

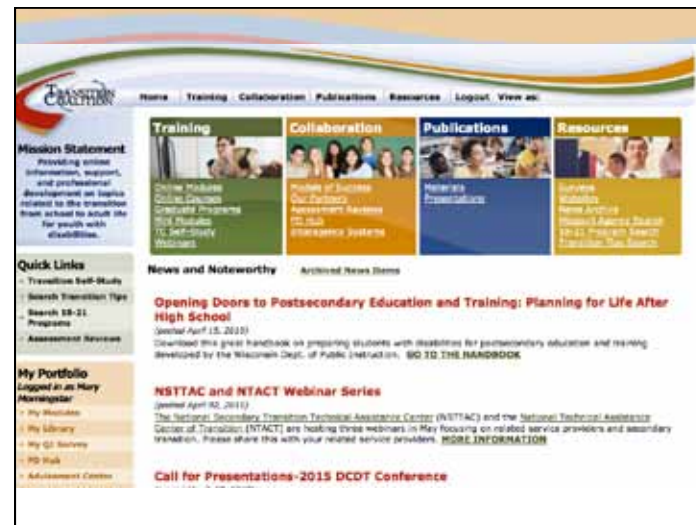
What Does It Take to be College & Career Ready: Improving Outcomes for Youth with Disabilities

Dr. Mary E. Morningstar, University of Kansas

UMTSS Connections Conference

June 23, 2015

Based on: Morningstar, M.E., Lombardi, A., Fowler, C.H., & Test, D.W. (In press, 2015). A college and career ready framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*.



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News and Noteworthy Archived News Items

Opening Doors to Postsecondary Education and Training: Planning for Life After High School
 (Special April 15, 2015)
 Download this great handbook on preparing students with disabilities for postsecondary education and training. Developed by the Wisconsin Dept. of Public Instruction. [SD 10: THE HANDBOOK](#)

NSTTAC and NTAET Webinar Series
 (Special April 30, 2015)
 The National Secondary Transition Technical Assistance Center (NSTTAC) and the National Technical Assistance Center of Transition (NTACT) are holding three webinars in May focusing on related service providers and secondary transition. Please share this with your related service providers. [MORE INFORMATION](#)

Call for Presentations-2015 DCOT Conference

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...)
- **1997**: National Association of Secondary School Principals (NAASP) *Breaking Ranks I* (1997) & *BR II* (2004)
- **2000(ish)**: Bill & Melinda Gates *College-Ready for All*
- **2002** Partnership for 21st Century Skills (P21).
- **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*

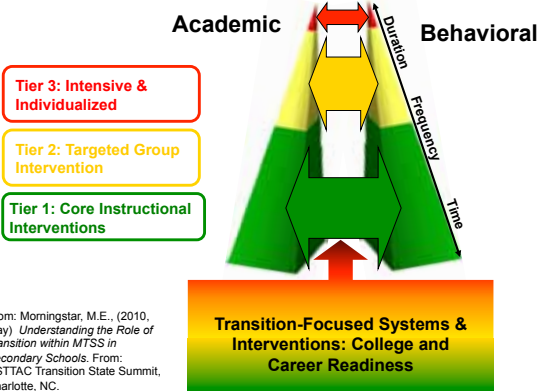
College and Career Readiness Standards (CCRS)

- 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)



From: Morningstar, Test & Fowler (2012, May). A multi-tiered system of support for transition: Are we ready? NSTTAC State Transition Summit. Charlotte, NC.

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

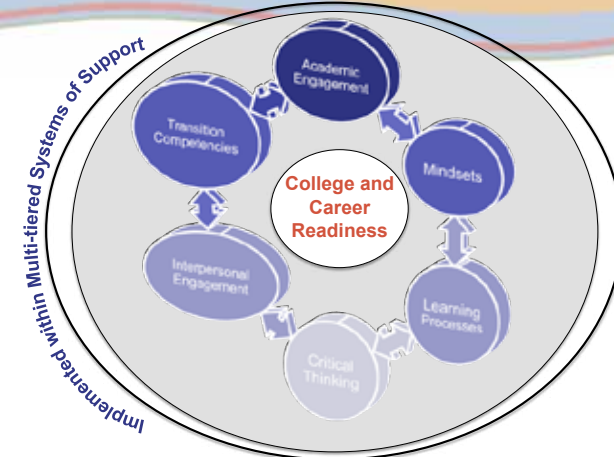


From: Morningstar, M.E., (2010, May). *Understanding the Role of Transition within MTSS in Secondary Schools*. From: NSTTAC Transition State Summit, Charlotte, NC.

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**

From: Morningstar, et al., (2012). Aligning transition services with secondary education reform: A position statement of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 35(3) 155-167.




From: Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D. (in press). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*.

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



From: Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D. (in press). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*.

6 Domains of Student College & Career Readiness

Academic Engagement	Mindsets	Learning Processes	Critical Thinking	Interpersonal Engagement	Transition Competencies
Cognitive & Content Knowledge <ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies • Career and Technical Education 	<ul style="list-style-type: none"> • Trusting relationships: academic & nonacademic • Extracurricular engagement • Growth mindset • Opportunities to practice • Learn from mistakes/progress • Linking ideas • Organizing concepts • Challenge level 	<ul style="list-style-type: none"> • Accessing Content • Test-taking skills • Note-taking skills • Time management skills • Organizational skills • Technology skills • Metacognitive skills • Engaging in Learning • Group/team engagement • Listening and speaking skills 	<ul style="list-style-type: none"> • Problem-Solving • Research • Strategic actions • Identify solutions • Collect data • Interpretation • Analyze • Synthesize • Communication • Create product • Present product (verbal, written) • Precision/Accuracy • Monitor progress • Confirm results • Transfer skills 	<ul style="list-style-type: none"> • With Self • Responsibility • Adaptability • With Others • Assertion • Accountability • Leadership • Collaboration • Understanding Others • Social awareness • Empathy • Tolerance of Diversity 	<ul style="list-style-type: none"> • Early Planning • Goals tied to interests • Managing application & interview processes • Financial planning • Individual and 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

From: Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D. (in press). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*.


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/>

- **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

From: Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D. (in press). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*.

Examples

Peer Critique
www.deeper-learning.org



Student Self-Assessment



From: <http://dimoooc.deeper-learning.org/lens-wk6/>





DURRINGTON HIGH SCHOOL

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


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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



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Examples



SDMLI (Tier 2 or 3)





Huh?

- Do we understand what is being talked about?
- Is it confusing?
- Vague?

Really?

- Is it factually true?
- What hard evidence do we have for it?

So?

- Why does this matter?
- To whom does it matter?
- How much does it matter?

Revised Bloom's



Interpersonal Engagement

With Self

- Responsibility
- Adaptability

With Others

- Assertion
- Accountability
- Leadership
- Collaboration



Understanding Others


- Social Awareness
- Empathy
- Tolerance of Diversity

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Examples

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)

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

Universal



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






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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?

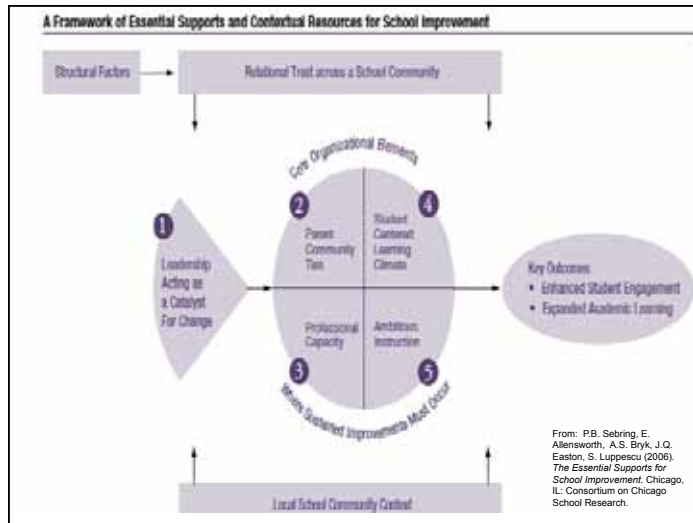


Next Steps

- **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**



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Leadership		
Systems Supports	Transition-MTSS Domain	Possible Data Elements
Leadership	Organizational Facilitator	1. Assessing Readiness <ul style="list-style-type: none"> NIRN's Assessing Evidence-Based Programs and Practices SWIFT FIT CampusReady 5Essentials 2. Identifying Evidence-Based Practices <ul style="list-style-type: none"> Predictor Implementation School/District Self-Assessment Quality Indicators of Exemplary Transition Programs

Parent and Community Ties		
Essential Supports	Transition-MTSS Domain	Possible Data Elements
Parent and Community Ties	Family Involvement in Supporting College and Career Readiness Collaboration with School and Community	1. Parent and Community Surveys & Methods <ul style="list-style-type: none"> High School & Family Partnership Surveys NCSEAM Parent Survey Working Systematically, in Action: Engaging Family & Community School Network Analysis 2. Youth Surveys <ul style="list-style-type: none"> Youth Survey of Quality of Mentor-Youth Relationship 3. Collaborative Process Monitoring <ul style="list-style-type: none"> School Business Partnership Checklist (NDPC-SD)

Professional Capacity		
Essential Supports	Transition-MTSS Domain	Possible Data Elements
Professional Capacity	Organizational Facilitator	1. Monitoring Implementation Fidelity <ul style="list-style-type: none"> Implementation Blueprint and Self-Assessment (PBIS) Predictor Implementation School/District Self-Assessment Research-to-Practice lesson plans

Student Centered Learning		
Essential Supports	Transition-MTSS Domain	Possible Data Elements
Student Centered Learning	Assessment for Student-focused Planning	<ul style="list-style-type: none"> • 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	Transition-MTSS Domain	Possible Data Elements
Ambitious Instruction	Curriculum for CCR Instruction Promoting Independence & Engagement	<ol style="list-style-type: none"> 1. Monitoring Student In-School Outcomes <ul style="list-style-type: none"> • 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 • Graduation/Drop-out rates 2. Monitoring Student Post-School Outcomes <ul style="list-style-type: none"> • 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




Table 2

Refined CCR Organizing Framework for Secondary Students with Disabilities

Academic Engagement	Mindsets	Learning Processes	Critical Thinking	Interpersonal Engagement	Transition Competencies
Cognitive & Content Knowledge <ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies • Career and Technical Education Knowledge Structures <ul style="list-style-type: none"> • Factual • Linking ideas • Organizing concepts • Challenge level Behaviors <ul style="list-style-type: none"> • Attendance • Productivity • Work habits • Class participation • Adaptability/flexibility • Course completion 	Sense of belonging <ul style="list-style-type: none"> • Trusting relationships: academic & nonacademic • Extracurricular engagement Growth mindset <ul style="list-style-type: none"> • Opportunities to practice • Learn from mistakes/progress Ownership of Learning <ul style="list-style-type: none"> • Help seeking • Self-awareness • Self-efficacy • Self-monitoring • Goal-setting Perseverance <ul style="list-style-type: none"> • Persistence • Effort • Motivation • Value • Grit/tenacity 	Accessing Content <ul style="list-style-type: none"> • Test-taking skills • Note-taking skills • Time management skills • Organizational skills • Technology skills • Metacognitive skills Engaging in Learning <ul style="list-style-type: none"> • Group/team engagement • Listening and speaking skills 	Problem-Solving <ul style="list-style-type: none"> • Recognize/formulate problem • Hypothesize • Strategize actions Research <ul style="list-style-type: none"> • Identify solutions • Collect data Interpretation <ul style="list-style-type: none"> • Analyze • Synthesize Communication <ul style="list-style-type: none"> • Create product • Present product (verbal, written) Precision/Accuracy <ul style="list-style-type: none"> • Monitor progress • Confirm results • Transfer skills 	With Self <ul style="list-style-type: none"> • Responsibility • Adaptability With Others <ul style="list-style-type: none"> • Assertion • Accountability • Leadership • Collaboration Understanding Others <ul style="list-style-type: none"> • Social awareness • Empathy • Respect for Diversity 	Early Planning <ul style="list-style-type: none"> • Goals tied to interests • Managing application & interview processes • Financial planning • Individual and environmental fit Career Culture <ul style="list-style-type: none"> • Professionalism • Knowledge of career resources • Employer expectations • Workplace fit College Culture <ul style="list-style-type: none"> • Campus resources • Program of study • Faculty expectations • Campus living Adult Roles/Responsibilities <ul style="list-style-type: none"> • Financial literacy • Accessing community resources • Health and wellness • Advocating supports & accommodations • Transportation • Adult living • Community membership • Civic engagement

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