

Postsecondary Education and Community Involvement Annotated Bibliography

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What is Postsecondary Education and Community Involvement?

Postsecondary education is any education that occurs after high school. Postsecondary education includes trade school and vocational school as well as community colleges, four year institutions, and postgraduate institutions. Community involvement is what individuals do to be involved within their community. It can include participation in day programs, work and employment, participation in civics, and participation in other community activities.

Why is Postsecondary Education and Community Involvement in Transition Planning Important?

Postsecondary education and community involvement is a vital part of transition planning for students with disabilities. The Individual Transition Plan (ITP), found in the Individualized Education Program (IEP), requires for annual goals and objectives related to life after high school which should include postsecondary education, community involvement, or both. These goals and objectives should be focused on helping the student to prepare for postsecondary education and community involvement.

What Does the Literature Say About Postsecondary Education and Community Involvement in Transition Planning?

The literature states that students with disabilities are able to receive postsecondary education and be involved in the community similarly to their typically developing peers. It also suggests that students with disabilities may need more accommodations, modifications, supports, and services to participate in postsecondary education, community events, and employment. There seems to be evidence that CTE classes and curriculum increase students with disabilities' participation in postsecondary education, community events, and employment.

Bragg, D. D. (2007). Career pathways extending from high school to community college to university. *Community College Review*, 35, 10-29.

- Examined the efforts at three community colleges to implement career pathways for K-12 teachers, detailing implementation strategies, student enrollment in high school, and outcomes related to their transition including matriculation and the need for remedial course taking.
- Results indicated that the three community colleges had similarities in the implementation of their teacher education career pathways programs.
- Results indicated that in all three community colleges the development of degrees in high needs areas that were supported by the state.
- Recommendations include replicating this study but to assess the teacher education career pathway programs by how many high school graduates enter the teaching profession and how many sustain for long term teaching.
- Implications include recommending that more community colleges create teacher pipeline programs that begin in high school.

Chiang, H. M., Cheung, Y. K., Li, H., & Tsai, L. Y. (2013). Factors associated with participation in employment for high school leavers with autism. *Journal of Autism and Developmental Disorders*, 43, 1832-1842.

- Examined key factors associated with post-school employment for students with autism through a secondary data analysis from the National Longitudinal Transition Study 2 (NLTS2).
- Results included the following significant factors associated with post-school employment for students with autism (a) annual household income, (b) parental education, (c) gender, (d) social skills, (d) if the student had an intellectual disability or not, (e) graduation from high school, (f) career counseling during high school, and (g) if the school students attended contacted postsecondary vocational training programs or employer.
- Implications included providing transition services and postsecondary programs for individuals with autism are provided.

Davis, C., & Bullis, M. (1990). The school-to-community transition of hearing-impaired persons with developmental disabilities: a review of the empirical literature. *American Annals of the Deaf*, 135(5), 352-363.

- Described literature found that fit the following criteria in regards to school-to-community transitions for students with hearing impairments and developmental disabilities:
 - Discussed original empirical research
 - Were published from 1975-1990
 - Focused on adolescents and young adults (13-35 years of age)
 - Focused on people with hearing impairments AND developmental disabilities

- Emphasized transition experiences and issues
- Indicated that 43 studies were found that met the inclusion criteria above.
- Described the 43 articles in terms of research approach in ten content areas: demographics (8 studies), educational practices and procedures (4 studies), career/vocational preparation (0 studies), independent living skills (3 studies), social/interpersonal behavior (11 studies), communication (5 studies), assessment (4 studies), family issues (2 studies), service provider training and programs (1 study), and community outcomes (5 studies).
- Findings indicate that not much is known about transitions services related to students with hearing impairments and developmental disabilities, especially in regards to career/vocational preparation, family issues, and service provider training.
- Recommended future research be used to develop and test a transition-related curriculum for students with hearing impairments and developmental disabilities.

Dipeolu, A. O. (2011). College students with ADHD: Prescriptive concepts for best practices in career development. *Journal of Career Development, 38, 408-427.*

- Describe prominent symptoms of college students with ADHD as: impatience, impulsive decision making, forgetfulness, procrastination, chronic lateness, failure to plan ahead, difficulty getting organized, difficulty with focused attention, difficulty completing tasks and setting goals, and difficulty with time management.
- Recommend that career counselors pay attention to the following signs as they may point to ADHD: excessive talking in sessions, evidence of low frustration tolerance, lack of focused attention, excessive procrastination, poor time management, being late for appointments, difficulty with planning, and making impulsive career decisions.
- Describe the following interventions for effective career counseling practices for college students with ADHD:
 - Setting the stage
 - Consider recommending immediate formal diagnosis
 - Promote students' acceptance of ADHD
 - Provide structure
 - Instill hope
 - Opportunities for learning
 - Promote education about the disorder
 - Dispel associated myths
 - Challenge character deficit beliefs
 - Explain the chronicity model
 - Communicate the importance of medication
 - Clarify coping vs. cure options

- Career planning, exploration, and career decision making
 - Elements of the career planning and exploration process
 - Clarify self-knowledge
 - Clarify work-related values
 - Help discover student's skills/abilities
 - Consider students' interests/preferences
 - Consider inventories with students with ADHD
 - Career decision making and problem solving
- Allied career and occupational interventions
 - Encourage appropriate occupational/career choice
 - Help to set realistic goals
 - Address future workplace accommodation issues
- Cognitive-behavior-strength-based interventions
 - Assist college students with ADHD to reframe
 - Build resilience
 - Promote career coaching and advocacy
- Recommend environmental modifications
 - Recommend environmental modifications and ADHD friendly tools
- Recommend that career counselors use and follow these effective career counseling practices for college students with ADHD to enrich and improve the college and post-college experience of students with ADHD.

Fleming, A.R., & Fairweather, J.S. (2012). The role of postsecondary education in the path from high school to work for youth. *Rehabilitation Counseling Bulletin*, 55(2), 71-81.

- Examined disability-related factors (type, severity, and special education services) and typical high school student factors effects on attendance at postsecondary institutions.
- Findings indicated that disability-related factors influence postsecondary attendance and that traditional factors were not significant predictors of vocational-technical school attendance.
- Results suggested that students with visual impairments and emotional disabilities were less likely to attend vocational-technical institutions and students with other health impairments were more likely to attend vocational-technical institutions.
- Recommendation included that rehabilitation counselors should consider traditional predictors of college attendance while services and supports are being planned for those young adults who would attend postsecondary institution as part of their vocational training.

Flexer, R. W., Daviso, A.W., Baer, R.M Queen, R.M., & Meindl, R.S. (2011). An epidemiological model of transition and postschool outcomes. *Career Development for Exceptional Individuals*, 34(2), 83-94.

- Examined the effects of inclusion on postsecondary education, career and technical education on employment, and work study experience on subsequent employment for individuals with disabilities in regard to gender and minority status.
- Results found that 58.8% of all participants received inclusion education while only 21.3% of participants were female and received inclusion, 7.9% of participants were African American and received inclusion education, and 7.5% of participants had intellectual and/or developmental disabilities and received inclusion education.
- Results found that 33.5% of all participants received career and technical education (CTE) while only 10.6% of participants were female and received CTE, 5.2% of participants were African American and received CTE, and 9.2% of participants had intellectual and/or developmental disabilities and received CTE.
- Results found that 37.9% of participants received work study education while only 14.5% of participants were female and received work study education, 9.5% of participants were African American and received work study education, and 15.1% of participants had intellectual and/or developmental disabilities and received work study education.
- Findings indicated that participants with intellectual and/or developmental disabilities are less likely to be employed, especially if they were African American, and if they were African American and did not have an intellectual and/or developmental disability they were less likely to be employed than their non-intellectually or developmentally disabled peers.
- Findings indicated that participants with intellectual and/or developmental disabilities were less likely to be employed than other participants regardless of work study education.
- Implication for study included that students who want to be enrolled in postsecondary education should be included in the general education curriculum but not at the expense of career and technical education and work and study programs for students who want to enter full employment after graduation. However, due to the growing number of graduation requirements this may not be possible.

Halpern, A.S., Yovanoff, P., Doren, B. & Benz, M.R. (1995) Predicting participation in postsecondary education for school leavers with disabilities. *Exceptional Children*, 62, 151–164.

- Examined predictors of postsecondary education for students with disabilities using a multivariate logistic regression analysis researchers examined data

collected from interviews with students with disabilities collected from Oregon, Nevada, and Arizona.

- Results indicated six predictors associated with participation in postsecondary education including (a) parent satisfaction, (b) student satisfaction in the instruction they received, (c) scoring high on a functional achievement inventory, (d) participating in transition planning, and (e) successfully completing curriculum courses.
- Results indicated students who passed more than half or all courses in eight curriculum areas such as remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, and regular vocational education were more likely to be engaged in postsecondary education.

Harvey, M. W. (2002). Comparison and postsecondary transitional outcomes between students with and without disabilities by secondary vocational education participation: Findings from the National Education Longitudinal Study. *Career Development for Exceptional Individuals, 25, 99–122.*

- Examined data from the National Education Longitudinal Study of 1988-1994 (NELS:88-94) to compare postsecondary outcomes of students with and without disabilities and their participation in postsecondary vocational education.
- Results indicated differences among postsecondary outcomes across four groups of students including (a) students with a disability who participate in vocational education in high school, (b) students with a disability who did not participate in vocational education in high school, (c) students without a disability who participated in vocational education during high school, and (d) students without a disability who did not participate in vocational education during high school.
- Results indicated students with and without disabilities who participated in vocational education during high school were more likely to be employed and work more hours than students who did not participate in vocational education.
- Findings included (a) post-school employment, (b) annual earnings, (c) average hours worked per week, (d) job satisfaction ratings, and (e) participation in postsecondary education.
- Implications included a recommendation for vocational education to be included as a part of secondary education for students with and without disabilities.

Heady, S. C., & Porter, T. R. (1981). Meeting the needs of the rural disadvantaged: A comprehensive approach. *Journal for Vocational Special Needs Education, 4(1), 5.*

- Describes three major problems for rural students as they transition out of high school.
- Describes one problem as larger, urban high schools are able to provide more, and better, career preparatory curricular which in turn leads to more employable

- youth straight out of high school, and rural areas have a more limited job market which may force them to either take an uninteresting or lower paying job near home, or move to an urban area to take a better job.
- Describes another problem as those who do not find jobs become unemployed, and unemployment for the 18-21 age group is a problem for rural students and a major problem inner city African-American youth.
 - Describes the last problem as the lack of coordination among agencies to support and alleviate unemployed persons in rural areas.
 - Describes the program of the Tri-County Joint Vocational School (Ohio) as having the following parts: career development program, assessment/evaluation center, basic skills laboratory, occupational work adjustment (OWA), occupational work experience (OWE), graduation reality and dual-role skills ("GRADS"), job entry and job survival skills project, job-placement assistance and follow-up services, and interfacing with social service agencies.
 - Recommends that vocational education for rural, disadvantaged students may help to alleviate the aforementioned problems with transitioning rural youth.

- Heal, L. W., & Rusch, F. R. (1995). Predicting employment for students who leave special education high school programs. *Exceptional Children*, 61, 472–487.**
- Examined data from the National Longitudinal Transition Study (NLTS) on post-school employment for students with disabilities using hierarchical regression analysis researchers analyzed 35 community, family, student, and school program characteristics on post-school employment outcomes for students with disabilities.
 - Findings included students who completed more academic and occupational courses; as well as, spent more time in the general education environment were more likely to be employed after high school.
 - Implications for high school transition programs are included.

- Hoisch, S. A., Karen, R. L., & Franzini, L. R. (1992). Two-year follow-up of the competitive employment status of graduates with developmental disabilities. *Career Development for Exceptional Individuals*, 15(2), 149-155.**
- Examined graduates of Grossmont High School's vocational services program that had disabilities and their current employment status and satisfaction with their employment and employers, as well as their employers satisfaction with them.
 - Results for graduates found the following:
 - 39% of graduates were employed at the time of the survey
 - Participants were working at restaurants, retail stores, hospitals/clinics, schools/daycares, apartment buildings, gas stations, workshops, and security companies

- 82% of participants had worked for one year or less
- Most participants were in service occupations
- 38% of participants worked 16-25 hours per week and another 38% worked 31-40 hours per week
- Pay was from \$3.27 to \$7.54 per hour with a mean rate of \$6.33 per hour (minimum wage was \$3.35)
- 76% of participants were satisfied with their job
- 48% of participants indicated they were looking for a new job
- 71% of participants said it was okay to contact their employer
- Results for employers found that on a scale of 1 to 5 regarding performance, 31% of employers gave rating of 3, 15% of employers gave a rating of 3.5, and 54% gave a rating of 4 or 5.
- Recommendations repeating the study with a more even representation of disabilities since this study sample included 60% of participants having a learning disabilities.
- Implications include closer collaboration with teaching staff and future employers' views on what skills are needed in the workplace.

Hudson, P. J. (1988). Successfully employed adults with handicaps: Characteristics and transition strategies. *Career Development for Exceptional Individuals*, 11(1), 7-14.

- Examined a study of students with disabilities who have successfully made the transition from school to work.
- Results indicated that participants had the following statistics regarding the students with disabilities that transitioned from school to work:
 - 94% graduated high school
 - 58% received a regular diploma
 - 26% received a special education diploma
 - 10% received certificate of attendance
 - 36% had post-secondary education experiences
 - 56% were employed in public service occupations
 - 22% were employed in construction
 - 82% assumed responsibility for primary income source
 - 4% depended on family members for primary income source
 - 8% relied on agency assistance for primary income source
 - 6% relied on some combination for primary income source
- Recommendations for future research include focusing on adults with disabilities who are experiencing difficulty in the transition process.
- Implications include the need for educators to help connect students with services that will aid in transition.

McCharen, B. (2008). The success of implementing programs of study in health careers through career clusters and pathways. *Career and Technical Education Research, 33, 203-215.*

- Examined the extent to which Health Science Technology/Health Careers Certification (HST/HCC) students continue to postsecondary education or employment after completing the program.
- Examined if HST/HCC programs provide a foundation for a program of study.
- Results indicated that after completing the HST/HCC program only 19% of students entered into a program of study in a health career area and 54% entered into a 2 or 4 year college in a health-related degree program with a 2% completion rate.
- Results indicated that after completing the program 33% of participants were employed with 85% being employed in a health-related occupation.
- Results suggested that the HST/HCC courses did not positively affect postsecondary achievement.
- Recommendations for future research include a study to determine the reason for failure/drop out of students enrolled in health related degrees in 2 and 4 year institutions.
- Implications include for the examination of practices in career clusters, pathways, and programs of study for CTE courses.

Rojewski, J.W., Lee, I.H., & Gemici, S. (2010). Using propensity score matching to determine the efficacy of secondary career academies in raising educational aspirations. *Career and Technical Education Research, 35, 3-27.*

- Examined whether participation in a career academy during the first two years of high school (grades 9 and 10) had a significant long-term influence on students' interest and commitment to pursue postsecondary education as reflected by educational aspirations reported in grade 12.
- Results there was no difference in student interest and commitment to postsecondary education whether or not they participated in career academy.
- Recommendations included replicating the study but using postsecondary data rather than educational aspirations reported in grade 12.
- Implications include eliminating stigma in schools surrounding career education and its relationship to postsecondary aspirations.

Shandra, C. L., & Hogan, D. P. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. *Journal of Vocational Rehabilitation, 29, 117-130.*

- Examined how participation in school-to-work programs affects the employment status, financial compensation, and availability of job benefits of young adults with disabilities over time and to ascertain which type of school-based or work-

based program is most effective in achieving employment status, financial compensation, and availability of job benefits.

- Results indicated that participation in school-based work programs increases the odds for an average young adult with a disability of being stably employed and working full-time by 120%. They also indicated that participation in a cooperative school and/or work-based initiative is positively correlated and statistically significantly associated with annual income, full-time work, holding a job with employer-offered health insurance, and paid sick days.
- Results indicated that severity of the disability played a role in examining the post-high school employment of young adults with disabilities and the odds of employment for young adults with moderate and severe disabilities is lower than the average young adult.
- Recommendations included future research on students with specific disabilities and how they are affected by school-to-work programs.
- Implications for practice included using school and work based learning for students with and without disabilities to increase employment after high school.

Solberg, V. S., Phelps, L. A., Haakenson, K. A., Durham, J. F., & Timmons, J. (2012). The nature and use of individualized learning plans as a promising career intervention strategy. *Journal of Career Development, 39*, 500-514.

- Describes Individual Learning Plans (ILP) as a portfolio that is updated annually and a process that helps students to actively engage in career planning.
- Describes a study that evaluated students, parents, and teachers thought ILPs were important activities. The study found that all three groups agreed that ILPs lead to:
 - Selection of more rigorous coursework
 - Improved relationships between teachers, students, and parents
 - Access to more career exploration services
 - Clarity regarding postsecondary college and training
 - Increased academic motivation, goal setting, and career competence
- Describes the creation of ILPs to be moving towards online and computerized systems, so that ILPs can be better utilized and evaluated.
- Describes the following as opportunities and challenges for engaging in ILPs: using ILPs to conduct student-led parent-teacher conferences, dedicating time for ILPs, utilizing states' career clusters, school buy-in for engaging in ILPs, and access to an ILP curriculum.
- Recommends that future research should be done to confirm if ILPs result in:
 - Selecting more rigorous coursework
 - Stronger relationships with parents, teachers, and peer
 - Graduating from high school
 - Being more motivated to attend school
 - Engaging in more goal setting strategies

- Becoming competent in the career search process
- Increasing career and occupational aspirations
- Increasing postsecondary training and college aspirations
- Being more likely to enter and complete postsecondary training and college programs

Southward, J. D., & Kyzar, K. (2017). Predictors of Competitive Employment for Students with Intellectual and/or Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities, 52(1), 26.*

- Described the inclusion criteria for their literature review as:
 - Participants were transition-aged individuals with Intellectual and/or Developmental Disabilities (I/DD)
 - Studies examined competitive employment outcomes after exiting transition services
- Examined 13 studies that met the inclusion criteria and identified seven transition related predictors of postsecondary competitive employment for people with I/DD.
- Described the seven related predictors of postsecondary competitive employment for people with I/DD as:
 - Paid employment while attending high school (7 studies)
 - Vocational skills instruction (6 studies)
 - Family expectations (3 studies)
 - High school completion (3 studies)
 - IEP goals relating to competitive employment (2 studies)
 - Self-determination (2 studies)
 - Participating in postsecondary education (2 studies)
- Recommends using the seven transition practices above to increase students' likelihood of obtaining competitive employment after completing/exiting their special education program.

Valentine, J. C., Hirschy, A. S., Bremer, C., Novillo, W., Castellano, M., & Banister, A. (2009, September). Systematic reviews of research: Postsecondary transitions - Identifying effective models and practices. Louisville, KY: *National Research Center for Career and Technical Education.*

- Describes transition programs to postsecondary education for youth in secondary education by reviewing relevant literature and addressing the following questions:
 - What models/programs for transition exist?
 - How is successful transition defined?
 - How are transition models/programs evaluated?
 - What is the impact of transition programs?

- Describes 19 studies of interventions whose aim was to keep students enrolled in college after acceptance.
- Describes the results of the study as having small, but potentially important, short-term effects on grades earned by participants, which shows that there is potential for relatively comprehensive interventions to help students stay enrolled in postsecondary institutions, even if only short-term.
- Recommendations include the need for future research to further investigate the links between programs and students to help determine what types of interventions are effective for specific student populations.

Wagner, M. M., Newman, L.A. & Javitz, H. S. (2017). Vocational education course taking and post-high school employment of youth with emotional disabilities. *Career Development and Transition for Exceptional Individuals*. 40(3), 132-143.

- Examined the number of students with Emotional Disabilities who participated in the prevocational (CTE) and work study or cooperative education course and their work experience after high school.
- Findings indicated students with Emotional Disabilities who participated in CTE while in high school worked in the first 2 years after high school and earned wages higher than the national minimum wage and other benefits.
- Results indicated that youth with emotional disabilities who earned a concentration of occupationally specific general education CTE courses had increased odds of securing full time employment 2 years after high school, then students with emotional disabilities who only took general education CTE courses.
- Implications for practice included that students with emotional disabilities who have the goal of securing full-time employment should be encouraged to consider in their transition plan, a concentration of general education occupationally specific CTE courses.

Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorder: What we know and what we need to know. *Journal of Disability Policy Studies*, 25, 30-40.

- Describes key aspects of the transition process for students with Autism (ASD) and recommendations for policy and practice after conducting a literature review.
- Describes social/emotional behaviors, high school curriculum, transition planning, curriculum instruction, and inclusion as important factors on postsecondary outcomes.
- Describes evidence-based predictors of success in employment (post-school) as:
 - Career Awareness

- Community Experiences
- Exit Exam Requirements/High School Diploma Status
- Inclusion in General Education
- Interagency Collaboration
- Occupational Courses
- Paid Work Experience
- Parental Involvement
- Program of Study
- Self-Advocacy/Self-Determination
- Self-Care/Independent Living Skills
- Social Skills
- Student Support for the Transition Program
- Vocational Education
- Work Study
- Describes evidence as suggesting that students with ASD complete postsecondary education and training programs at a lower rate than peers with other disabilities.
- Recommends the following practices as suggestions, based upon the findings of this literature review, for helping youth with ASD transition into the community and workplace: improve high school curriculum and services, increase access to internships and employment during high school, promote postsecondary education and dual enrollment, promote inclusion and provide social skill instruction, and provide systematic instruction to increase functional literacy, independence, and self-determination.

Winn, S., & Hay, I. (2009). Transition from school for youths with a disability: issues and challenges. *Disability & Society, 24(1), 103-115.*

- Describes the most disadvantaged groups in terms of inequity in vocational transition as: individuals with disabilities, individuals living in a rural or remote location, individuals coming from low socio-economic communities, and individuals who dropped out of school.
- Describes perceived employment barriers to post-school employment for individuals with disabilities are negative attitudes of supervisors and co-workers.
- Describes long-term unemployment as being experienced more by people with disabilities, and that when people with disabilities are employed it is most likely in poor paying and part-time positions.
- Describes the conditions needed for quality community-based service programs to be provided to individuals with a disability:
 - Access to information by clients and others
 - Support for person-centered individualized planning
 - Fair, transparent, individualized resource allocation

- Development of well-paid, qualified, well-prepared, directly supported workforce with appropriate workloads
 - Quality monitoring, accountability, and a culture of client-focused improvement and assessment
- Describe the main factors related to the successful transition of individuals with disabilities as:
 - Fewer hospitalizations and shorter hospital stays
 - Longer work experiences in industry and a richer work history
 - A less severe disability
 - The cognitive capacity to acquire and retain instruction
 - High rates of self-efficacy
 - A positive attitude towards work
 - A supportive family and social circle
- Describe challenges associated with transitions as inefficiency of the continuum of services and inability to teach content appropriately with varied instructional practices.

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