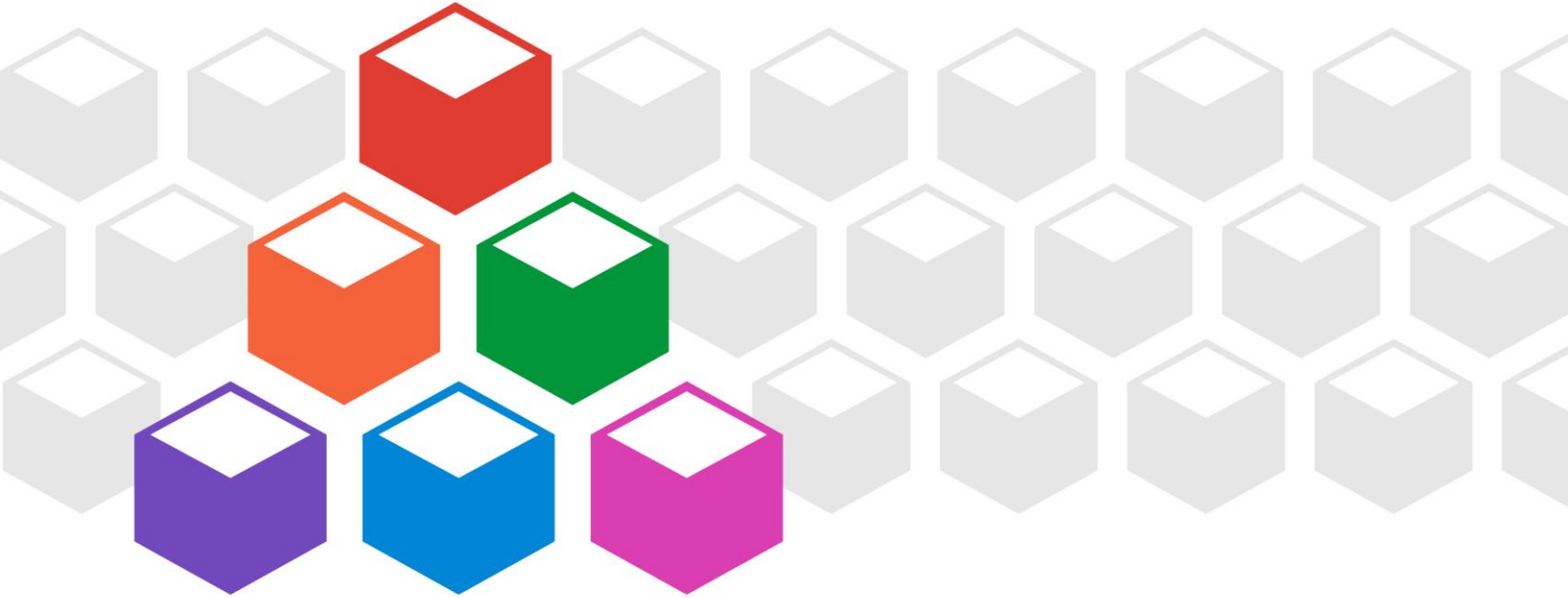




NTACT

National Technical Assistance Center on Transition



College-Ready Programs and Students with Disabilities

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College-Ready Programs and Students with Disabilities

Benefits of graduating with a postsecondary degree include increased earnings (Carnevale & Desrochers, 2003), improved health (Mirowsky & Ross, 2010), and increased job satisfaction (Wolniak & Pascarella, 2005). A number of college-ready programs are offered to help prepare students for postsecondary education and careers (e.g., advanced placement, International Baccalaureate, dual enrollment, Tech Prep); however, little is known about the inclusion of students with disabilities in these programs.

Recently, NTACTION evaluated 15 college-ready programs to determine if they served students with disabilities, what program evaluation data indicated for students in these programs, and if program evaluation data were disaggregated for students with disabilities, what were the outcomes. See Table for summary of programs reviewed.

Major Findings

- Of the 15 programs reviewed, 11 demonstrated consistently positive outcomes in preparing students for postsecondary education.
- Four programs (i.e., High Schools That Work, Junior Reserve Officer Training Corps, Tech Prep, Upward Bound and Upward Bound Math-Science) had mixed effects in preparing students to be college-ready.
- Of the 15 college-ready programs, all indicated they served students with disabilities.
- Only two programs (i.e., High School/High Tech, Tech Prep) provided disaggregated data for students with disabilities.

Implications for Practice

- High schools and school systems must be responsible for collecting, analyzing, and reporting these data for college-ready programs located in their schools.
- Without data disaggregated for all students, administrators cannot be certain programs are preparing all students to be college-ready.
- Successful college-ready programs implement a number of strategies including:
 - the ability to earn college credit while in high school
 - smaller class sizes
 - a focus on academic content
 - teaching academic support skills (e.g., note-taking, test-taking, critical thinking)
 - involving families
 - community/business partnerships (e.g., mentorships, internships).

References

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Summary of College Ready Program Outcomes

Program	Outcomes for All Students	Outcomes for Students with Disabilities
Advanced Placement (AP)	<ul style="list-style-type: none"> ▪ Students admitted to better colleges ▪ More likely to attend a 4-year institution ▪ Increased freshman year retention ▪ Students earned higher grade point averages college 	<p>Data were disaggregated by socioeconomic status, ethnicity, and specific AP course taken, but were not disaggregated by disability. Data from the Office of Civil Rights (2014) indicated that 12% of high school students are served under IDEA; 2% of those students were enrolled in at least one AP course and 1% earned a qualifying score of 3 or above.</p>
Advancement Via Individual Determination (AVID)	<ul style="list-style-type: none"> ▪ Students met college entrance requirements at two times the national rate ▪ 75% of AVID students who applied, were accepted into universities ▪ Increased self-esteem ▪ Development of self-regulated learning strategies 	<p>Data disaggregated by grade level, gender, ethnicity, and free or reduced lunch status, but were not disaggregated for students with disabilities.</p>
Career Academies	<ul style="list-style-type: none"> ▪ Students participating in Career Academies sustained earning gains that averaged 11% (\$2,088) more per year for Academy group members than for individuals in the non-Academy group ▪ Increased the likelihood of school completion for students who entered the program at risk (for non-completion) ▪ Improved attendance ▪ Students reported higher levels of interpersonal support from teachers and peers ▪ No impact (positive or negative) on postsecondary education enrollment or attainment ▪ Increased credits earned towards graduation 	<p>Data disaggregated by grade level, gender, ethnicity, parental level of education, parental work status, disciplinary history, amount of time spent on homework, amount of time spent watching TV, attendance rates, credits earned in 9th grade, 8th grade reading and math test scores, public assistance received, and school non-completion risk. Data were not disaggregated for students with disabilities.</p>

Dual Enrollment *	<ul style="list-style-type: none"> Positively correlated with high school graduation College enrollment Credit accrual Persistence Students participating in career and technical education (CTE) more likely to enroll in college and earn higher grades 	Data on outcomes for students with disabilities were not disaggregated.
Early College High School*	<ul style="list-style-type: none"> 90% of students who participated graduated from high school 94% earned college credit in high school 71% of those students enrolled in college the semester following graduation; 86% continued for a second year 	Data on outcomes for students with disabilities were not disaggregated.
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	<ul style="list-style-type: none"> Students more likely to be prepared for college, know their postsecondary options, have growth-fostering relationships, and higher self-concept 	Outcome data were reported by race and socioeconomic status, but were not disaggregated for students with disabilities.
High School/High Tech (HS/HT)	<ul style="list-style-type: none"> 99% of Florida HS/HT Program participants graduated 72% received a standard diploma 62% entered postsecondary education 24.2% participated in at least one internship 10.7% experienced at least one paid work activity 	Student participant data were disaggregated based on primary disability and co-morbid health problems or disabilities; however, outcome data were not disaggregated.
High Schools That Work (HSTW)	<ul style="list-style-type: none"> Minority achievement gap between African American students and White students persisted 	Student participant data were disaggregated by race/ethnicity, but were not disaggregated by disability.
Institute for Student Achievement	<ul style="list-style-type: none"> Higher grade promotion rates Higher graduation rates Attended school more days per year than control group Earned more credits than comparison peers 61% enrolled in four-year colleges 80% attended college full-time the first year post-secondary graduation Increased rates of college persistence 	Data disaggregated by race and ethnicity and free or reduced lunch eligibility (73%), English language learner status (9%) and special education status (11%); however, data were not disaggregated by disability type.
International	<ul style="list-style-type: none"> 94% of IB DP graduates enrolled in college; 74% 	IB DP student data were not disaggregated by

Baccalaureate Diploma Programme (IB DP)	<ul style="list-style-type: none"> graduated with a degree Increased likelihood of high school graduation 	disability; however, beginning in the 2015-2016 school year, the Office of Civil Rights will require data disaggregated by race, sex, disability, and limited English proficiency.
Junior Reserve Officers' Training Corps (JROTC)	<ul style="list-style-type: none"> Improved test scores Improved graduation rates for cadets who enroll earlier in the program (i.e., 9th grade) Cadets who enroll later in the program (i.e., 10th grade) have higher non-school completion rates Lower postsecondary enrollment rates Higher rates of military enlistment 	Data were disaggregated by gender, race, parent education status, disciplinary history (10 th grade; 12 th grade), test scores (10 th grade; 12 th grade); however, data were not disaggregated by disability.
Project Lead the Way (PLTW)	<ul style="list-style-type: none"> 79% of graduates completed four years of college-preparatory math 63% of graduates completed four years of college-preparatory science 97% of graduates planned to pursue a four-year degree Strong, positive impact on math and science achievement Positive influence on career interests Positive influence on pursuing postsecondary education 	Students with disabilities were reported in the outcome data; however, those data were not disaggregated by disability.
SpringBoard®	<ul style="list-style-type: none"> Increased number of students taking AP courses Increased scores on AP tests 109% increase in Black students taking AP courses 52% increase in Hispanic students taking AP course Increased number of Black and Hispanic students scoring a 3 in at least one AP exam 	Students with disabilities were included in the data analyzed, but outcome data were not disaggregated for students with disabilities.
Talent Search (US DOE TRIO Program)	<ul style="list-style-type: none"> 80.2% postsecondary education enrollment rate (2010-2012 cohort average) 	Data were reported on disability status; findings for students with disabilities were not disaggregated.

Tech Prep	<ul style="list-style-type: none"> ▪ Mixed results ▪ One study (Bragg, et al., 2002) indicated Tech Prep participants' performance was not significantly improved ▪ One study indicated Tech Prep students had higher attendance rates, lower dropout rates, higher graduation rates, and increased number of students who completed the college preparatory curriculum (Brown-Lerner & Brand, 2006). 	<p>Data in the Bragg et al. (2002) study were disaggregated by demographic information, but were not disaggregated by disability status. Data in the Brown-Lerner and Brand (2006) study were disaggregated by ethnicity, special population categorization, and considered as "at risk" by the researchers (i.e., economically disadvantaged, bilingual or English as a second language, and special education); the findings were the same as for students considered not at risk.</p>
Upward Bound and Upward Bound Math and Science	<ul style="list-style-type: none"> ▪ Mixed findings ▪ Pell Institute report (2009) students were: <ul style="list-style-type: none"> ○ 50% more likely to attain a bachelor's degree ○ 19% more likely to attain a postsecondary degree or credential ○ 22% more likely to apply for student financial aid ▪ Mathematica Policy Research (2009) <ul style="list-style-type: none"> ○ No effect on overall enrollment in postsecondary education 	<p>Studies did not disaggregate data based on disability.</p>

*No website available