Welcome!

Welcome to the Webinar, “College and Career Readiness and Students with Disabilities,” co-hosted by the National High School Center and the American Youth Policy Forum

The Webinar will begin at 3:00 p.m. EDT

Before the Webinar:

- The line will be silent until 3:00 p.m., when the Webinar begins
- All lines will be muted during the presentation.
- If you experience technical problems, please use the chat feature to ask questions, or call 1-800-634-0503
College and Career Readiness and Students with Disabilities

National High School Center
at the
American Institutes for Research

American Youth Policy Forum

June 19, 2012
• Third in a series of four National High School Center Webinars that examine major issues and practices associated with college and career readiness (CCR)

• Webinars have been held on each Tuesday in the month of June, from 3:00 pm – 4:30 pm EDT. Last Webinar:

• Register for this upcoming Webinar at: http://www.surveymonkey.com/s/Y6KYYFV

• Archived Webinars available on National High School Center Web site and YouTube channel
Using Webex

• The right side of your screen has several menus that allow you to interact with the presentation.

• The chat box can be used to send messages to the host or the presenters or to give feedback when requested. We will be requesting your input on several discussion questions later in the presentation and this is where you can enter the information.

• Use the Q&A panel in the lower right to ask questions of the presenters.
  - Simply type into the lower box and press enter or “Send” to ask a question.
  - Asked questions will appear in bold.
  - Please direct your questions to “All Panelists.”
• Opening Remarks/Setting the Stage
  Joseph Harris, Director
  National High School Center

• College and Career Readiness and Students with Disabilities
  Louis Danielson, Director
  Center on Intensive Interventions

  Betsy Brand, Executive Director
  American Youth Policy Forum

  Debra Hart, Educational Coordinator
  Institute for Community Inclusion

  Keith Ozols, Youth Transition Programs Coordinator
  Oregon Youth Transition Program

• Questions/Comments

• Closing
Polling

• When a poll is opened, it will appear on the right hand side of your screen

• To answer the poll, select one of the answers and click “Submit”
• What it means to be college and/or career ready is neither explicit, shared, nor easily measurable

• The mission, organization, structures, and cultures of many high schools aren’t currently designed to support CCR for ALL students

• A wide variety of service providers and implementers are targeting specific components of the broader CCR landscape
1. President Obama’s goal for participation in postsecondary education by all students
2. Aspirations for postsecondary education by students with disabilities
3. Implications for the K-12 system
College and Career Readiness and Students with Disabilities

Louis Danielson, Director of Research
National High School Center at AIR

Betsy Brand, Executive Director
American Youth Policy Forum

Keith Ozols, Youth Transition Programs Coordinator
Oregon Youth Transition Program

Debra Hart, Educational Coordinator
Institute for Community Inclusion
Outline for Today’s Webinar

• Review Findings of Draft Paper on Improving College and Career Readiness for Students with Special Needs
  – Data on CCR
  – What does it take for students with disabilities to be CCR?
  – Designing a CCR System
  – Examples of supportive statewide programs and policies
  – Policy Issues
• Description of two state policy initiatives to support students with disabilities
  – Oregon Youth Transition Program
  – Massachusetts Inclusive Concurrent Enrollment
• Discussion, Questions and Answers
• According to a report from the Georgetown University Center on Education and the Workforce, by 2018, the US will need 22 million new college degrees to meet labor market demand, but will fall short of that number by at least 3 million postsecondary degrees, Associate’s, or better. In addition, the US will need at least 4.7 million new workers with postsecondary certificates to meet labor market demand.

Students with Disabilities Lag in College Enrollment

National Longitudinal Transition Study I and II: Postsecondary Enrollment within 4 years of high school

completion of postsecondary education by degree among special education students out of high school up to 8 years, 2009

- Any postsecondary: 40.7% (special education), 52.4% (general population)
- 2 year or community college: 41.3% (special education), 22.4% (special education), 34.2% (general population)
- 4 year college or university: 51.2% (special education), 56.7% (general population)
- Vocational, business, or technical: 64.5% (general population)

Students with Disabilities Lag in Employment Outcomes

- Up to eight years out of high school, only 53.1 percent of special education students were competitively employed (NCES, 2011)

- The Bureau of Labor Statistics average unemployment rate in 2011 for the disabled between ages 16 and 65 was 16.2 percent while the rate for those with no disability was 8.8 percent (USDOL, 2012).

- One-third of workers with a disability were employed part time, compared with about one-fifth of those with no disability (USDOL, 2012)


Percentage of youth with disabilities who had ever enrolled in any postsecondary education within 4 years after high school, by income level

What Does It Take for Students with Disabilities to be College and Career Ready?

- Prepared for postsecondary education without the need for remediation
- Strong academic foundation
- “College knowledge”
- Career awareness and planning, transition planning
- Social and emotional skills to succeed in postsecondary education and careers (i.e. resiliency, self-management)
- Higher order skills, such as problem-solving, critical thinking, reasoning
- Employer-desired skills, such as teamwork, reliability
- Fundamental occupational knowledge or skill
- Self-determination
Designing a CCR System for Students with Disabilities

• Set high expectations, aspirations, and clear goals for students with disabilities
• Develop the capacity of education policymakers and practitioners to better serve students with disabilities
• Ensure students with disabilities have access to high level curriculum and, soon, to the common core standards and assessments
• Improve access to guidance, counseling, and transition services
• Create clear pathways to high school diplomas
• Improve K-12 and postsecondary education alignment and connections by using strategies such as dual enrollment
• Deepen connections between K-12 and other systems that provide supports to students with disabilities
### STRAND 1: Goals and Expectations for College and Career Readiness

**What should high school graduates know and be able to do?**

<table>
<thead>
<tr>
<th>THREADS</th>
<th>COMPONENTS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Content</strong></td>
<td>Common Core State Standards</td>
<td>English/language arts, literacy, and mathematics content standards</td>
</tr>
<tr>
<td></td>
<td>Individual State Standards</td>
<td>English/language arts, mathematics, science, foreign language, and technical standards</td>
</tr>
<tr>
<td><strong>Pathways Content</strong></td>
<td>College and Career Knowledge and Access</td>
<td>College and work trajectories, environments, and eligibility requirements</td>
</tr>
<tr>
<td></td>
<td>College and Career Goals</td>
<td>Student-declared educational and career aspirations</td>
</tr>
<tr>
<td></td>
<td>Pathway Content Standards</td>
<td>Programs of study standards (e.g., science, technology, engineering, and mathematics; health; business; career and technical education standards)</td>
</tr>
<tr>
<td></td>
<td>Social and Emotional Skills</td>
<td>Self-management ▶ Responsible decision making ▶ Self-awareness ▶ Social awareness ▶ Relationship skills</td>
</tr>
<tr>
<td></td>
<td>Higher-Order Thinking Skills</td>
<td>Problem solving, critical thinking, and reasoning ▶ Synthesis and precision</td>
</tr>
<tr>
<td></td>
<td>Academic Success and Employability Skills</td>
<td>Inquisitiveness and intellectual openness ▶ Organization, study, and research skills ▶ Attendance and engagement ▶ Teamwork and collaboration ▶ Effective communication</td>
</tr>
<tr>
<td></td>
<td>Civic/Consumer/Life Skills</td>
<td>Civic engagement ▶ Financial literacy and management ▶ Information technology and social media skills</td>
</tr>
</tbody>
</table>

### STRAND 2: Pathways and Supports for College and Career Preparation

**What policies, programs, and structures will help high school graduates meet expectations?**

<table>
<thead>
<tr>
<th>THREADS</th>
<th>COMPONENTS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personalized Learning Supports</strong></td>
<td>Individualized Learning Strategies</td>
<td>Individual learning plans ▶ Flexible grouping and differentiated instruction ▶ Mentoring and counseling</td>
</tr>
<tr>
<td></td>
<td>Targeted Interventions</td>
<td>Content/credit recovery and tutoring ▶ Health and wraparound family services ▶ Tiered interventions/positive behavioral interventions and supports ▶ Student, family, and community engagement</td>
</tr>
<tr>
<td><strong>Rigorous Programs of Study</strong></td>
<td>Rigorous and Relevant Curriculum, Instruction, and Assessment</td>
<td>Middle school preparation and pathway selection (career exploration, academic preparation) ▶ Accelerated learning programs ▶ Blended learning</td>
</tr>
<tr>
<td></td>
<td>Well-Defined Pathways With Postsecondary Alignment</td>
<td>PK–20 initiatives ▶ Multidisciplinary programs of study ▶ Alternative pathways and Graduation Equivalency Diploma (GED) Pathway</td>
</tr>
<tr>
<td></td>
<td>Postsecondary Experiences and Preparations</td>
<td>College visits and career fairs ▶ Dual enrollment, internships, and work experience ▶ Enrollment and financial aid applications and enrollment preparation</td>
</tr>
<tr>
<td><strong>Aligned Resources, Structures, and Supports</strong></td>
<td>Physical and Organizational Structures</td>
<td>Block scheduling, increased learning time, and advisories ▶ Career academies and smaller learning communities</td>
</tr>
<tr>
<td></td>
<td>Human Capital</td>
<td>Recruitment and hiring ▶ Professional development and support ▶ Supervision and evaluation</td>
</tr>
<tr>
<td></td>
<td>Community Partnerships and Resources</td>
<td>Tutoring/mentoring programs and service learning ▶ Internships</td>
</tr>
<tr>
<td></td>
<td>Fiscal Resources</td>
<td>Funding, facilities, and equipment</td>
</tr>
</tbody>
</table>
Four Examples of Statewide CCR Policies and Programs that Support Students with Disabilities

• APEX/RENEW – Achievement in Dropout Prevention and Excellence and Rehabilitation, Empowerment, Natural Supports, Education and Work (New Hampshire)

• GraduateFirst (Georgia)

• Youth Transition Program (Oregon)

• Inclusive Concurrent Enrollment (Massachusetts)
Oregon Youth Transition Program

COLLABORATION. TRANSITION. IMPACT.

PRESENTED BY:

Keith Ozols
Oregon Vocational Rehabilitation Services
Oregon Youth Transition Program

- YTP is a Partnership including:
  - Oregon Office of Vocational Rehabilitation Services
  - Oregon Department of Education
  - University of Oregon College of Education
  - Public schools statewide

- Over the last 20 years, YTP has provided direct services and improved outcomes for over 20,000 students with disabilities
Youth Transition Program Goals

• Prepare high school youth with disabilities for employment or career related post secondary education (*service delivery*)

• Create a new pattern of service within schools and communities (*systems change*)
2009-2011
YTP Student Demographics: Disability

- Learning Disability: 64%
- Other Health Impairment: 21%
- Emotional/Behavioral Disability: 15%
- Speech/Language: 14%
- Autism Spectrum Disorder: 12%
- Intellectual Disability: 12%
- Other: 10%

N = 1415

YTP Database, Students Served, 7/1/2009 through 6/30/2011
2009-2011
YTP Student Demographics: Barriers

- Lack of Transportation: 66%
- No Prior Work History: 56%
- Low Income/Poverty: 50%
- Difficult Family Circumstances: 34%

N = 1415
YTP Database, Students Served, 7/1/2009 through 6/30/2011
2009-2011
YTP Student Outcomes

YTP Database, Students Served, 7/1/2009 through 6/30/2011

High School Completion Certificate

YTP Students at Exit 86%

Employment

<table>
<thead>
<tr>
<th>Avg. Hourly Wage</th>
<th>Oregon Minimum Wage 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9.40</td>
<td>$9.23</td>
</tr>
<tr>
<td>$8.60</td>
<td>$8.50</td>
</tr>
<tr>
<td>$7.80</td>
<td></td>
</tr>
</tbody>
</table>

Engagement

<table>
<thead>
<tr>
<th>At Exit</th>
<th>At 6 Months</th>
<th>At 12 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>79%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Interagency Agreements and MOU’s

- Outreach and identification of students who are in need of transition services.
- Collaborate toward meeting transition resource needs of schools and VR
- Facilitate effective transition for students with disabilities from FAPE to VR services.
Career and Transition Planning

- Developing a plan
  - Build a good relationship with the student
  - Identify strengths and barriers
  - Identify supports and services
  - Community experiences
  - Submit application to VR
YTP Services

- Ongoing Services and Support
  - Work experience
  - Life Skills training
  - Additional resources
  - Maintaining rapport
  - Monitoring progress
  - Modifying plan as needed
Program Completion

- Exiting YTP
  - Graduate from High School
  - Transition to Employment
  - Postsecondary Education/Training

- Follow Up
  - Referrals and support
  - At 6 Months
  - At 12 Months
Postsecondary Education for Students with Intellectual Disability: Inclusive Concurrent Enrollment

Debra Hart
Institute for Community Inclusion, University of Massachusetts Boston
Massachusetts Inclusive College Partnerships

Roxbury Community College
- Revere (Revere High School)
- Boston (Boston Adult Technical Academy, Boston Day and Evening Academy, West Roxbury Academy, English High School)

Bunker Hill Community College
- Boston Public Schools (Madison Park Technical High School, Charlestown High School)

UMass Boston
- Boston (Dorchester Education Complex; Madison Park)

Quinsigamond Community College
- Berlin–Boylston Public Schools
- Leicester Public Schools
- Millbury Public Schools
- Shrewsbury Public Schools
- West Boylston Public Schools
- Worcester Public Schools

Holyoke Community College
- Agawam Public Schools
- Monson Public Schools
- Northampton Public Schools
- South Hadley Public Schools
- Ware Public Schools
- Westfield Public Schools

MassBay Community College (Wellesley Hills Campus)
- Newton (Newton South High School, Newton North High School)
- Cambridge (Cambridge Rindge & Latin)
- Boston (West Roxbury Academy)

Bridgewater State University
- Brockton Public Schools
- Carver Public Schools
- Marshfield Public Schools
- North Attleboro Public Schools
- Weymouth Public Schools
- Whitman-Hanson Public Schools
Individual Supported Education Model

1. Create Student Vision & Goals
   - Establishing a student interagency team
   - Facilitating family participation
   - Conducting person-centered planning
   - Supporting self-determination

2. Develop Flexible Services & Supports
   - Identifying postsecondary education & employment resources
   - Determining funding strategies

3. Assist Students to Access College
   - Preparing for college
   - Choosing a college
   - Applying to college
   - Self-Identifying
   - Getting familiar with campus
   - Registering for classes
   - Attending classes

4. Implement Ongoing Services & Supports
   - Coordinating supports
   - Supporting course participation
   - Getting references

5. Evaluate Outcomes
   - Gauging student satisfaction
   - Measuring system effectiveness
Overall Purpose

- Build partnerships between public high schools and state public institutions of higher education to develop inclusive concurrent enrollment initiatives
- Authentic inclusive college experience
- Improve post-school outcomes for students with ID
Entrance Criteria

- NOT passed Massachusetts Comprehensive Assessment System (MCAS) exam
- Students with intellectual disability between the ages of 18-22
- Students want to go to college
Supports

- Natural Supports
- Disability Services
- Educational Coaches
- Peer mentors
- Technology
Sample of Courses

- **Academic**: Beginning American Sign Language II, Fundamentals of Writing, Writing for Children, Introduction to Sociology, World Civilization II, Pre-Algebra, Careers in Healthcare, American History to 1877, Introduction to Psychology


- **Technology**: Advanced Microcomputer Applications, Web Page Development I & II, Intermediate Photoshop

- **Arts**: Painting II, Ceramics I, Ballroom Dance, Latin Dance, Vocal Performance Workshop, Introduction to Watercolor, Write Your Life Story, Drawing I

- **Career Exploration**: Professional Etiquette, Keys to Effective Communication, Criminal Procedure, Strategies for College and Career, Sanitation & Safety, Child Development, Response to Terrorism, Making Movies, Introduction to Mass Media, Career/Life Planning

- **Wellness**: Personal Fitness, Introduction to Wellness, Swimming, Yoga I & II, Handling Medical Emergencies
Outcomes

- ID interests, needs, and strengths through Person-Centered Planning
- Become advocates for their own choices and decisions around academic, social, and work activities
- Acquire career and ‘soft skills’ by taking inclusive college credit and non-credit bearing courses
- Participate in the life of the college
- Secure integrated competitive employment
Sample Jobs

Art Studios       American Red Cross
YMCAs       Hospitals
Preschools       Elementary Schools
Card Shops       Pet Groomers
Retail Stores       Neighborhood Markets
Kung Fu Studios      Fitness Centers
Nursing Homes       Restaurants
Bakeries       Colleges
Parking Garages       Libraries
Automotive       Medical
Inclusive Concurrent Enrollment

Bottom Line

Gaining knowledge and work skills that result in integrated competitive work related to career goal.
Policy Issues to Consider

• Changing the Way Time is Used, Including Extending Graduation
• Promoting Dual Enrollment for Students with Disabilities
• Accountability
• Improved use of Diagnostic Assessments and Data to Inform Instruction
• Preservice and Professional Development With More Focus on Students with Disabilities
• Increasing Counseling and Transition Services
• Collaboration and Partnerships Among K-12 and Other Providers
1. How can we explore the best balance between aspirations and abilities for all students? Will aspirations look different for students with severe disabilities, and if so, how do we ensure adults support students to the highest level?

2. We are trying to better understand how transition plans and the transition planning process can help support students with disabilities to be ready and successful in postsecondary education and careers. What are some strategies to promote this?

3. How can we encourage more schools to provide extended graduation options, such as using dual enrollment strategies, for students with disabilities?
Questions/Comments

Joseph R. Harris, Ph.D.
Director
National High School Center
Introduction to the College and Career Readiness Community of Practice

Helen Duffy, Ph.D.
CCR Coordinator
National High School Center
College and Career Readiness Community of Practice

• Launched June 5th

• Open online community for technical assistance (TA) providers and education stakeholders interested in college and career readiness implementation.

• Members of this interactive group can:
  – Interact with college and career readiness resources and tools as “social objects”
  – Participate in **discussions** around college and career readiness resources, strategies, and initiatives
  – Learn about upcoming **events**

www.betterhighschools.org
College and Career Readiness Community of Practice

http://community.betterhighschools.org/

Welcome to the National High School Center online communities of practice!

This site is the central hub for all online communities provided by the National High School Center. From here, you can browse the community groups, see highlights of community activity, and register to join our community.
If you are already a member of the National High School Center’s EWS group and/or High School Tiered Interventions group, login with your username.

Once logged in, click on the College and Career Readiness group logo.

To join the community, click the ‘Join’ button to the right of the group title in the middle of the page.
• If you are new to the National High School Center’s Community of Practice, select “sign up” in the upper right corner of the page and complete the registration.

• You should receive an email with your password which you can then use to login and follow the instructions from the previous slide.
  
  *NOTE: If you do not receive this email, please email the NHSCCommunity@air.org for assistance.
Use the navigation buttons on the group’s main page to:

- Interact with college and career readiness resources
  
  Read & Comment on Resources and Publications

- Interact with other members in discussion forums
  
  Start a discussion

- Get information on college and career readiness events
  
  Upcoming Events

- Get tips for participating with the community
  
  Guidelines

- Ask for support
  
  Support
Closing Remarks

Joseph R. Harris, Ph.D.
Director
National High School Center
Focusing on Self Determination Skills for Students with Disabilities

- Helps ensure that young adults are successful as they pursue college and career goals
- Includes being self-aware, knowing one’s strengths and limitations, and knowing what supports might be necessary for success in college or career
- Has tended to focus historically on students with the most significant disabilities such as those with intellectual disabilities
• Many students with ADD, learning disabilities, and other disabilities often exit high school with limited ability to
  – advocate for themselves
  – articulate their strengths
  – identify supports they might require in postsecondary environments

• More needs to be done to provide technical assistance and training to
  – promote the need for self determination skills development
  – provide professionals with the skills and materials they will need
OSEP-funded College and Career Ready TA Centers

- National High School Center (http://www.betterhighschools.org)
- National Dropout Prevention Center for Students with Disabilities (http://www.ndpc-sd.org/)
- National Post-School Outcomes Center (NPSO) (http://www.psocenter.org/)
- National Secondary Transition Technical Assistance Center (NSTTAC) (http://www.nsttac.org/)
Other Related OSEP-funded TA Centers

- Center on Positive Behavioral Interventions and Supports (PBIS) (http://www.pbis.org/)

- National Center on Intensive Intervention (http://www.intensiveintervention.org/)

- National Center on Response to Intervention (NCRTI) (http://www.rti4success.org/)

- National Dissemination Center for Children with Disabilities (NICHCY) (http://nichcy.org/)
Upcoming June Webinars

• **June 26, 2012**: Aligning Resources, Structures and Supports for Actualizing College and Career Readiness

• Register now for this upcoming Webinar: http://www.surveymonkey.com/s/Y6KYYFV
For more information on the National High School Center, please visit us online at www.betterhighschools.org

Follow us on Twitter @NHSCatAIR

Become our Fan on Facebook

Find us on YouTube: http://www.youtube.com/user/NHSCenterMedia

Visit our Blog: http://blog.betterhighschools.org

Interact and share in our Communities of Practice: http://community.betterhighschools.org/