COLLEGE AND CAREER READINESS FOR STUDENTS WITH DISABILITIES

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CONNECTICUT INITIATIVES

- **Student Success Plan** – Alignment with individualized plans for students with disabilities

- **P-20 Council** – *College and Career Readiness Tool Kit*

- ***Guideposts for Success*** – National Collaborative on Workforce and Disability

- **Common Core State Standards** – Evolving transition standards

- **Smarter Balanced Assessment System**

- **IEP Legislative Changes** – *Language and Communication Plan*

The SSP Tool Kit -

http://www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=334064

➢ The SSP Handbook
  ❖ Mission Statement and Overview [PDF]
  ❖ Framework [PDF]
  ❖ Flowchart [PDF]
  ❖ IEP/SSP Alignment [PDF]
  ❖ Sample Program of Study (POS) [PDF]

➢ SSP Grade Level Templates (Grades 6-9)
➢ SSP Professional Development
➢ Social, Emotional and Physical Development/ Resources -
  Connecticut Resources [PDF]

➢ IEP and SSP Alignment – SERC Video -
  http://ctserc.org/s/index.php?option=com_content&view=artic
  le&id=1044:iep-and-student-success-plan-
  alignment&catid=138:student-success-planning&Itemid=210

ALPHABET SOUP

- **SSP** – Student Success Plan
- **ILP** – Individualized Learning Plan
- **IEP** – Individualized Education Program
- **SOP** – Summary of Performance
- **504 Plan** – Protection under the Rehabilitation Act – 504
- **IHP** – Individualized Healthcare Plan
- **FERPA** – Family Educational Rights and Privacy Act
- **HIPAA** – Health Insurance Portability and Accountability Act of 1996

IEP/LEGISLATIVE UPDATES

➢ IEP Changes – Pages 1, 2, **10**, 12

  ❖ Revised section on Deaf/Hard of Hearing to include Language and Communication Plan (ED 638)

4. For students who are deaf or hard of hearing: ❑ NA ❑ See attached **required** *Language and Communication Plan* (Form ED 638) - The PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the services/modifications identified in the attached *Language and Communication Plan* are required.

ALIGNMENT OF SSP WITH OTHER STUDENT PLANNING EFFORTS

- Comprehensive School Counseling Program Development
- Transition planning by the PPT
- Summary of Performance
- Advisor/Advisee – Mentor/Mentee Systems
- Work-based learning programs

ALIGNMENT OF SSP WITH OTHER INDIVIDUALIZED PLANS

➢ SSP can <u>not</u> replace other individualized plans (e.g., IEP, 504, IHP)

➢ Other plans are legal documents

➢ Students with disabilities/medical conditions must be included in the general education SSP process

➢ Integrated process between all students and adults

ALIGNMENT OF SSP WITH OTHER INDIVIDUALIZED PLANS

➢ SSP and individual plans can inform the development of each other

➢ SSP must be aligned with individualized plans

➢ All plans should be student driven and include ongoing input from parents <u>and</u> professionals
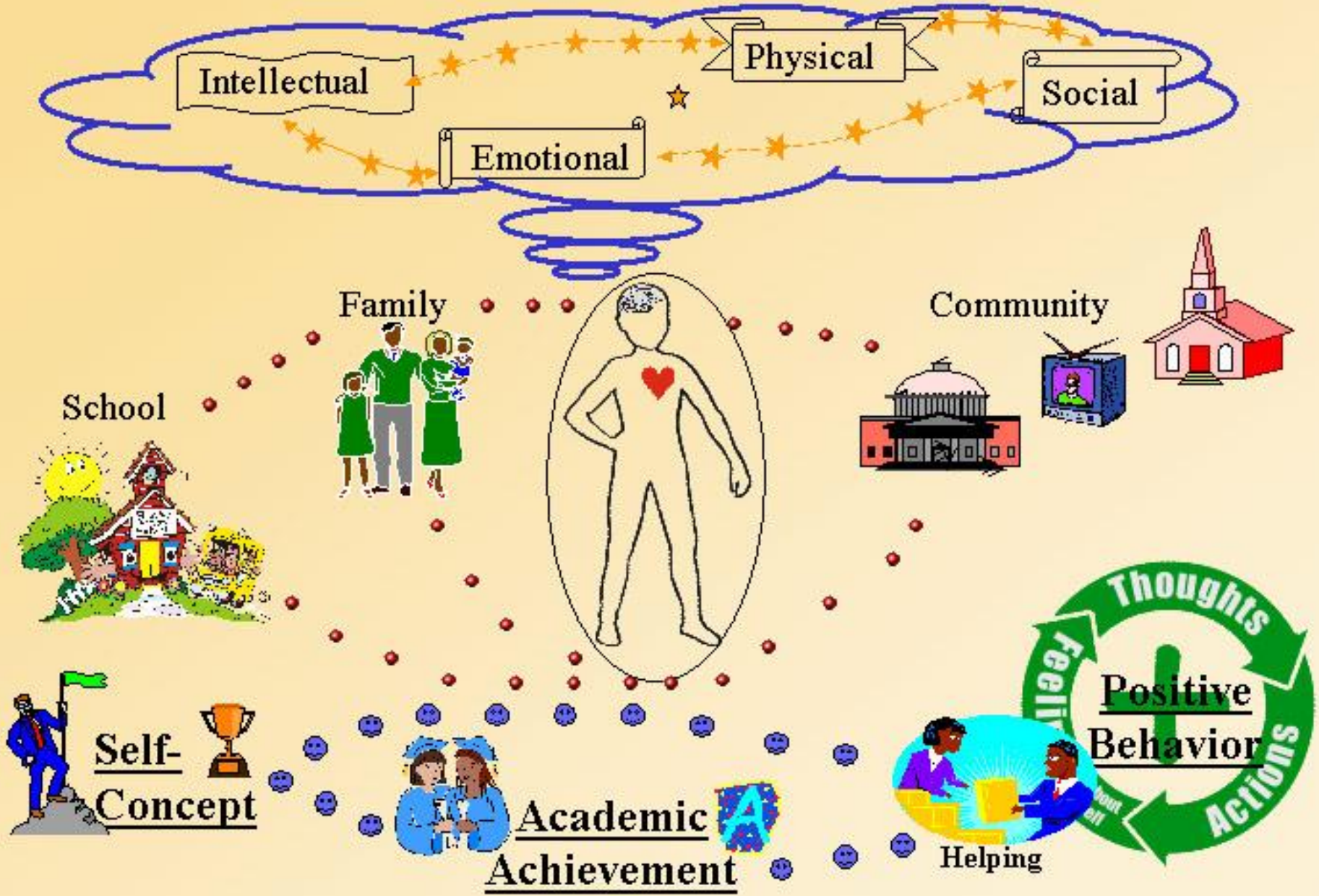
DEVELOPING & IMPLEMENTING THE SSP

➢ Ensure that the following personnel are actively involved in the development of the SSP as well as the implementation process:

- ✓ Special Education
- ✓ School Nurses
- ✓ 504 Coordinator
- ✓ School Counselors
- ✓ School Social Workers
- ✓ School Psychologists
- ✓ College/Career/Vocational Counselors
- ✓ Other related services personnel (e.g., OT, PT, Speech)

➢ Ensure that all students have an opportunity to work with a dedicated adult mentor/advisor and a group of integrated students

Developing & Implementing the SSP

➢ Develop a "crosswalk" between the content and processes involved in the SSP and other individualized student plans

➢ Identify potential areas of overlap/duplication

➢ Individualized plans are more relevant to student's specific disability/medical needs – SSP will not require such detailed information

➢ Individual plans may inform the SSP

➢ SSP will inform the individual plans

➢ Train educators, parents, and students about not including confidential information in the SSP.

➢ Educate adult mentors/advisors regarding making appropriate referrals for students with individualized plans.

Connecting the Dots: Domains, Social Ecology, and Outcomes

Intellectual
Physical
Social
Emotional

Family
Community
School
Self-Concept
Academic Achievement
Helping
Positive Behavior
Thoughts
Actions
Feelings

CONFIDENTIALITY

➢ **FERPA** – protects the privacy of students' "educational records"

❖ May not disclose education records of students, or personally identifiable information from education records, without a parent or eligible student's written consent

- ✓ Includes health records, nursing records
- ✓ Includes special education records

❖ May disclose a student's health and medical information and other "education records" to teachers and other school officials, without written consent, if these school officials have "legitimate educational interests"

CONFIDENTIALITY

➢ **HIPAA** – established national standards and requirements for electronic health care transactions to protect the privacy and security of individually identifiable health information

- ❖ Includes hospitals, health plans, practitioners
- ❖ Limits disclosure of personal health information without patient authorization
- ❖ School-based health clinics operate under HIPAA
- ❖ Excludes education or treatment records of eligible students in schools who are covered under FERPA – not considered "protected health information."

SSP Implementation Issues

- Confidentiality

- Referrals

- Regional Programs (e.g., CTTHS, Magnet Schools, RESC programs)

- Approved Private Special Education Programs

- Private Schools

- OTHER ???

Connecticut College and Career Readiness Toolkit

Connecticut P-20 Council
General Principles

3. Local schools, colleges and employers **must actively work together** to improve student readiness for continued education and careers.

4. Every school, out-of-school program, college, and educational system must **understand** the expectations of the educational system or employers to which their students go next.

Four Keys To College And Career Readiness

Key Content Knowledge

+ Key terms and terminology
+ Factual information
+ Linking ideas
+ Organizing concepts
+ Common Core State Standards (in English/ literacy and mathematics only)
+ Standards for Success in Science, Social Sciences, Second Languages, the Arts

Key Cognitive Strategies

- Hypothesize
- Strategize

Problem Formulation

Precision/Accuracy

Research

- Identify
- Collect

- Monitor
- Confirm

- Organize
- Construct

Communication

Interpretation

- Analyze
- Evaluate

Key Learning Skills & Techniques

+ Time management
+ Study skills
+ Goal setting
+ Self-awareness
+ Persistence
+ Collaborative learning
+ Student ownership of learning
+ Retention of factual information

Key Transition Knowledge & Skills

+ Admissions requirements
+ College types and missions
+ Career pathways
+ Affording college
+ College culture
+ Relations with professors
+ Social/identity issues in transitioning

Examples of What a College and Career Ready Student Can Do

➢ Communicate effectively and professionally with supervisors or professors.

➢ Read with understanding a range of non-fiction publications, textbooks, and technical materials.

➢ Incorporate feedback effectively.

➢ Produce written products that are consistently free of errors and reflect proper writing conventions.

➢ Collect and analyze data precisely and accurately.

Examples of What a College and Career Ready Student Can Do

➢ Interpret conflicting explanations of an event or phenomenon.

➢ Write a three- to five-page research paper structured around a cogent, coherent line of reasoning.

➢ Arrive punctually to class or work.

➢ Attend a study group outside of class.

➢ Create and maintain a personal schedule that includes a prioritized "to do" list.

EXAMPLES OF WHAT A COLLEGE AND CAREER READY STUDENT CAN DO

➢ Complete successfully an assignment that requires two weeks of independent work and extensive research.

➢ Utilize technological tools including appropriate online and desktop applications.

➢ Locate websites containing information on career requirements, colleges, admissions, and financial aid.

➢ Balance short- and long-term goals.

Educational Policy Improvement Center. (2008). Creating college readiness. Eugene, OR: EPIC.

Seven Principles of College and Career Readiness

❖ **<u>Principle 1</u>.** Create and maintain a college- and career-readiness culture in the school.

❖ **<u>Principle 2</u>.** Create a core academic program aligned with and leading to college readiness by the end of twelfth grade.

❖ **<u>Principle 3</u>. Teach key self-management skills and academic behaviors and expect students to use them.**

Seven Principles of College and Career Readiness

❖ **Principle 4**. **Make college and careers real by helping students manage the complexity of preparing for and applying to postsecondary education.**

❖ **Principle 5**. Create assignments and grading policies that **more closely approximate college and career expectations** each successive year of high school.

❖ **Principle 6**. Make the senior year meaningful and appropriately challenging.

❖ **Principle 7**. Build partnerships with and connections to postsecondary programs and institutions.

Conley, D.T. (2010). *College & Career Ready: Helping all students succeed beyond high school.* San Francisco: Jossey-Bass.

COLLEGE AND CAREER READINESS CONCEPTS – P-20 COUNCIL

◎ **What is and College and Career Readiness?**

College and career readiness is defined as students being prepared to succeed in credit-bearing entry-level general education courses or two-year certification programs without needing remedial or developmental assistance.

College and Career Readiness Concepts – P-20 Council

◎ **Key College and Career Readiness Terms and Concepts**

⊙ **Postsecondary:** Any formal setting an individual pursues for additional instruction beyond high school. May include two- or four-year degree programs, certificate or licensure programs, apprenticeships, or military programs.

⊙ **Work Ready:** Individual meets basic expectations regarding workplace behavior and demeanor.

⊙ **Job Ready:** Individual possesses specific knowledge necessary to begin an entry-level position.

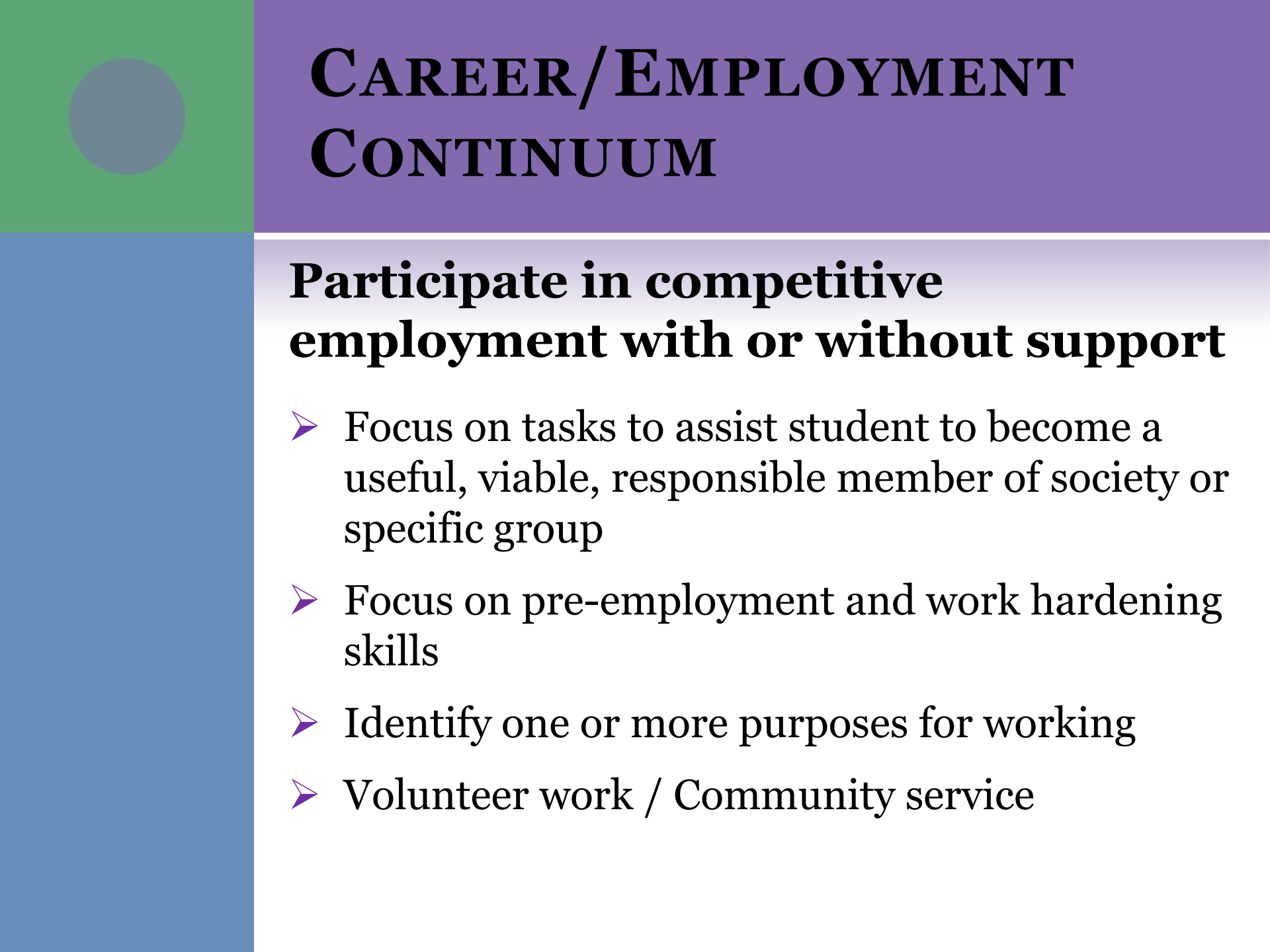# COLLEGE AND CAREER READINESS CONCEPTS – P-20 COUNCIL

◎ **Key College and Career Readiness Terms and Concepts**

- ◉ **<u>Career Ready</u>***:* Individual possesses sufficient foundational knowledge, skills and general learning strategies necessary to begin studies in career pathway.

- ◉ **<u>College Ready</u>***:* Individual places into and passes, without remediation, a credit-bearing entry-level general education course.

- ◉ **<u>College Eligible</u>***:* Individual meets the admissions requirements for a 2- or 4-year college or university. Typically includes meeting HS graduation requirements, maintaining an acceptable grade point average and satisfactory SAT or ACT scores.

Postsecondary Education/Training Continuum

Focus on life-long learning

➤ Learn **HOW** to learn

➤ Learn how to plan ahead and set/evaluate goals

- ❖ What do you want to learn about?

- ❖ How do you want to learn it?

- ❖ Develop skills to explore, evaluate, and access such learning opportunities

- ❖ Develop skills to actively participate in such learning

Career/Employment Continuum

Participate in competitive employment with or without support

➢ Focus on tasks to assist student to become a useful, viable, responsible member of society or specific group

➢ Focus on pre-employment and work hardening skills

➢ Identify one or more purposes for working

➢ Volunteer work / Community service

Independent Living Skills Continuum

Any task student needs to learn to do independently regardless of ability or skill

- Adult Daily Living (ADL) skills (e.g., cooking, cleaning, shopping, banking)
- Transportation
- Healthcare, medication, medical appointments
- Self-disclosure/accommodations
- Interpersonal communication
- Self-advocacy
- Self-monitoring

NCWD/YOUTH

GUIDEPOSTS *for* SUCCESS

CAREER PREPARATION

SCHOOL PREPARATION

CONNECTING ACTIVITIES

YOUTH DEVELOPMENT & LEADERSHIP

FAMILY INVOLVEMENT

SECOND EDITION

NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY

http://www.ncwd-youth.info/guideposts

GUIDEPOSTS FOR SUCCESS

◎ **Six areas ALL youth need for a successful transition to adult life:**

- ◉ Access to high quality standards-based education regardless of the setting;

- ◉ Information about career options and exposure to the world of work; including structured internships;

- ◉ Opportunities to develop social, civic, and leadership skills;

- ◉ Strong connections to caring adults;

- ◉ Access to safe places to interact with their peers; and

- ◉ Support services [and specific accommodations] to allow them to become independent adults.

GUIDEPOSTS FOR SUCCESS

◎ The *Guideposts* help steer families, institutions, and youth through the transition process and are **built upon six assumptions**:

- ◉ Highest expectations for all youth, **including youth with disabilities**;

- ◉ Equality of opportunity for everyone, including non-discrimination, individualization, & inclusion/integration;

- ◉ Full participation through self-determination, informed choice, & participation in decision making;

- ◉ Independent living, including skills development and long-term supports & services;

- ◉ Competitive employment and economic self-sufficiency, which may include supports; and

- ◉ Individualized, person [student]-driven, & culturally and linguistically appropriate transition planning.

GUIDEPOSTS FOR SUCCESS

◎ The *Guideposts* organized into **five key areas**:

1. **School-based preparatory experiences** – In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills.

2. **Career preparation and work-based learning experiences** – Career preparation and work-based learning experiences are essential for youth to form and develop aspirations and make informed choices about careers. These experiences should be provided during the school day or through after-school programs in collaboration with other community organizations.

GUIDEPOSTS FOR SUCCESS

3. **Youth development and leadership** – Youth development and leadership is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to gain skills, competencies and [to achieve their full potential]. Youth leadership is part of youth development.

4. **Connecting activities** – Youth need to be connected to programs, services, activities, and supports that help them gain access to and achieve success within chosen post-school options [adult service agencies].

5. **Family involvement and supports** – Participation and involvement of parents, family members, and/or other caring adults in promoting the social, emotional, physical, academic, and occupational growth of youth, leading to better outcomes [family empowerment].

ENGLISH LANGUAGE ARTS

◎ **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language can:**

- ⊙ Demonstrate independence
- ⊙ Build strong content knowledge
- ⊙ Respond to the varying demands of audience, task, purpose, and discipline
- ⊙ Comprehend as well as critique
- ⊙ Value evidence
- ⊙ Use technology and digital media strategically and capably
- ⊙ Come to understand other perspectives and cultures

COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS

◎ **College and Career Readiness Anchor Standards for:**

- ◉ Reading - 10

- ◉ Writing - 10

- ◉ Speaking and Listening - 6

- ◉ Language - 6

COMMON CORE STATE STANDARDS – MATHEMATICS

⊚ **Standards for Mathematical Practice describe areas in which students should develop expertise:**

- ⊙ Make sense of problems and persevere in solving them.
- ⊙ Reason abstractly and quantitatively.
- ⊙ Construct viable arguments and critique the reasoning of others.
- ⊙ Model with mathematics.
- ⊙ Use appropriate tools strategically.
- ⊙ Attend to precision.
- ⊙ Look for and make use of structure.
- ⊙ Look for and express regularity in repeated reasoning.

SMARTER BALANCED ASSESSMENT SYSTEM

- **Support for Underrepresented Students**

  - ❖ English Language Learners
  - ❖ Students with Disabilities

- **Next Generation Assessment – 2014**

- http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/

Cradle to College and Career – IDEA Partnership "Grounding Assumptions"

- **Success in college and career begins at birth.**
- **Families are the first teachers** and have an ongoing role as teachers of their children.
- **College and career success is not limited to paid work or a degree.**
- Planning for post-school outcomes needs to begin early – **waiting until HS is too late!**
- **All youth deserve to leave secondary school with a meaningful diploma or certificate which honors their accomplishments and enables them to continue on their stated postsecondary pathway.**

  http://www.ideapartnership.org/media/documents/CCC-Collection/ccc_grounding-assumptions.pdf

Look at **ALL** activities through a transition lens.

RESOURCES

- ***Cradle to College and Career Collection*/ IDEA Partnership** – http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1526

  - Grounding Assumptions – http://www.ideapartnership.org/media/documents/CCC-Collection/ccc_grounding-assumptions.pdf

  - Resource Guide – http://www.ideapartnership.org/media/documents/CCC-Collection/ccc_resources2.pdf

- Common Core State Standards

  - http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592

  - http://www.corestandards.org/

RESOURCES

◎ P-20 Council – Connecticut College and Career Readiness Tool Kit – http://www.ctregents.org/files/pdfs/p20/p20-CT-Toolkit.pdf

◎ Common Career Technical Core (CTE and CCSS) – http://www.careertech.org/career-technical-education/cctc/info.html

◎ *Alignment of SSP and IEPs, 504 Plans, SOPs, and Individualized Healthcare Plans* (Presentation Video) - http://ctserc.org/s/index.php?option=com_content&view=article&id=1044:iep-and-student-success-plan-alignment&catid=138:student-success-planning&Itemid=210