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# NAPSEC's Class of 2000 Year 5 Follow-up

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## The Participating Programs

- 95 Programs in 73 Schools
- Located in 14 states and 7 federal regions

# Participating NAPSEC Schools by Federal Educational Region N=73

<u>Location</u>	<u>#</u>	<u>%</u>
<u>Northeast:</u>		
Connecticut, Massachusetts, New York, Rhode Island	11	15.0
<u>Mid-Atlantic:</u>		
Maryland, New Jersey, Pennsylvania	48	65.8
<u>Appalachia:</u>		
Tennessee, Virginia	8	10.9
<u>Southeast:</u>		
Mississippi	1	1.4
<u>North Central:</u>		
Illinois, Minnesota	3	4.1
<u>Southwest:</u>		
Texas	1	1.4
<u>Mid-Continent:</u>		
Kansas	1	1.4
<b>Total</b>	<b>73</b>	<b>100</b>

# Class of 2000: 419 Alumni at Year 5 (2005)

<u>Characteristics</u>	<u>#</u>	<u>%</u>
<i>Gender</i>		
Male	278	66
Female	141	34
<i>Race/Ethnicity</i>		
White	303	72
Black	79	19
Hispanic	28	7
Asian/Pacific Islander	9	2
<i>Program Classification</i>		
Emotional/Behavioral Disability	166	40
Learning Disability	101	24
Developmental Disability	93	22
Medical Disability	59	14
<b>Total</b>	<b>419</b>	<b>100</b>

# At Year 5 (2005)

## ➤ 221 alumni (53%) were engaged in Mainstream Activity

- ✓ 1% were enrolled in Graduate/Professional School
- ✓ 15% were attending 4-Year/2-Year College or Trade/Technical School
- ✓ 37% were engaged in Competitive Employment or the Military

<u>Activity</u>	<u>#</u>	<u>%</u>
Graduate/Professional School	3	1
4-Year/2-Year College or Trade/Technical School	62	15
Competitive Employment/Military	156	37
<b>Total</b>	<b>221</b>	<b>53</b>

# At Year 5 (2005)

- 105 alumni (25%) were engaged in Vocational Rehabilitation Activity
  - ✓ 2% were attending Vocational Rehabilitation Training Programs
  - ✓ 17% were involved in Supported Employment
  - ✓ 6% were engaged in Sheltered Employment

<u>Activity</u>	<u>#</u>	<u>%</u>
Vocational Rehabilitation Training/Supported Employment	78	19
Sheltered Employment	27	6
<b>Total</b>	<b>105</b>	<b>25</b>

## At Year 5 (2005)

- 47 alumni (11%) were involved in Community-Based Activity
  - ✓ 2% were involved in adult partial care programs
  - ✓ 9% were attending nonvocational day programs

<u>Activity</u>	<u>#</u>	<u>%</u>
Adult Partial Care Program	10	2
Nonvocational Day Program	37	9
<b>Total</b>	<b>47</b>	<b>11</b>

## At Year 5 (2005)

<u>Activity</u>	<u>#</u>	<u>%</u>
Other*	19	5
No Education/Training/Job or Program	27	6
<b>Total</b>	<b>46</b>	<b>11</b>

\*3 homemakers, 5 volunteers, 9 deceased due to severe medical disability, 1 in a psychiatric hospital, and 1 in a correctional facility

# Productive NAPSEC Alumni

<b><u>Mainstream Activity</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
Graduate/Professional School	3	1
4-Year/2-Year College or Trade/Technical School	62	15
Competitive Employment/Military	156	37
<b>Vocational Rehabilitation Activity</b>		
Vocational Rehabilitation Training/Supported Employment	78	19
Sheltered Employment	27	6
<b>Community-Based Activity</b>		
Adult Partial Care Program	10	2
Nonvocational Day Program	37	9






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# At Year 5 (2005)

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Nearly 90% (373 alumni) were engaged in Mainstream, Vocational Rehabilitation, or Community-Based Program Activity



What do these findings  
demonstrate about NAPSEC  
programs?



NAPSEC  
programs  
are  
effective!

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5 Years Later

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NAPSEC alumni with  
documented severe  
disabilities are  
**PRODUCTIVE ADULTS**

- These were individuals with disabilities that required intensive services for remediation




# How do findings for NAPSEC alumni compare to NLTS?


# 1985-1993

Original NLTS examined the postschool outcomes for special education students in public school

- Focus on how they fared in adulthood
- 12,000 students, aged 13-16 years were followed



Students with  
Emotional/Behavioral Disabilities  
from public school special  
education were identified by NLTS  
in the 1990's for their poor  
postschool outcomes



NLTS studied public school  
students with  
Emotional/Behavioral Disabilities  
3-5 years after leaving school to  
learn their rate of competitive  
employment






# How did NAPSEC alumni compare?

# Comparison to NLTS

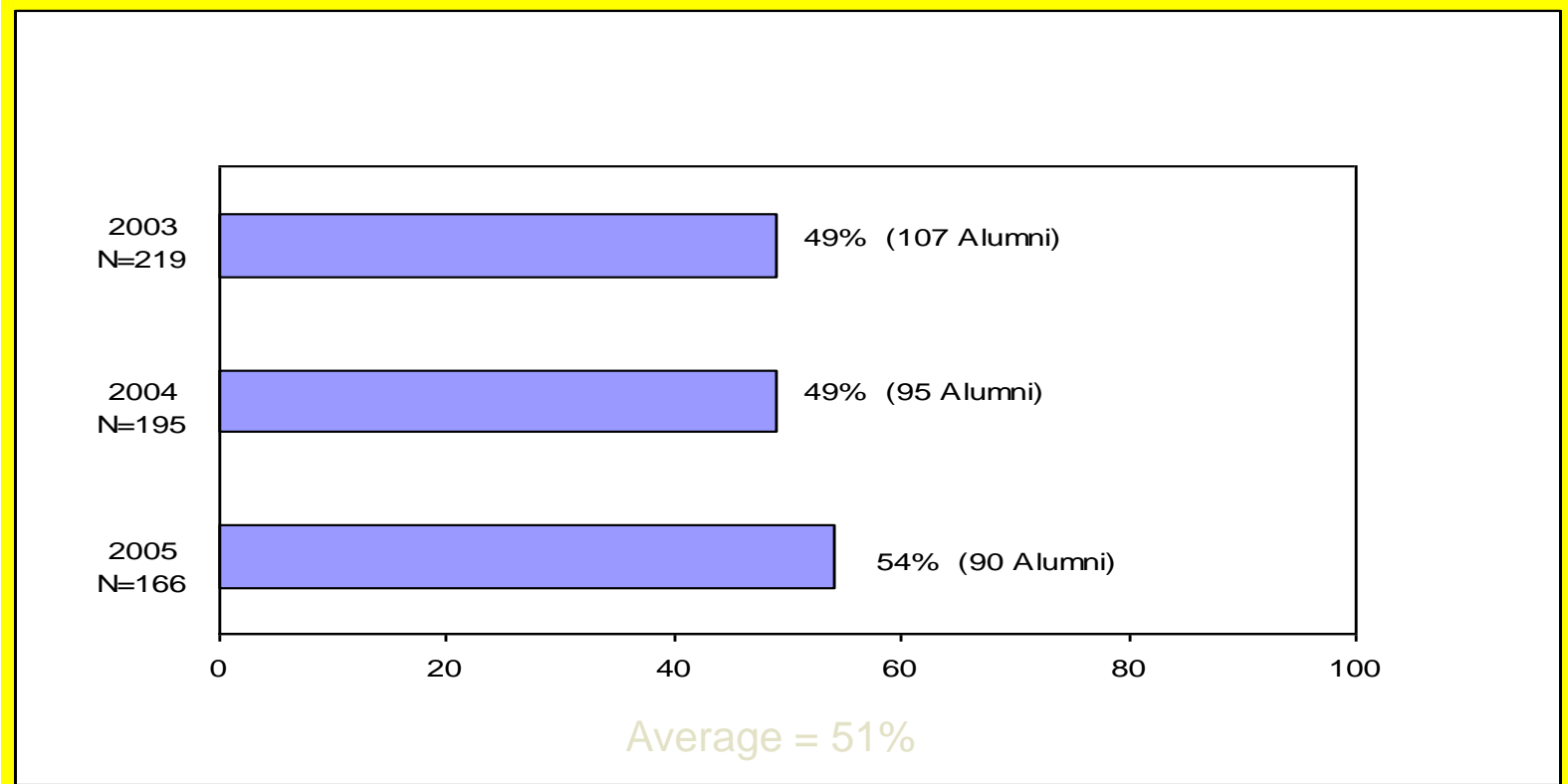
## Alumni with Emotional/Behavioral Disabilities

<b>Out of School for 3-5 Years</b>	<b>Competitive Employment %</b>
NAPSEC Alumni from E/BD programs	<b>51</b>
Alumni from Public Special E/BD Programs	<b>47</b>



Here are the outcomes for  
NAPSEC alumni with  
Emotional/Behavioral Disabilities  
at 3, 4, and 5 years after leaving a  
NAPSEC program

# Competitive Employment for NAPSEC Alumni from Emotional/Behavioral Disorder Programs: 3-5 Years After Leaving School



# 5 Years Later

The NAPSEC alumni from E/BD programs compared favorably to their less disabled special education peers from public school with rates of competitive employment

# 5 Years Later NAPSEC alumni from E/BD programs

➤ 54% (90 alumni) are:

- Competitively employed

➤ 25% (42 alumni) are enrolled in:


- Graduate/professional school

- 4-year/2-year college

- Trade/technical school



# Why?



Some of the answers  
can be found in the  
findings of NLTS2



# 2001-2011 NLTS2

- Follow-up of original NLTS (12,000 youth)
- Commissioned by OSEP
- Will collect information on special education students and their families during school and after leaving school




NLTS2 found the following variables contribute to success in special education:

- Small school size
- Small class size
- Small caseloads for support personnel



## The hallmarks of NAPSEC programs are:

- Small school size
- Small class size
- Small caseloads for support personnel




What else leads to  
success, according to  
NLTS2?

# These are hallmarks of NAPSEC programs


- ⊕ Intensive school-based health services
- ⊕ Intensive counseling services

(Frequently not provided in public school special education programs.)



NLTS2 reports that the following disability groups often have unmet service needs within the public school

- ⊕ Autistic
- ⊕ Emotionally/behaviorally disabled
- ⊕ Other health impaired
- ⊕ Learning disabled



These are the very  
groups that do receive  
intensive, individualized  
services in school in  
NAPSEC programs

# At a NAPSEC Program

- ⊕ Autistic students receive one-to-one teaching
- ⊕ School-based training programs are available for the parents of autistic students to ensure that gains made at school are carried over into the home



# At a NAPSEC Program

Students with emotional/behavioral disabilities are likely to have multiple psychiatric diagnoses


- ⊕ They receive intense, individualized mental health services at school
  - ⊕ Services include counseling, psychiatric evaluation
  - ⊕ Support services are also available for their parents

# At a NAPSEC Program

- ⊕ Physically fragile students receive intensive school-based health services
- ⊕ One-to-one nursing care is provided throughout the school day (often door-to-door, from home to school and back)

# At a NAPSEC Program

- ⊕ Students with learning disabilities receive intensive, individualized instruction
- ⊕ Instruction is tailored to each student's specific information processing needs
- ⊕ Instruction takes place in small, structured groups



Our Class of 2000 Study shows that NAPSEC alumni become productive adults because they receive services that are especially designed to fully implement the IEP and to ensure their **SUCCESS!**