



## ***Program of Study Correlated with Improved Employment Outcomes***

### **What is the level of evidence?**

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the predictor?**

A **program of study** is an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.

### **What are the essential characteristics?**

1. Ensure program of study is inclusive, academically rigorous, and supported by Universal Design for Learning principles.
2. Design multiple pathways in the general curriculum for satisfying standard diploma requirements.
3. Provide clearly defined graduation requirements leading to a state sanctioned exit document.
4. Establish planning process to assist students in developing their program of study.
5. Provide multiple opportunities (e.g., career technical education; community-based work, independent living, and community access experiences; school-based enterprises; dual credit through a cooperative agreement) for students to acquire needed credits to achieve standard diploma and ensure a seamless transition to postsecondary education and employment settings.

### **Where is the best place to find out how to do this practice?**

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Program of Study available here:

[https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT\\_Program%20of%20Study\\_FINAL.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_Program%20of%20Study_FINAL.pdf).

### **References used to establish this evidence base:**

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.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Korterling, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

**Reference used to define and identify characteristics of this predictor:**

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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