



Working Together to Improve Postsecondary Success

Participant Toolkit

The Task: Reflect on your “Administrator Ask”

We will reflect on these questions twice today, with the hope that everyone’s answers evolve to reflect what we know. It is ok to not have an answer the first time we reflect on these questions.

Reflection #1

What would you ask your administrator for today if you had to advocate for working with the college and career readiness or specialized education team (the opposite of your role) to better support students?

What would you ask for in terms of planning for the 2020-21 school year?

Reflection #2

What would you ask your administrator for today if you had to advocate for working with the college and career readiness or specialized education team (the opposite of your role) to better support students?

What would you ask for in terms of planning for the 2020-21 school year?

Activity 1: Think-Pair-Share

When we consider the students we teach, counsel, instruct, coach, or serve, we know they have many answers for “What do you want to do when you graduate?” Have you ever experienced a student exiting high school without a clear knowledge of what was going to happen when they graduate?

With your students in mind, we are going to think about our personal experiences, and then discuss those in pairs. Once you’ve discussed your answers we’ll discuss the second question as a group.

What does postsecondary success look like?

For all students?	For students with disabilities?

How do we know we are measuring this correctly?

Activity 2: Responding to the Data

Considering DC's postsecondary information, this page offers space to record key takeaways and reflections.

Key Takeaways

My key takeaways are:
1.
2.
3.

Food for thought...

Do any of the DC data points about postsecondary enrollment, persistence, or completion surprise you? If so, what about it is surprising?

Do you, or any other teams at your school or local education agency (LEA), measure or track similar postsecondary metrics for students? Or for particular student groups? (For example, your alumni coordinator tracks college enrollment, and the LEA central office tracks employment for Career and Technical Education (CTE) students).

Do you see a clear connection between students' postsecondary outcomes and your work? If so, how? If not, could you change that?

Activity 3: Think-Pair-Share

A school community includes educators with many roles. Reflecting on college and career counseling and specialized education staff positions, we want to consider both perceptions and roles.

With your role in mind, think about your personal experiences, and then share those experiences with a partner. This table provides a space to organize your thoughts. We will also have an opportunity to share using stickie notes on chart paper.

When you think of this role, what does everyone at your school think?

College and career readiness counselor?	Special education teacher/coordinator?
My job is to...	My job is to...
I am responsible for...	I am responsible for...

Activity 4: What can we do better? Brainstorm quick and long-term approaches.

The focus of this activity is on how we (counseling staff and specialized education staff) can do a better job including each other and our shared students in effective postsecondary planning. Keeping in mind your actual role and perceived role and how transition planning currently happens in your setting (your school environment and staffing model), choose one option below to discuss in a small group. We will reconvene to share about a “next term” approach and a “next year” approach, and/or other scenarios you are interested in addressing. For “next term” approaches, consider ways you could collect evidence or data to improve or inform the “next year” approach.

- **Option 1:** Coordinate instruction with: college and career ready practices, transition/advising around secondary choices, and useful partners/resources.
- **Option 2:** 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 or transition plans).
- **Option 3:** Choose your own adventure.

I chose Option # _____.

	Next term approach	Next year approach
Who will I need to partner with? (staff, administrators, families, students)		
What resources will we need? (time, staff, tools, information)		
When will this happen in our day/week?		
What will the evidence of success be (student, or school-level)?		
Other considerations		

Activity 5: How do we accomplish this together?

Are there low-barrier, light-lift strategies that we can use to enable or encourage college and career readiness counselors and specialized education teams to interact, in preparation for the next term and next year approaches?

Put another way, what would you ask your administrator for *today*, if you had to advocate for working with your counterpart (college and career readiness or specialized education) to better support students?

Improvements I can make today with my colleagues ...

	Student-level?	Team-level (or cross-team)?	LEA-level?
I want to address [this barrier/challenge]...			
By implementing [this strategy]...			
I need your help accessing [these supports] to make this happen...			

How can OSSE or the Secondary Transitions Community of Practice support you in your next meeting with the other team in your building? How can these groups support your plan for next fall?



Working Together to Improve Postsecondary Success

Supplemental Resources


Resources to Adapt and Use

- Think College <https://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](#)
- Sample Co-Planning Template (college and career readiness counselor and specialized education coordinator co-lead a session with a student)
- Sample College and Career Readiness Counselor Input Form for Postsecondary Planning and Development

Additional Information

- American School Counselor Association Position Statements
- Postsecondary Scholarships & Grants
 - osse.dc.gov/page/scholarships-and-grants-students

Think College Materials for Transition Coordinators



Materials for TRANSITION EDUCATORS

FEBRUARY 2019


Think College has an array of resources to help transition educators prepare students with intellectual and developmental disabilities for college and employment. <https://thinkcollege.net/resources/think-college-publications>

WE CAN SERIES

We Can Think College Series

Written to raise awareness and reinforce how teachers can help students with intellectual and developmental disabilities "Think College" with relevant statistics, facts, and supporting materials.

Teachers Can Think College



GRAB AND GO SERIES


Grab and Go Series

The Grab and Go series summarizes best practices for coaches and mentors who support dually enrolled students with intellectual disability on college campuses. Addressing a range of topics relevant to college-based transition services, these handouts are meant to be easy to read, practical publications with information that education and employment professionals can easily implement.

How IEP Teams Can Use Dual Enrollment Experiences to Develop Robust Plans

Documenting Student Growth in Inclusive Dual Enrollment Experiences

Supporting Life Skills Development During a Typical College Day



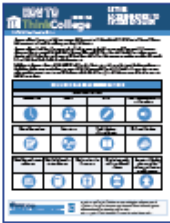
HOW TO THINK COLLEGE SERIES

How To Think College Series

These publications provide a clear step-by-step guidance about a particular issue. It might be a checklist, set of tips, a template, or other techniques that you can put into practice right away.

Conducting a College Search: Questions to Ask College Programs

Getting Accommodations to Succeed at College




ALSO OF INTEREST

The Foundational Skills for the College and Career Learning Plan (CCLP) is a goal-setting and assessment tool designed to drive learning and productivity on campus, during internships and on the job.

Foundational Skills for College and Career and Learning Plan

Check out our [events page](#) for upcoming webinars and training events.
Visit our [Innovation Exchange](#) and [Resource Library](#) for more information.



CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability.


www.thinkcollege.net/



Think College is a project of the Institute for Community Inclusion at UMass Boston and funded by the Office of Postsecondary Education (Grant No. P407B15002).

thinkcollege.net/sites/default/files/files/resources/TC_pubs_teachers_F.pdf

Think College Questions Students Can Ask (excerpt)



HOW TO ThinkCollege

Issue No. 1 (Updated 2019)

CONDUCTING A COLLEGE SEARCH: QUESTIONS TO ASK COLLEGE PROGRAMS

By Cate Weir

Conducting a college search is a daunting task for every family and every potential college student. All students need to think about factors such as the size of the college, its location, and whether or not to live on campus or at home (see Figure 1).

For students with intellectual disability (ID), there are some additional aspects to consider beyond the details you can learn in Think College Search. This resource provides questions, suggested by parents and students who have been through the college search process.

These questions may be answered by closely reviewing the college program websites, attending an Open House, or calling the program director. A great place to identify possible options is Think College Search, a searchable database of college programs on the Think College website. There you will find basic information on over 270 college programs for students with intellectual disability. Learn more about it on page 2.

Figure 1. Sample College Features



This guide shares questions about important aspects of the college program, and are offered to help students and families learn as much as they can about program operations so they can make an informed choice about which college is best for them. Several questions are suggested in each of the ten areas below.

 Admission	 Fees, Tuition, & Financial Aid	 Inclusion with the Campus Community	 Academics	 Housing
 Supports	 Program Administration	 Communication with Parents	 Career Development	 Program Outcomes



ThinkCollege

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON



thinkcollege.net/resource/transition-planning/conducting-college-search-questions-ask-college-programs

Career Coach DC

Career Coach DC is designed to help District residents explore careers by providing the most current labor market information regarding salaries, employment, job postings, and related education and training. Career Coach users gain information about national and regional high-demand industries as well as the occupations and skills associated with these industries.

careercoachdc.emsicc.com

The screenshot shows the Career Coach DC website. At the top, there is a header with the District of Columbia Office of the State Superintendent of Education (OSSE) logo on the left, and search, login, and sign up buttons on the right. Below the header is a navigation bar with links for Assessment, Careers, Programs, and Résumé Builder. The main content area features a large heading "Welcome to Career Coach DC!" followed by a descriptive paragraph. Below this are three main sections: "Take Career Assessment", "Browse Careers", and "Browse Programs". Each section has a brief description and a search bar. At the bottom, there is a cookie consent banner.

**DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION**

Search Login Sign Up

Assessment Careers Programs Résumé Builder

Welcome to Career Coach DC!

Career Coach DC is designed to help you find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training.

Take Career Assessment

Take a Career Assessment to learn about yourself and Career Coach will give you career suggestions based on your interests.

[Take the Assessment](#)

Browse Careers

Browse or search for careers and we will give you relevant data on wages, employment, and the training you need.

[Search](#)

[Or Browse all Careers](#)

Browse Programs

Browse or search for the available programs that lead to the career you want.

[Search](#)

[Or Browse all Programs](#)

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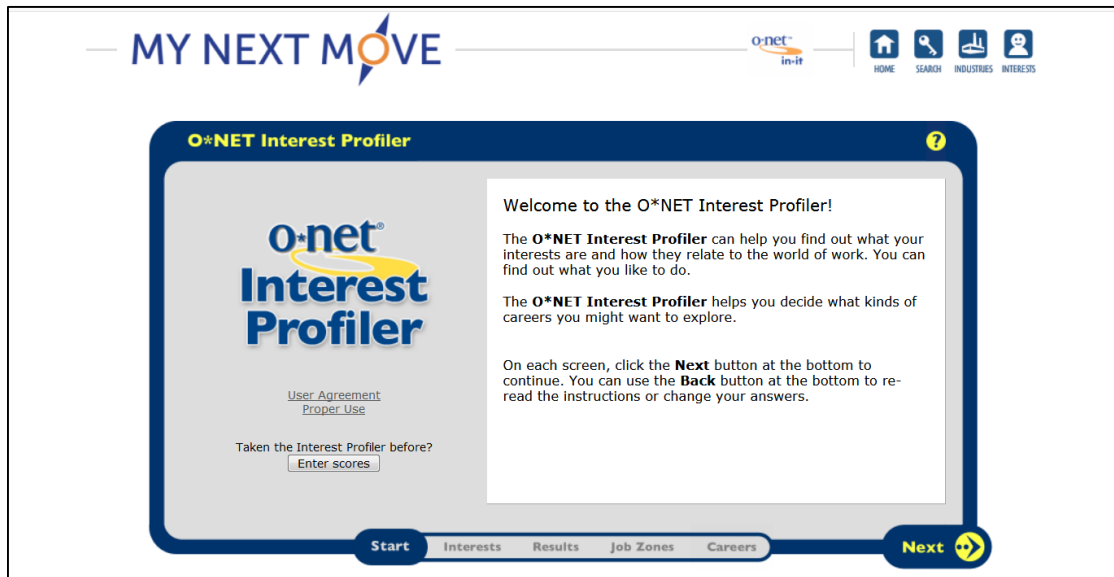
My Next Move – O*Net

mynextmove.org/

The My Next Move website is sponsored by the U.S. Department of Labor, Employment & Training Administration and aims to help individuals answer the question “What do you want to do for a living?” Students can search careers, browse by industry, or answer an interest survey to get started.

The O*NET Interest Profiler is one tool from the My Next Move website. It is also one of the assessments in the [Transition TN Assessment Database](#), and is a great tool for students to conduct a self-assessment of their interests, or participate in a guided inventory with their advisor or counselor.

mynextmove.org/explore/ip



Examples from Maryland

Checklists To Use Before, During, and After The IEP Team Meeting	
Parent Checklist	
1. ___ I received written notice of the scheduled IEP meeting at least 10 days in advance.	11. ___ The IEP includes modifications and accommodations that my child needs.
2. ___ I was given alternate ways to participate in the IEP meeting even though I was not able to physically attend the meeting.	12. ___ Transition from early childhood to school-age special education is in place.
3. ___ I received documents for the IEP meeting 5 days in advance.	13. ___ The need for extended school-year services (ESY) was considered.
4. ___ The IEP team included appropriate personnel with the expertise and authority to offer input and make decisions regarding my child's individual needs.	14. ___ My child's physical education needs were considered.
5. ___ Procedural safeguards were explained to me.	15. ___ My child's transportation needs were considered.
6. ___ I provided written permission for the initial assessments.	16. ___ Transition services for students ages 14 years and older were discussed.
7. ___ Assessment reports were reviewed with me.	17. ___ I asked the IEP team to consider my independent evaluations, if I had them done.
8. ___ I shared information about my child and stated my expectations.	18. ___ The IEP team considered my need for training.
9. ___ The team considered my recommendations.	19. ___ I received a copy of my child's IEP and have reviewed it.
10. ___ The team discussed my child's participation in Statewide assessments.	20. ___ I was given information about local Family Support Services—Preschool Partners and/or Partners for Success Centers.
	21. ___ I have provided written permission for the initiation of services.

Maryland State Department of Education Division of Special Education/Early Intervention Services

marylandpublicschools.org/programs/Documents/Special-Ed/IEP/BuildingIEPsMDFamilies.pdf

Examples from Tennessee

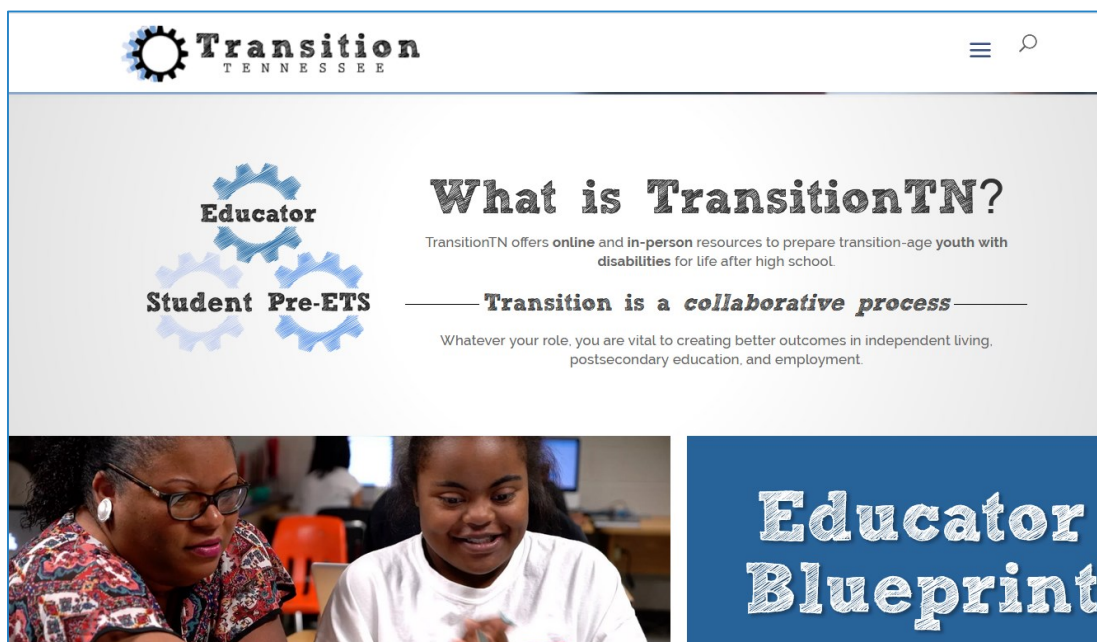
Tennessee Department of Education Secondary Transition Guidelines for Youth with Disabilities

Principles of Transition for Postsecondary Readiness

On Feb. 8, the Tennessee State Board of Education passed on final reading three new courses and standards for Principles of Transition for Postsecondary Readiness. The courses have been developed to better prepare students with disabilities to enter into postsecondary education or training, employment, community involvement, and independent living with an added emphasis on understanding how to navigate the complex postsecondary service systems for people with disabilities. These new standards will go into effect for the 2019-20 school year. More information on each course, is available below.

- [Introduction to Self-determination](#)
- [Focus on Adulthood](#)
- [Planning for Postsecondary](#)

Transitions Tennessee website



transitiontn.org/

Sample Co-Planning Template

Student name: _____

[Your school may add student information based on what would be useful to the co-planning session including: grade, date of birth, homeroom, student identifier, etc.]

College and career readiness counselor: _____

Specialized education teacher/coordinator: _____

Both partners should have a clear understanding of the student's goals in advance of the meeting.

Postsecondary Goal	
Secondary Transition Plan Annual Goal	
Key Indicators of Success	
Points of progress: - - -	Demonstrate mastery/completion by: - - -

Questions in the sections below are meant to frame a session with a student that is co-led by a college and career readiness (CCR) counselor and special education (SPED) teacher/coordinator.

Check-in: Develop Student Understanding of the Annual Goal's Importance	
Check for understanding: Help student answer: Why do I need to complete this?	Transition: Set expectations for the next term, next year, etc.
Connect to prior knowledge, course content standards, or previous annual goals	
CCR staff: How do you feel about CCR Milestones?	SPED staff: How do you feel about Annual Goal?
Accommodations/Modifications:	IEP/Language Acquisition Goal Alignment:

Points of progress: What are you most proud of accomplishing?	
CCR staff: What milestone are you most proud of?	SPED staff: What benchmark are you close to checking off?
Check for understanding:	Transition: Frame with short- and long-term goals ...
Barriers to address:	IEP/Language Acquisition Goal Alignment:
Next steps and supports: How can we help you continue your progress?	
Check for understanding:	Transition: Set expectations for ...
CCR staff:	SPED staff:
Accommodations/Modifications:	IEP/Language Acquisition Goal Alignment:
Independent practice: Who will you need to work with to achieve your goal?	
Check for Understanding: I need to ...	Student list of contacts (name as appropriate): Parent: (Y/N) _____ Teacher: (Y/N) _____ Counselor: (Y/N) _____ College/CBO: (Y/N) _____ Other:
CCR staff:	SPED staff:
Wrap-up: When will we check-in?	
Check for Understanding: Date: _____	Follow-ups: Who will be invited?

[Insert School
Logo]

Sample College and Career Readiness Counselor Input Form for IEP Planning and Development

[This template is intended to align with and add to the information shared by teachers on a similar input form. Please adapt it to fit the needs of your setting.]

Student: _____ **IEP Meeting Date and Time:** _____

You ARE ☐ ARE NOT ☐ required to attend this IEP meeting.

Your input is necessary for the IEP team to develop an appropriate postsecondary educational plan for this student. Please take a few moments to complete this form in preparation for the upcoming IEP meeting.

Section 1: Student's Postsecondary Goal

State the student's secondary transition plan goal for this year and postsecondary goal.

Annual secondary transition plan goal:
Postsecondary goal: (may include certificate program, vocational rehabilitation program, two- or four-year postsecondary degree, employment, workforce training, etc.)

Describe the student's needs for support as they relate to their annual secondary transition plan goal.

Section 2: Academic Achievement

Describe the student's strengths as they relate to age-appropriate college and career readiness milestones:

Area of Strength	College and Career Ready Milestone

Describe the student's needs for support as they relate to age-appropriate college and career readiness milestones:

Area of Need	College and Career Ready Milestone

Section 2: Functional Performance

[Note: Not all counselors may be able to complete this information, so this section could be removed.]

The student demonstrates strengths in these areas of functional performance (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Organization | <input type="checkbox"/> Proactively using and seeking supports |
| <input type="checkbox"/> Persistence | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> On-task behavior | |
| <input type="checkbox"/> Positive peer relationships | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Self-advocacy | |
| <input type="checkbox"/> Following classroom routines | |

The student demonstrates a need for support in these areas of functional performance (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Organization | <input type="checkbox"/> Following classroom routines |
| <input type="checkbox"/> Persistence | <input type="checkbox"/> Proactively using and seeking supports |
| <input type="checkbox"/> On-task behavior | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Positive peer relationships | |
| <input type="checkbox"/> Self-advocacy | |

Attachments ☐ YES ☐ NO File Name: _____

[For each area of concern checked, please attach documentation of any interventions you have implemented and their effectiveness to this form.]

Are you aware of the student's behavior interfering with his/her learning or the learning of others? ☐ YES ☐ NO

[If yes, please attach documentation of the student's behavior and of the interventions you have implemented and their effectiveness to this form.]

Section 3: Attendance

of absences _____ # of tardies _____

Notes (i.e., excused/unexcused, etc.): _____

Section 4: Accommodations and Modifications that may be Useful for Postsecondary Planning

Current Accommodation/Modification	Is this support effective? (Y/N)	Comments and Recommendations

Return this form to: _____ no later than: _____

The School Counselor and Students with Disabilities

Source: *American School Counselor Association*. Revised 2016.

<http://www.schoolcounselor.org/asca/media/asca/PositionStatements/PositionStatements.pdf>

American School Counselor Association (ASCA) Position

School counselors encourage and support the academic, career and social/emotional development of all students through comprehensive school counseling programs. School counselors are committed to helping all students realize their potential and meet or exceed academic standards with consideration for both the strengths and challenges resulting from disabilities and other special needs.

Rationale

The Individuals with Disabilities Education Act (IDEA) requires public schools to provide a free, appropriate public education in the least restrictive environment for all students. However, research suggests “students with disabilities have not always received adequate educational services and supports” (Rock & Leff, 2007, p. 314). In addition, Section 504 of the Rehabilitation Act of 1973 protects qualified individuals with disabilities defined as persons with a physical or mental impairment that substantially limits one or more major life activities. (For a complete list of major life activities refer to ADA Amendments Act of 2008.) School counselors strive to assist all students in achieving their full potential, including students with disabilities, within the scope of the comprehensive school counseling program.

School counselors recognize their strengths and limitations in working with students with disabilities. School counselors also are aware of current research and seek to implement best practices in working with students presenting with any disability category and who, by reason thereof, need special education and related services. IDEA defined disabilities include:

- autism
- deaf-blind
- developmental delay
- emotional disturbance
- hearing impairments (including deafness)
- intellectual disability (formerly mental retardation)
- multiple disabilities
- orthopedic impairments
- other health impairments
- specific learning disabilities
- speech or language impairments
- traumatic brain injury
- visual impairments (including blindness)

The School Counselor's Role

School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program
- providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan
- encouraging family involvement in the educational process
- consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community
- contributing to the school's multidisciplinary team within the scope and practice of the comprehensive school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- providing assistance with developing academic, transition and postsecondary plans for students with IEP's and 504 plans as appropriate

Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to:

- making singular decisions regarding placement or retention
- serving in any supervisory capacity related to the implementation of the IDEA
- serving as the school district representative for the team writing the IEP
- coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112
- coordinating, writing or supervising the implementation of the IEP
- providing long-term therapy

Summary

The school counselor takes an active role in student achievement and postsecondary planning by providing a comprehensive school counseling program for all students. As a part of this program, school counselors advocate for students with special needs, encourage family involvement in their child's education and collaborate with other educational professionals to promote academic achievement, social/emotional wellness and college/career readiness for all.

References

- ADA Amendments Act of 2008, Pub. L. No. 110-325, 122 Stat. 3553 (2008). Retrieved from <https://www.congress.gov/110/plaws/publ325/PLAW-110publ325.pdf>.
- Individuals with Disabilities Education Act. Public Law 108-446 108th Congress
<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>.
- Rock, E., & Leff, E. (2007). The professional school counselor and students with disabilities. In B. T. Erford, *Transforming the School Counseling Profession* (2nd ed.), 314-341.

Tarver-Behring, S., Spagna, M. E., & Sullivan, J. (1998). School counselors and full inclusion for children with special needs. *Professional School Counseling*, 1(3), 51-56.

Resources

Oesterreich, H. A., & Knight, M. G. (2008). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic*, 43, 300-304.

Redmond, S. M., & Hosp, J. L. (2008). Absentee rates in students receiving services for CDs, LDs, and EDs: A macroscopic view of the consequences of disability. *Language, Speech, and Hearing in the Schools*, 39, 97-103

Postsecondary Scholarships & Grants

Financial assistance like scholarships and grants also support student's college enrollment and graduation goals. A note about timing - It is a good idea to begin planning a student's college-going application process (including financial aid) in September, or the semester before they plan to enroll in college.

Other helpful hints:

- Students should start a secure binder, folder, or file where they save information about each college and financial aid applications – Passwords and FSA IDs are no joke!
- It is best to consistently use a personal email address rather than a high school or college-specific email address on applications (college, financial aid, or job) – no one is a student forever.
- Make sure information matches across college applications, FAFSA forms, taxes, and other documents.
- Explore other scholarships and grants – choose those that are a good fit (for the student, their college or university of interest, or their field of study).

Federal resources: 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).

Local resources: OSSE manages opportunities for DC residents seeking postsecondary degrees, including the:

- [DC Tuition Assistance Grant \(DCTAG\)](#) and
- [Mayor's Scholars Undergraduate Program](#).

Please note that students who are in non-degree seeking programs will not qualify for these programs.

OSSE summarizes additional resources on these pages, by user group.

- [Student Advisors and Counselors](#)
- [Students and Families](#)

For more information, please visit: osse.dc.gov/page/scholarships-and-grants-students