



# These are OUR kids:

Working together to improve postsecondary success

Oct. 18, 2019 | Janel Young & Elizabeth Schiemann



# Intentions & Agenda

## Intentions

- Create shared understanding and then use bulk of the time to have open conversation

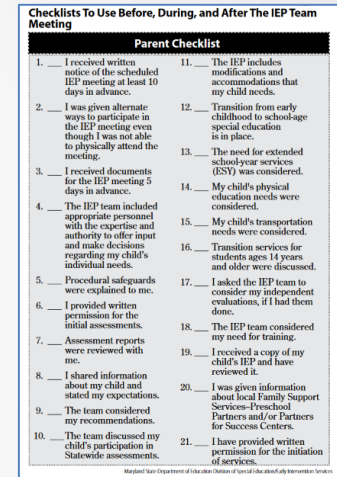
## Agenda

- Session goals
- Postsecondary planning is universal
- How are we doing?
- What can we learn from each other?
- What can we do better?
- How do we accomplish this together?



# Session Goals – Each person will leave...

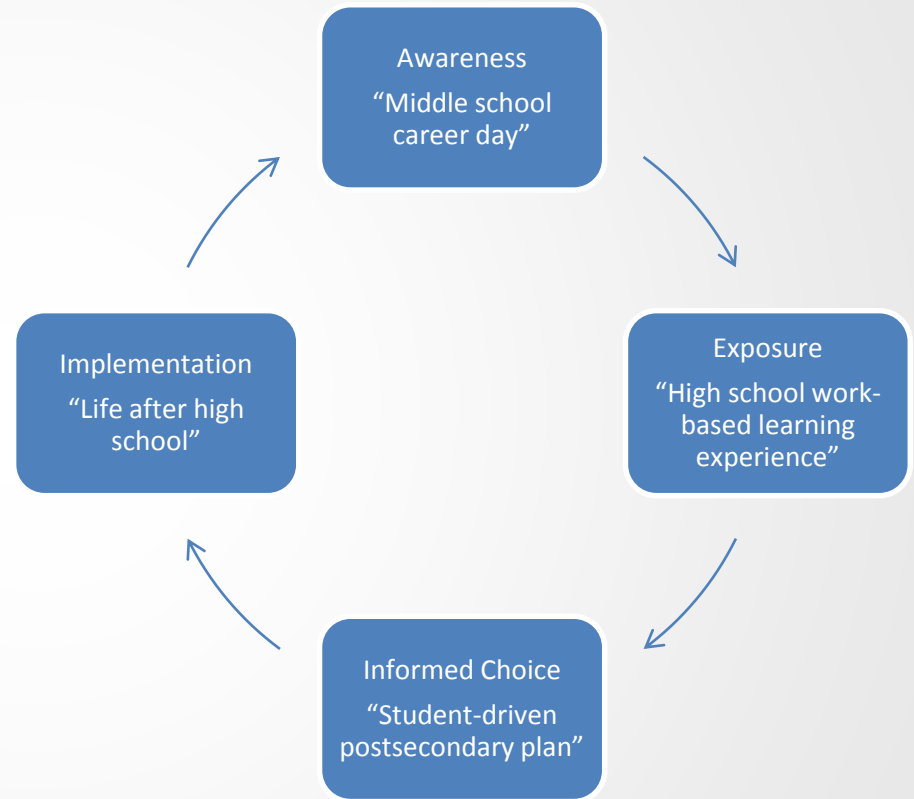
1. Equipped to have a conversation with their administrator about what they can put in place at their school to improve outcomes for students with disabilities related to college and career readiness.
2. Equipped with resources to use immediately –
  - Think College [thinkcollege.net/](http://thinkcollege.net/)
    - [Materials for transition coordinators](#)
    - [Questions students can ask college programs](#)
  - Career inventories
    - [Career Coach DC](#)
    - [My Next Move](#)
  - State resources for families
    - [Building IEPs With Maryland Families](#)
  - Transitions TN website
    - [Principals of Transition for Postsecondary Readiness](#)





# Postsecondary planning is universal

- Along the journey of postsecondary planning, the key components are universal for all students.
- Our role is to translate each of those steps in a student-centered way that best supports each learner's goals.





# How are we doing?

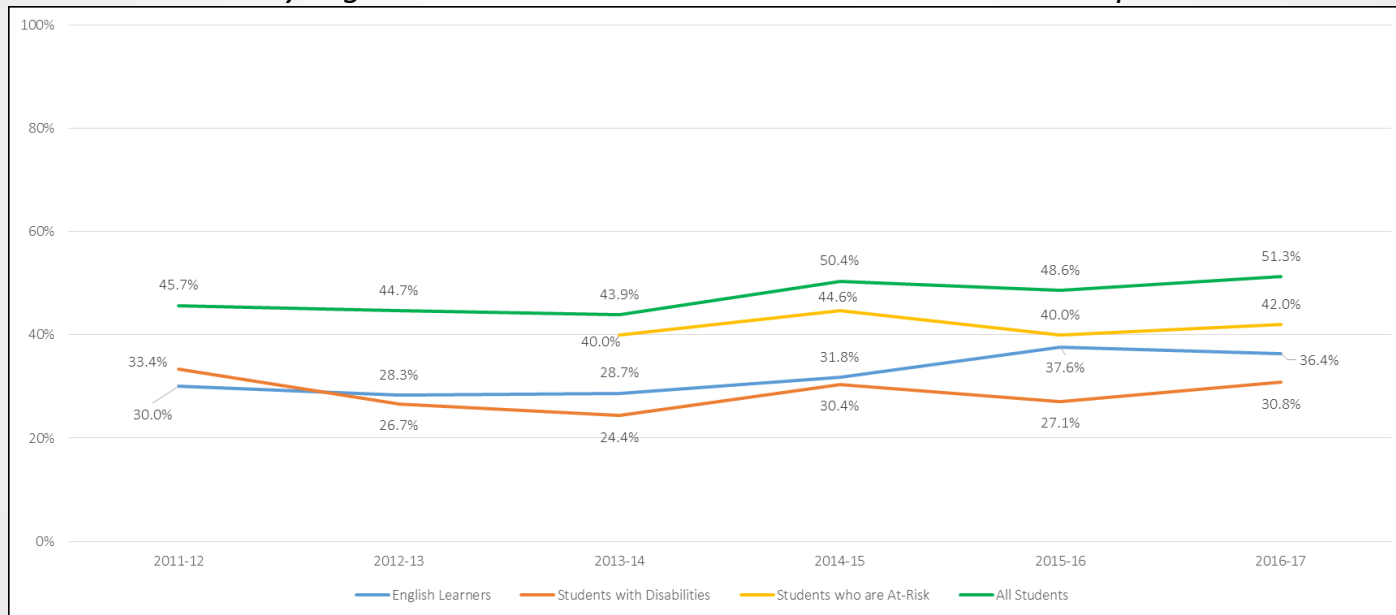
- What does postsecondary success look like to you for all students and for students with disabilities?
- How do we know that we are measuring this correctly?



# Current data: DC

- OSSE recently reviewed enrollment and persistence for three student groups (English learners, students with disabilities, and students who are at-risk).

*High School Graduates Enrolled within Six Months of Graduation, by High School Graduation Year and Select Student Groups*



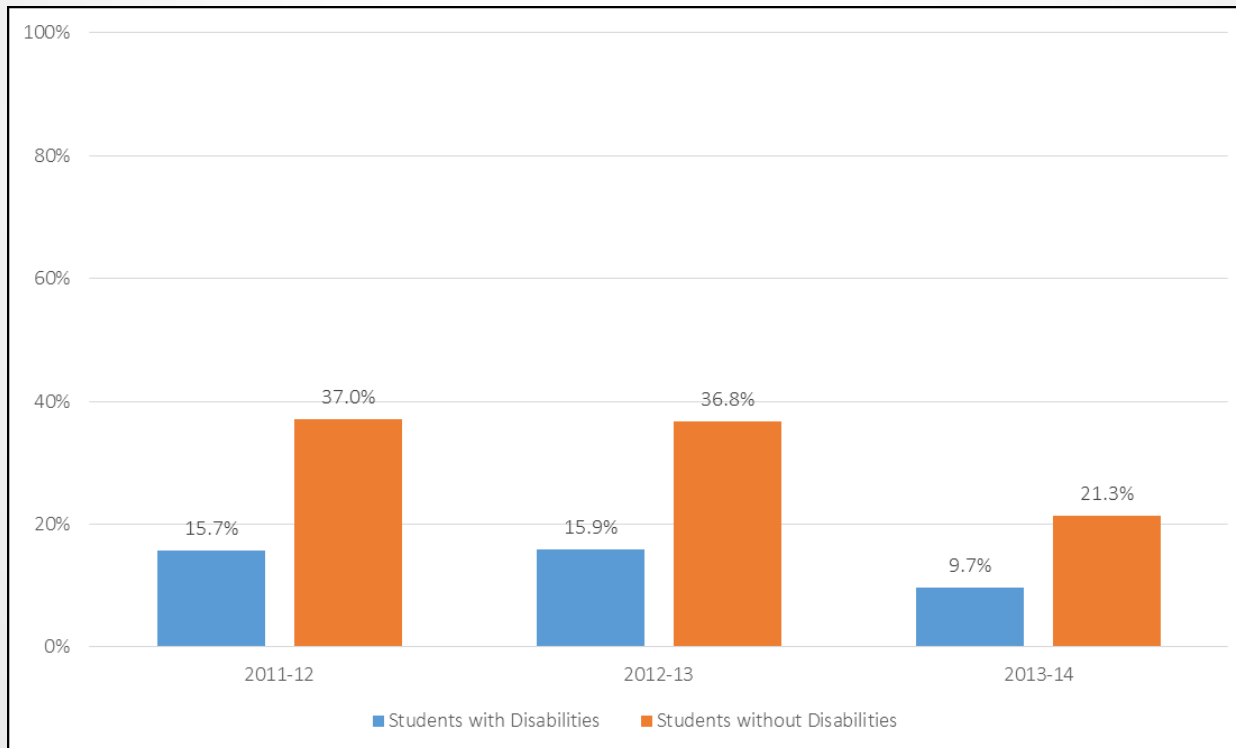
- All three groups are enrolling in postsecondary education at lower rates than their peers.
- Similarly, persistence (enrollment from the first year to the second year, etc.) is also lower for these groups than for all students on average.



# Current data: DC, continued

- In DC, there is a gap of over twenty percentage points in postsecondary completion between students with disabilities and students without disabilities who enroll in college.

*High School Graduates who Enrolled and Completed a Postsecondary Degree (Associate's or Bachelor's) as of fall 2018, by High School Graduation Year and Students with Disabilities Status*





# What can we learn from each other?

College and career readiness and specialized education teams' knowledge and inputs are specific, but overlap in essential ways.



What is college and career team's role in secondary transition planning?



Collectively we aim to send students out into the world prepared for their current goals and with a viable plan for the future.



What is specialized education team's role in secondary transition planning?





# What can we do better?

- Coordinate instruction with
  - College and career readiness practices,
  - transition/advising around secondary choices, and
  - useful partners/resources.
- Create (or fully develop) school-wide transition pathways and work-based learning systems for all students (general education students *and* students with individual education programs).
- Other ideas...?



# How do we accomplish this together?

- Recognizing that:
  - Everyone has limited time and high caseloads.
  - All students need transition supports to make it in college and life, and the tools we have will work for most populations with intentional tweaking.
- We propose starting small on your campus.
  - Are there low-barrier, light lift ways that we can enable college and career readiness and special education teams to interact?



# How do we accomplish this together?

- **Students:**
  - Campus-specific “triage strategy” based on transition plan goal (e.g., which five students can most benefit from college and career planning?)
  - Create opportunities to use student-specific tools across teams
    - Example: Multiple team members support a student’s use of an FAQ template for the disabilities services office at the college or university they are interested in attending.
      - **Special education team** can prepare the student to meet with their college and career readiness counselor (sharing the tool and identifying what the student wants to ask of the counselor).
      - **Case manager** can help schedule a meeting with student and college and career readiness counselor.
      - **Student** can ask their college and career readiness counselor for help contacting folks at the campuses they are interested in attending.



# How do we accomplish this together?

- **Team:** Introduce cross-team meetings or stand-ups that could include:
  - Structured/unstructured time together, or
  - Time to explain or share materials and planning toolkits.
  
- **LEAs:** Plan shared events with specific focus on underrepresented groups by:
  - Adding services/schools that are best-fit options for special populations at your big school event, or
  - Working with other local education agencies to partner on a shared event (expand something someone else is doing well and support them, so that your students can attend).



# Let's make a plan

- You are an expert in your area of work, and your colleagues are experts in theirs.
- Moving this work forward:
  - What would you ask your administrator for today if you had to advocate for working with college and career readiness or specialized education teams (the opposite of your role) to support students?
  - What would you ask for in terms of planning for the 2020-21 school year?
  - How can OSSE or the Community of Practice support you in your next meeting with the other team in your building?



## FIND US

### ADDRESS:

1050 First Street, NE  
Washington, DC 20001

### POCs:

Janel Young

[Janel.Young@dc.gov](mailto:Janel.Young@dc.gov)

Elizabeth Schiemann

[Elizabeth.Schiemann@dc.gov](mailto:Elizabeth.Schiemann@dc.gov)

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 [www.osse.dc.gov](http://www.osse.dc.gov)



# Appendix



# Background



- **Context:** In the District of Columbia, 76 percent of jobs will require some postsecondary education by 2020 (Center on Education and the Workforce)
- **Goal:** By 2023, OSSE aims to reach ambitious goals such as:
  - 1,100 more students enrolling in higher education on a path to a two- or four-year degree
- **Pillars:** In order to meet this goal, PCE is sharing actionable data and building ecosystem capacity by preparing and releasing Parts 3 and 4 of OSSE’s Postsecondary Access and Readiness Series:
  - Postsecondary enrollment, persistence, and completion for multiple cohorts (and select student groups), and
  - College and career readiness programming available in DC.





# Postsecondary Scholarships & Grants

- Financial assistance like scholarships and grants also support student's college enrollment and graduation goals.
- To access federal student aid, students and their families must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) each year.
  - Even if families do not expect to qualify for federal aid, they should complete the FAFSA because many other awards are based on the FAFSA's expected family contribution (EFC).
- OSSE manages opportunities for DC residents seeking postsecondary degrees, including the:
  - [DC Tuition Assistance Grant \(DCTAG\)](#) and
  - [Mayor's Scholars Undergraduate Program](#).
- OSSE summarizes additional resources on these pages, by user group.
  - [Student Advisors and Counselors](#)
  - [Students and Families](#)



# Lifecycle of postsecondary transitions

- It can take over ten years to get complete data on a cohort of ninth graders
- Many groups calculate postsecondary completion using extended timelines

