What Does It Take to be College & Career Ready: Improving Outcomes for Youth with Disabilities

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UMTSS Connections Conference

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Session Overview

• Contextual Factors Impacting Secondary School Reform

• Overview of the 6 Domains of Student Readiness for College and Careers

• Examples of Constructs in Action

• Considering Systems Supporting CCR Student Readiness

Where Did Secondary School Reform Come From?

• Before 1995 (Standards-based reform, school to work reform, comprehensive school reform….)


• 2000(ish): Bill & Melinda Gates College-Ready for All


• 2004(ish) Response to Intervention/ Multi-Tiered Systems of Support

• 2005: National Governor’s Association P-16 Cradle to College Systems

• 2006: National High School Center launched

• 2010: National Governors’ Association (NGA) & Council of Chief State School Officers (CCSSO) College and Career Ready Standards (CCSS)

• 2010: National Assoc. of State Boards of Ed High School Redesign
What Does It Take to be College & Career Ready?

### College and Career Readiness Standards (CCRS)
- Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) Common Core State Standards (CCSS)
- Career Standards
  - SCANS Skills (1990)
  - Are They Ready to Work? (2006)
  - Career Clusters (2002)
  - 21st Century skills
  - P-16 Councils
  - Next Generation Learners (2009)
  - CCSS (2010)
  - Common Career Technical Core (2012)

### What’s Different about Secondary Schools?
- Developmentally different learners
  - Student engagement in learning
  - Youth literacies = interests + "out of school discourse"
- Demands of curriculum and environment
  - Curricular demands: Content-focused
  - Structure and culture of schools
  - Sense of urgency
  - Teacher roles=content specialist
  - High stakes for graduation
- Looking beyond graduation


### Multi-Tiered Models of School Reform Using a Transition-Focused Approach

#### Tier 1: Core Instructional Interventions
- Transition-Focused Systems & Interventions: College and Career Readiness

#### Tier 2: Targeted Group Intervention
- Transition-Focused Systems & Interventions: College and Career Readiness

#### Tier 3: Intensive & Individualized
- Transition-Focused Systems & Interventions: College and Career Readiness


### How Did We Get Here?

**Iterative Process**

- Extant Review of Research & Theory (outside of SPED)
- Model Development
- Focus groups: Social Validity
  - State Agency Leads
  - React to Model
  - Revise
  - Member Check

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### Academic Engagement

- Cognitive and Content Knowledge
  - Content areas (Language Arts, Math, Science, Social Studies)
  - Career and technical Education
- Knowledge Structures
  - Factual
  - Linking ideas
  - Organizing concepts
  - Challenge level
- Behaviors
  - Attendance
  - Productivity (early planning)
  - Work habits
  - Class participation
  - Adaptability/flexibility
  - Course Completion

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### Example

#### Check and Connect

[http://checkandconnect.umn.edu/](http://checkandconnect.umn.edu/)

- **Intervention:** A dropout prevention program for high school students with learning, emotional, and/or behavioral disabilities.

- **Key Findings:** Randomized controlled trials show a sizable decrease in students’ dropout rates, and increase in attendance and academic credits earned.
Mindsets

Sense of Belonging
• Trusting relationships: academic & nonacademic
• Extracurricular engagement

Growth Mindset
• Opportunities to practice
• Learn from mistakes/progress

Ownership of Learning
• Help seeking
• Self-awareness
• Self-efficacy
• Self-monitoring
• Goal-setting

Perseverance
• Persistence
• Effort
• Motivation
• Value
• Grit/tenacity

Examples


Peer Critique

www.deeper-learning.org

Student Self-Assessment

From: http://designlearning.org/pere-web/


Learning Processes

Accessing Content
• Test-taking skills
• Note-taking skills
• Time management
• Organizational skills
• Technology skills
• Metacognition

Engagement in Learning
• Group/team engagement
• Listening and speaking skills

Examples

Strategic Instruction Model (SIM)
www.sim.kucrl.org
• Learning Strategies
• Content Enhancement Routines

Advancement Via Individual Determination
www.avid.org
• School/systems-wide reform
• Instructional strategies to develop organizational skills in Electives classes (one of 11 essentials)
Critical Thinking

Problem-Solving
- Recognize/formulate problem
- Hypothesize
- Strategize actions

Research
- Identify solutions
- Collect data

Interpretation
- Analyze
- Synthesize

Communication
- Create product
- Present products (verbal, written, presentation)

Precision/Accuracy
- Monitor progress
- Confirm results
- Transfer skills

Examples

Interpersonal Engagement

With Self
- Responsibility
- Adaptability

With Others
- Assertion
- Accountability
- Leadership
- Collaboration

Understanding Others
- Social Awareness
- Empathy
- Tolerance of Diversity

School-wide Positive Behavior Interventions and Supports (SWPBIS)
- Unique implementation in high schools
- Integrate six CCR constructs into existing PBIS tools (e.g., behavior expectations matrix)

Targeted and Intensive (Tiers 2/3)

Universal
- Check-in/Check-out
- Self-Monitoring Procedures
- Social Skills Training
- Social Stories
Transition Competencies

Early Planning
• Goals tied to interests
• Managing application & interview processes
• Financial planning
• Individual & environmental fit

Career Culture
• Professionalism
• Knowledge of career resources
• Employer expectations
• Workplace fit

College Culture
• Campus resources
• Program of study
• Faculty expectations
• Campus living

Adult Roles/Responsibilities
• Financial literacy
• Accessing community resources
• Health and wellness
• Advocating supports & accommodations
• Transportation
• Adult living
• Community Membership
• Civic Engagement

Examples

Reactions...
• Does this align with your district views of CCR?
• What hadn’t you thought of before?
• What domains are you doing well?
• Which ones need additional attention?

Next Steps
• School reform shift to concepts of
  – Adolescent growth and learning
  – Learning and Engagement
  – 21st century skills

• Transferability of skills to adult life roles

• Missing: Integrated Data Dashboard


**Leadership**

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<tr>
<th>Systems Supports</th>
<th>Transition-MTSS Domain</th>
<th>Possible Data Elements</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>Organizational Facilitator</td>
<td>1. Assessing Readiness</td>
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<td>• NIRN’s Assessing Evidence-Based Programs and Practices</td>
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<td>• CampusReady</td>
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<td>• 5Essentials</td>
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<td>2. Identifying Evidence-Based Practices</td>
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<td>• Predictor Implementation School/District Self-Assessment</td>
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<td>• Quality Indicators of Exemplary Transition Programs</td>
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**Parent and Community Ties**

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<td>Family Involvement in Supporting College and Career Readiness</td>
<td>1. Parent and Community Surveys &amp; Methods</td>
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<td>Collaboration with School and Community</td>
<td>• High School &amp; Family Partnership Surveys</td>
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<td>• NCSEAM Parent Survey</td>
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<td>• Working Systematically, In Action: Engaging Family &amp; Community</td>
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<td>2. Youth Surveys</td>
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<td>• Youth Survey of Quality of Mentor-Youth Relationship</td>
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<td>3. Collaborative Process Monitoring</td>
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<td>• School Business Partnership Checklist (NDPC-SD)</td>
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**Professional Capacity**

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<td>Organizational Facilitator</td>
<td>1. Monitoring Implementation Fidelity</td>
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<td>• Implementation Blueprint and Self-Assessment (PBIS)</td>
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<td>• Research-to-Practice lesson plans</td>
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### Student Centered Learning

**Essential Supports**
- Assessment for Student-focused Planning

**Transition-MTSS Domain**
- Possible Data Elements
  - CampusReady
  - High School Survey of Student Engagement (HSSE)
  - Motivated Strategy and Learning Use Questionnaire (MSLQ)
  - Motivation and Engagement Scale (MES)
  - School Engagement Measure (SEM)
  - Attitudes toward Mathematics Survey (ATM)
  - Engagement versus Disaffection with Learning (EvsD)
  - Academic Engagement Scale: Consortium on Chicago School Research (AES:CCSR)
  - Identification with School Questionnaire (ISQ)
  - Social Skills
  - Student Engagement Instrument (SEI)

### Ambitious Instruction

**Essential Supports**
- Curriculum for CCR Instruction Promoting Independence & Engagement

**Transition-MTSS Domain**
- Possible Data Elements
  1. Monitoring Student In-School Outcomes
     - Grades, GPA
     - Test scores, ACT, PSAT, SAT
     - SWIS™ (PBIS)
     - Early Warning System High School Tool
     - Predictor Implementation School/District Self-Assessment
     - Quality Indicators of Exemplary Transition Programs
  2. Monitoring Student Post-School Outcomes
     - SPP/APR Indicator 14
     - Vocational Rehabilitation Status 26s
     - State Longitudinal Data Systems

### Envisioning the Future...

- **ALL students are College and Career Ready**
- **Supports in place to provide academic and non-academic readiness**
- **Data systems offer comprehensive analysis of readiness**
- **Students achieve successful adult lives**
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