What Does College and Career Ready Mean For Students Who Are Participating In Alternate Assessments?

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Today, we are going to:

• Think and talk about College and Career Ready for ALL students even those students with disabilities who may currently challenge our thinking when it comes to post secondary college and career preparation

• Consider the implications of this preparation for pre-k and K-12 in our current Information Age
What path would you explore?
College and Career Ready for All...

Components in a Comprehensive Definition of College Readiness for typical high school students

• Key Cognitive Strategies
  – Problem solving, reasoning, analysis, interpretation, critical thinking

• Key Content
  – Reading, Math, Science, Social Studies

• Academic Behaviors
  – Self monitoring, time management, using information resources, social interaction skills,

• Contextual Skills and Awareness
  – Seeking help with admissions, procedures, group interaction skills
  » (Conley, 2011)
Career Readiness for All

Preparedness for workplace refers to the reading and mathematics knowledge and skills needed to qualify for an occupation’s job training program; it does not necessarily mean that the qualifications to be hired for a job have been met (NAGB, 2009).

Sample pathways include:

– Apprenticeship programs
– Community College certification
– Job training programs
– On the job training
– Vocational technical institutes
Employability Skills for All

Tony Wagner (2008) talks about the seven survival skills:

– Critical Thinking and Problem Solving;
– Collaboration; Agility and Adaptability;
– Initiative and Entrepreneurialism;
– Effective Oral and Written Communication;
– Accessing and Analyzing information;
– Curiosity and Imagination.

• Partnership for 21st Century Skills
• Association for Career and Technical Education
• Secretary’s Commission on Achieving Necessary Skills
Did You Know?

• The Higher Education Opportunity Act includes two major provisions that may facilitate entry into higher education for students with intellectual disability
  – Implementation of Model Demonstration sites.
  – Availability of financial aid if enrolled.
Meet Megan
Survey Findings on College Programs for Students with Intellectual Disability (Think College, 2009)
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- 149 respondents from 37 states
- 50% were at 4-year colleges or universities, 40% were at 2-year colleges, 10% trade school
- Some formally enrolled, some entered via specialized criteria.
- Students participate in classes with other college students or with other students who have intellectual
Model Demonstration sites focus on

- Academic and instructional strategies
  - Peer tutoring, mentoring, coaching
- Employment/Career Strategies
  - Practicum and internship opportunities
  - Invite vocational rehabilitation professionals
  - Campus career center
- Independent Living/Residential Strategies
- Social Strategies
Standards for Post Secondary Education Programs for Students with Intellectual Disabilities

• Eight Standards
  – Academic Access
  – Career Development
  – Social Network
  – Self Determination
  – Integration with College Systems & Practices
  – Coordination and Collaboration
    • Think College Institute for Community Inclusion
      University of Massachusetts: Boston
        » (Weir, Hart, Grigal, )
Cross walking

• All kids
  – Key Cognitive Strategies
    • Problem solving, reasoning, analysis, interpretation, critical thinking
  – Key Content
    • Reading, Math, Science, Social Studies
  – Academic Behaviors
    • Self monitoring, time management, using information resources, social interaction skills, working in groups
  – Contextual Skills and Awareness
    • Seeking help with admissions, procedures, career development
      » (Conley, 2007)

• Students with Intellectual Disabilities
  – Academic Access
  – Career Development
  – Social Network
  – Self Determination
  – Integration with College Systems & Practices
  – Coordination and Collaboration
What about students with “intellectual disability” and is “intellectual disability synonymous with “significant cognitive disability”

![Diagram showing intellectual disability connecting to Autism, Multiple Disabilities, and Significant Cognitive Disability]
IDEA Categorical Distributions

Mental Retardation and Multiple Disabilities: 66.85%
Autism: 17.73%
Other Health Impairment: 5.82%
Emotional Disability: 1.48%
Specific Learning Disability: 2.94%
Traumatic Brain Injury: 1.88%
Speech Language Impairment: 3.30%
Orthopedic Impairment: 1.00%
Hearing Impairment: 1.00%
Deafblind: 0.75%
Visual Impairment: 2.00%
Who are the Kids?

- Represent ~1% or less of the total assessed population
- All disability categories were represented but primarily 3 emerge,
  - Mental Retardation
  - Multiple Disabilities
  - Autism
- Most students in the population use symbolic communication
- Most of the population read basic sight words and solve simple math problems with a calculator.
- Percentages of students reading and math across grade bands (elementary, middle & high) does not appear to change
- Level of symbolic language use does not change across grade-bands
- Only about 50% of the pre and emerging symbolic language users use ACS
- Pre-symbolic expressive language users (2-3% of 1%) are more likely to have additional complex characteristics.

  (Kearns, Towles-Reeves, Kleinert, Kleinert, Klein-Kracht Thomas, 2009; Towles-Reeves,
Meet Bruce
Symbolic Language Level

- Pre-symbolic Language Users
- Emerging Symbolic Users
- Symbolic Language Users
Expressive Language Across Grade Bands

**Elementary School**
- Presymbolic: 12.12%
- Emerging: 19.08%
- Symbolic: 65.13%

**Middle School**
- Presymbolic: 7.58%
- Emerging: 12.02%
- Symbolic: 72.57%

**High**
- Presymbolic: 12.02%
- Emerging: 8.68%
- Symbolic: 72.18%
Reading Across Grade Bands

**Elementary School**
- No Awareness: 11.72%
- Aware of Text: 1.78%
- Reads Basic Sight Words: 25.34%
- Basic Understanding: 40.06%

**Middle School**
- No Awareness: 20.84%
- Aware of Text: 2.75%
- Reads Basic Sight Words: 17.82%
- Basic Understanding: 40.34%

**High School**
- No Awareness: 15.08%
- Aware of Text: 11.72%
- Reads Basic Sight Words: 37.46%
- Basic Understanding: 22.12%
- Critical Understanding: 11.15%
Mathematics Across Grade Bands

Elementary

- No Awareness: 34.24%
- Counts by rote to 5: 3.80%
- 1:1 Correspondence: 15.28%
- Does Computational Procedures w/wo a calculator: 11.94%

Middle

- No Awareness: 48.04%
- Counts by rote to 5: 12.74%
- 1:1 Correspondence: 7.98%
- Does Computational Procedures w/wo a calculator: 21.98%

High

- No Awareness: 45.38%
- Counts by rote to 5: 4.90%
- 1:1 Correspondence: 17.72%
- Does Computational Procedures w/wo a calculator: 12.54%
- Applies Computational Procedures: 6.40%
Meet Hunter
Here’s what we are thinking....

• Maximize Communicative Competence
• Pathways and fluency in reading, writing, & math fully integrated into real life learning
  • lifelong learning,
  • leisure,
  • vocational purposes
• Development of appropriate social skills
  • Social networks, learning groups, peer supports
• Development of Independent Work Behaviors
  • taught in the context of real-life work settings.
  • job training and actual paid employment opportunities while still in high school, have been well documented in achieving positive post-school outcomes for students with disabilities (Flexer, Simmons, Luft, & Baer, 2008).
• Development of Support Access skills
  • (Kearns, Kleinert, Harrison, Shepard-Jones, Hall,
So, what will the future be for kids like

- Hunter, Megan, and Bruce.....
What knowledge and skills do WE need to make their future happen?
Additional Resources For Connecticut

- Secondary Transition Resources Web Page

- Connect-Absility Web Site
  http://connect-ability.com/

- Think College
  http://www.thinkcollege.net/databases/programs-database/search?state=CT

- Higher Education and the Handicapped (HEATH)
  http://www.heath.gwu.edu/assets/50/pse_id_final_edition.pdf

- Connecticut Contact
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