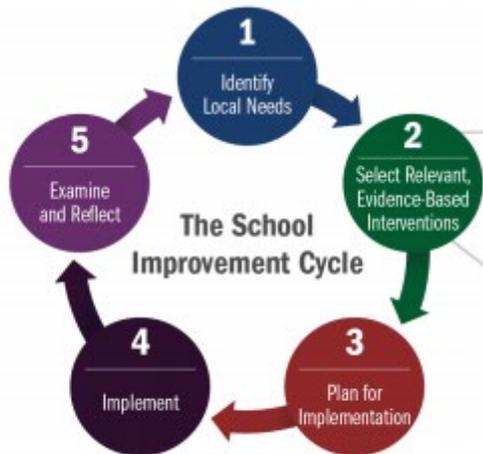


VISIT REL MIDWEST'S WEBSITE to watch our video on the ESSA tiers of evidence and to learn how we are partnering with stakeholders across the region to encourage the utilization of evidence in policy planning and practice.



Scan QR code

**THE EVERY STUDENT SUCCEEDS ACT (ESSA)**, the 2015 national education law that replaced No Child Left Behind, is focused on state and district decisionmaking. The law encourages state and local education agencies to utilize the school improvement cycle, moving from identifying needs to choosing and implementing interventions to examining the outcomes.



**Under the ESSA**, districts and schools have flexibility to choose interventions to improve student outcomes. District and school leaders are encouraged to choose evidence-based interventions that have been shown to improve student outcomes. By selecting interventions that have been rigorously studied and have improved student learning, district and school leaders increase the likelihood that student achievement will improve.

**THE ESSA TIERS OF EVIDENCE** provide districts and schools with a framework for determining which programs, practices, strategies, and interventions work in which contexts and for which students.

### DETERMINING TIERS OF EVIDENCE

Five factors determine an intervention's evidence rating: study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the district or school considering the intervention.

# What Works Clearinghouse

- What types of **interventions** are reviewed?
  - Programs, policies, practices
  - Academic, behavioral, student subgroups, teacher excellence, dropout prevention, postsecondary success

# What Works Clearinghouse

- What types of **studies** are rated by this clearinghouse?
  - Experimental and quasi-experimental designs
  - Qualitative research IS NOT rated

# What Works Clearinghouse

- What **criteria** are factored into ratings?
  - Study design
  - Study outcomes do not factor into ratings.

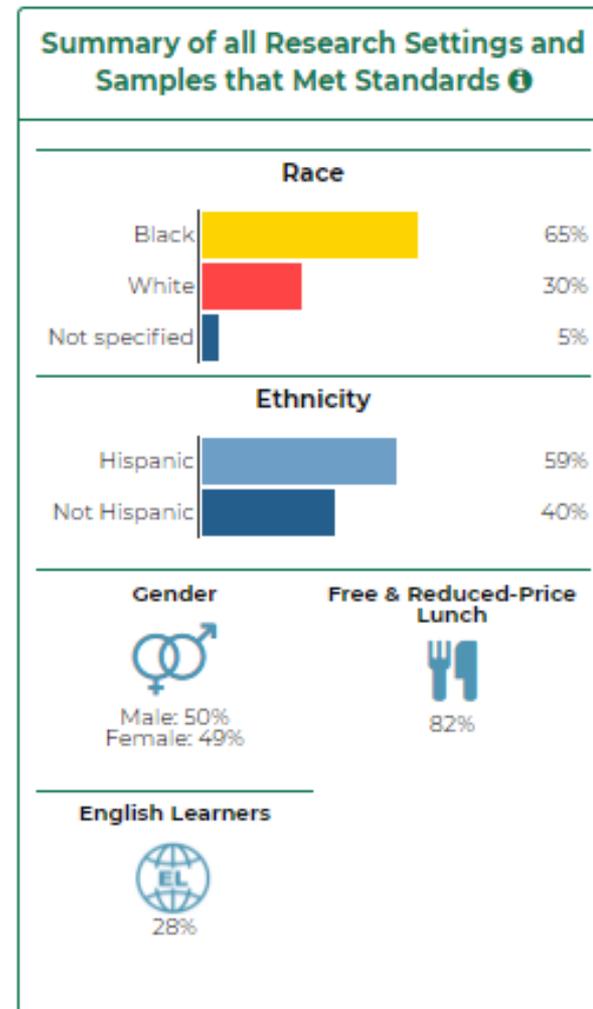
# What Works Clearinghouse

- What **information** do they provide on sample size, population, and setting?
  - Intervention reports provide sample size, setting, and student demographic breakdowns for each intervention
  - Individual study reviews have size, setting, and student demographic breakdowns as included in the study

# WWC: Contextual information provided

Intervention reports:

- Summary of all research settings and samples from studies meeting standards can include:
  - Race/ethnicity
  - Gender
  - English learners
  - Free/Reduced Lunch
  - Delivery method
  - Locale



## Aligning Evidence-based Clearinghouses with the ESSA Tiers of Evidence

### Clearinghouse characteristics

Clearinghouse	Focus areas	Types of studies included	Criteria factored into ratings	How conflicting outcomes are handled	Contextual information provided
What Works Clearinghouse (Institute of Education Sciences)	Academic, behavioral, student subgroups, teacher excellence, dropout prevention, postsecondary success.	Experimental (RCTs) and quasi-experimental designs, including Regression Discontinuity Designs (RDD) and Single Case Designs (SCD).	Strength of the study methodology (design, outcome requirements, confounding factors).	They are reported in intervention reports, but do not factor into ratings.	Intervention report and evidence snapshot pages provide sample size, setting, and student demographic breakdowns for each intervention.
Top Tier Evidence (Coalition for Evidence-based Policy)	All areas of social policy: early childhood, K–12, and postsecondary education, employment/training, health, community, international development.	RCTs only.	Design, implementation fidelity, setting, magnitude of effect with sustained benefits, replicability.	Interventions require “no strong countervailing evidence”—evidence of negative effect or absence of effect from a well conducted RCT.	Evidence summaries (~ 4–10 pages) provide sample sizes, settings, benefit/cost information, and demographics.
Blueprints Programs (Blueprints for Healthy Youth Development)	Programs designed to reduce antisocial behavior, and promote healthy youth development and adult maturity. Specific outcomes in the areas of problem behavior, education, emotional well-being, physical health, & positive relationships.	Experimental (RCTs) and quasi-experimental designs.	Design, implementation, dissemination, magnitude of effect with sustained benefits, replicability.	Interventions require “an absence of iatrogenic effects for intervention participants”; in other words, no harmful effects on specified Blueprints outcomes, either as a whole or for any subgroups.	Sample sizes provided in detailed evaluation abstracts, provide searchable dashboard by outcomes, target population, program specifics, risk/protective factors. Some programs have cost/benefit data.

# Other research resources

**When searching:** Try specific search terms (for example, “Mathematics Intervention” or “English Language Learners”)

- **ERIC:** <http://eric.ed.gov/>
- **EBSCO:** <https://www.ebsco.com/products/research-databases>
- **Google Scholar:** [www.google.com/scholar](http://www.google.com/scholar)
- **Blueprints for Healthy Youth Development Database:** <http://www.blueprintsprograms.com>
- **Results First Clearinghouse:** <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>



## MDE Postsecondary Transition Resources

Tom Delaney | Supervisor, Interagency Partnerships



# Ten Minnesota Commitments to Equity

**1. Prioritize equity.**

**2. Start from within.**

**3. Measure what matters.**

**4. Go local.**

**5. Follow the money.**

**6. Start early.**

**7. Monitor implementation of standards.**

**8. Value people.**

**9. Improve conditions for learning.**

**10. Give students options.**



**Lindsey Jo Horowitz**

**Postsecondary Transition Specialist**

**[Lindsey.Jo.Horowitz@state.mn.us](mailto:Lindsey.Jo.Horowitz@state.mn.us)**

**651-582-8411**

# Start Planning Now: Your IEP Transition Plan

User-friendly information on special education and transition planning, for parents, students, etc.

Includes explanation for involvement of vocational rehabilitation services (VRS)

<https://mn.db101.org/mn/situations/youthanddisability/planning/program2g.htm>



# Age-Appropriate Assessment Tools

Provides information on types and purposes of transition planning assessments

List of potential assessments, with descriptions and links to information for each

Includes adaptive behavior scales – e.g. Supports Intensity Scale, Vineland

Fastest way to find this one is to Google “Age-Appropriate Assessment Tools Minnesota”



# Employment Resource Guide



Guide prepares students with disabilities for graduation and the choice to move into competitive integrated employment

Designed so that students and their teams have information and structured opportunities to prepare for employment

Activities are designed to encourage collaboration with the student, educators, their families and community members

[https://mn.gov/deed/assets/employment-resource-guide\\_tcm1045-290595.pdf](https://mn.gov/deed/assets/employment-resource-guide_tcm1045-290595.pdf)

# Employment Resource Workbook

Student workbook for transition planning through the high school years

Used in tandem with the *Employment Resource Guide*

[https://mn.gov/deed/assets/employment-resource-workbook\\_tcm1045-315677.pdf](https://mn.gov/deed/assets/employment-resource-workbook_tcm1045-315677.pdf)



# Postsecondary Resource Guide

Provides year-by-year activities for planning transition to postsecondary education

Includes topic areas: self-advocacy, practical learning strategies, choosing and paying for college, family roles, accommodations and more

[www.normandale.edu/Documents/osd/Resource Guide-Printer Friendly2.pdf](http://www.normandale.edu/Documents/osd/Resource%20Guide-Printer%20Friendly2.pdf)



# Employment Capacity Building Cohort



Statewide cohort of community teams:  
school district, vocational rehabilitation  
services and disability services

Annual goal for improving competitive  
integrated employment rates

Annual primary strategy selection and  
implementation with training and coaching

Contact Lindsey Jo Horowitz (MDE)

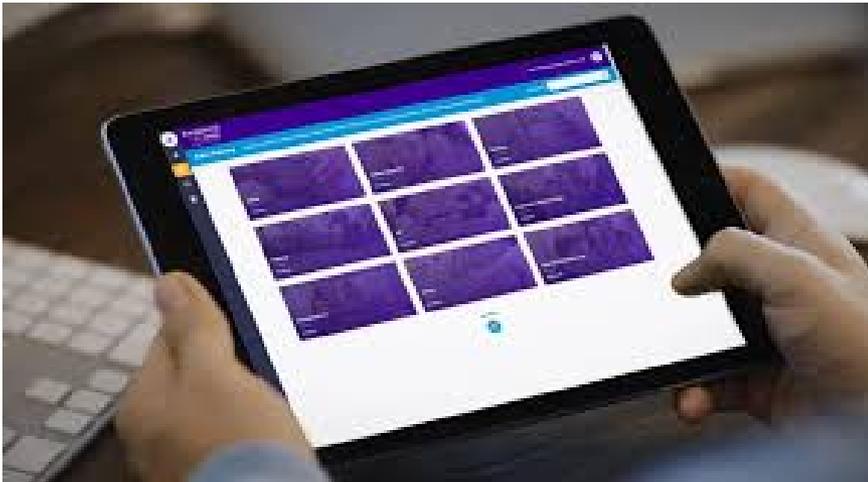
Businesses implement national model internships for students with developmental cognitive disabilities (or autism spectrum disorder)

Five core partners: a host business, school districts, vocational rehabilitation services (VRS) and/or State Services for the Blind (SSB), disability services and a follow-along provider

8 sites currently



# Secondary Transition Training Modules



Three Mediasite training modules on secondary transition for students with Individualized Education Programs (IEPs):

Age-Appropriate Secondary Transition Process and Resources

Writing Appropriate Measurable Postsecondary Goals and Courses of Study

Secondary Transition Services and Annual IEP Goals

<https://education.mn.gov/MDE/dse/spe/sec/055576>

# Reintegration Framework & Systems Planning Toolkit



Best practices and indicators of successful transition of children and youth between separate sites

Tools support and guide interagency teams to make improvements in their organizations and communities to support positive reintegration of youth with disabilities

Suggestions and resources for group facilitation, self-assessment, a priority-setting tool, and an action planning tool

[https://ici.umn.edu/evaluation/reintegration\\_toolkit.htm](https://ici.umn.edu/evaluation/reintegration_toolkit.htm)

# Reference Guide to Minnesota Work-based Learning Programs

Guide is to assist educators in the schools who are involved with work-based learning (WBL) programs.

Includes components of a work-based learning program, roles and responsibilities, requirements and approval processes

<https://education.mn.gov/MDE/dse/cte/pol/acc/>



Tips on getting a job, managing work and benefits and more. Website incorporates planning tools and a personal vault for storing and sharing information

Hub team can help students:

- explore work options
- understand their benefits and how they support work
- identify strategies, resources and supports for work
- navigate the system to reach goals
- plan for the future

<https://disabilityhubmn.org/work>



# Planning for Students' with Disabilities Successful Transition to Competitive Integrated Employment: Program and Funding Clarification Document



Clarifies programming and funding differences between special education transition planning and career technical education for students with disabilities

Include information on eligibility, program requirements, contracts and program approval

<https://education.mn.gov/MDE/dse/cte/pol/acc/>

# Using Work-Based Learning in a State-Approved Career Technical Education (CTE) Program to Meet the Needs of Students with a Disability

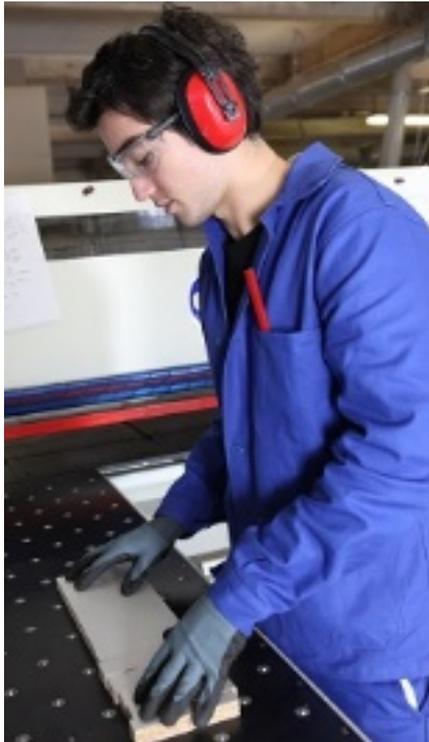
Requirements and best practices for contracting services with community providers, such as community rehabilitation programs (CRPs), for Career Technical Education (CTE) work-based learning (WBL) employment opportunities

Funding access to CTE programs for students with a disability through ACTE-SPED

<https://education.mn.gov/MDE/dse/cte/pol/acc/>



# Experiential Learning Opportunities & Definitions



Explains delivery models for experiential learning:

- career exposure
- work readiness
- career exploration
- career readiness

<https://education.mn.gov/MDE/dse/cte/exp/>

# PSEO Reference Guide

Clarifies eligibility, requirements and program components for PSEO, including PSEO and special education

<https://education.mn.gov/MDE/dse/schfin/pseo/index.htm>



# Q&A: High School Graduation, Diplomas and Aging Out of Special Education Services for Students with Disabilities



Provides answers to basic questions concerning graduation and exiting special education services, including requirements, obligations of school districts and parent rights

<https://education.mn.gov/MDE/dse/sped/caqa/grad/>

# Thank you!

**Tom Delaney**

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# Question and Answer Session



# Special Education Director Panel

Amy Ernst, Buffalo-Hanover-Montrose Public Schools  
Andrea Fladeboe, Willmar Public Schools  
Alicia Jepsen, Benton-Stearns Education District  
Alecia Mobley, Roseville Public Schools  
Deb Stoll, Special Worthington Public Schools





# Next steps discussion and reflection exercise

Tessie Bailey, PhD

Principal Technical Assistance Consultant, American Institutes for Research



# Creating Equitable Models: Consider Predictors of Post-school Success for SWDs

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		★	
• Goal-Setting	X	X	
• Inclusion in general Education	X	★	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	★	
• Paid Employment/Work Experience	X	★	X
• Parent Expectations	X	X	X
• Parental Involvement		★	

★ Large ES

Source: Mazzotti et al., 2015; Test et al., 2009.

# Creating Equitable Models: Consider Predictors of Post-school Success for SWDs

Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	★	
• Self-Care/Independent Living	X	★	X
• Social Skills	X	★	
• Student Support	X	★	X
• Transition Program	X	★	
• Travel Skills		X	
• Vocation Education	X	★	
• Work Study		★	
• Youth Autonomy/Decision-Making	X	X	

★ Large ES

Source: Mazzotti et al., 2015; Test et al., 2009.

## Table Talk and Action Planning

With your team, spend several minutes discussing your operational priorities. Then, identify...

**3** immediate actions your team will take

**2** topics you want to learn more from your colleagues

**1** district or school model you want to explore further

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RELMidwest

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229	1,929	293	1

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Learn more about our research partnerships! Watch our latest video:  
[youtube.com/watch?v=AESDeq...](https://youtube.com/watch?v=AESDeq...) #edresearch



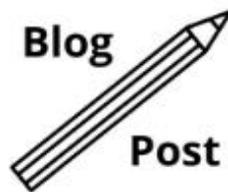
**Introduction to Research Alliances**

The Regional Educational Laboratory Midwest is committed to using research-based evidence in education. To support this, we lead a variety of resear...  
[youtube.com](https://youtube.com)



**REL Midwest** @RELMidwest · 18h

REL Midwest is leading 2 projects that support @mieducation's focus on #teacherprep and #teacher shortages: [ies.ed.gov/ncee/edlabs/re...](https://ies.ed.gov/ncee/edlabs/re...) #educatoreffectiveness



New projects investigate  
teacher pipeline and  
residency programs



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A man in a wheelchair is sitting outdoors, smiling as he writes on a clipboard. He is wearing a blue button-down shirt over a white t-shirt and blue jeans. The background shows a blurred city street with buildings and a white van. The entire image has a blue overlay.

**Please complete our  
feedback survey!**