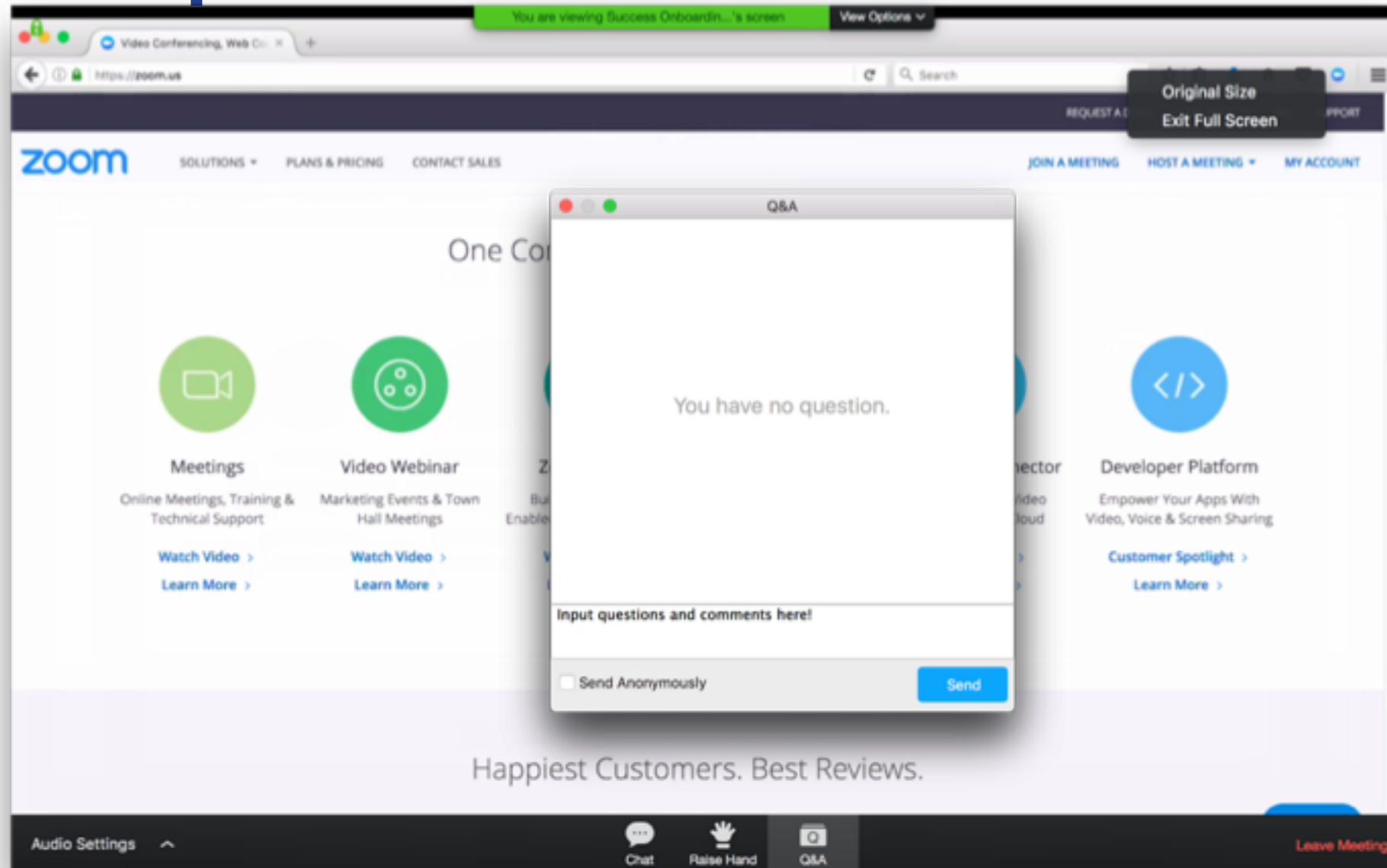




Advising Students with Unique Needs and Circumstances

June Monthly Webinar

Participation & Interaction



WHO WE ARE

Texas OnCourse equips **middle and high school students** for postsecondary success by **simplifying the college and career planning process** with

- educator training
- digital tools
- easy-to-digest information
- access to extensive resources



TEXAS

The University of Texas at Austin

60x30TX

Texas Higher Education
Coordinating Board



TEA

WHO WE ARE

With Texas OnCourse:

- **counselors and other educators** constantly learn, improve their practice, and enable students to reach their potential.
- **all Texas students**, no matter where they come from or where they're headed, have a plan for what's next.

TWO MAIN BUCKETS



Digital and in-person **professional development** resources for educators



Interactive college and career exploration **tools and curriculum** for **students** and families

More than



**11,000
EDUCATORS**



**3,000
SCHOOLS**



**900
DISTRICTS**

use Texas OnCourse

THE TEXAS ONCOURSE ACADEMY

30 COLLEGE AND CAREER ADVISING TOPICS

- Postsecondary Planning
- Financial Aid
- Career Planning
- Advising Special Populations

AGENDA

- Introductions
- Texas OnCourse Resource Spot Light
- Austin Community College
 - Angelica Cancino de Sandoval, Director of Special Supports
- Texas Workforce Commission
 - Laura Villarreal, Statewide Transition Specialist
- Best Practices
 - Patti Morton Gibbs, Special Education Counselor, Montague County
- Q & A



Lara Gueguen

Senior Partnerships Coordinator, Texas OnCourse

Samantha Gonzalez

Program Coordinator, Texas OnCourse





Angelica Cancino de Sandoval

Director, Special Supports
Austin Community College

Laura Villarreal

Program Specialist for Transition Students
Texas Workforce Commission





Patti Morton-Gibbs

Special Education Counselor
Montague County, Region 9

A group of diverse students are sitting on concrete steps outdoors. They are using laptops and smartphones, suggesting a collaborative learning or work environment. The image has a blue and purple color overlay.

RESOURCES SPOT LIGHT






Strategies to Supporting Students with Unique Needs

Pre-ETS Required Activity Examples

Workplace Readiness Skills

STRATEGIES TO SUPPORT STUDENTS WITH UNIQUE NEEDS AND CIRCUMSTANCES

Explore the following strategies to promote college and career planning for students with unique needs and circumstances. Use the strategies to create an environment that is inclusive, helpful, and informed so that students are comfortable in their decisions and confident they can get the help they need to navigate postsecondary education and career exploration.

 HIGH SCHOOL PLANNING	<ul style="list-style-type: none"> • Use MapMyGrad with students to learn about and make the connection between endorsements and career pathways. • Use the Texas Grad Planner for high school course planning during advising sessions. • Use Share Your Road to help students explore and stimulate discussion about their possibilities.
 POSTSECONDARY PREPARATION	<ul style="list-style-type: none"> • Identify critical supports at the postsecondary institution and assist students with making a connection. • Explain the available unique financial aid options. • Encourage students to participate in extracurricular and college prep activities that will expose them to collegiate life.
 CAREER EXPLORATION	<p>Create job and career support activities such as:</p> <ul style="list-style-type: none"> • Informational workshops to learn about internships, apprenticeships, and careers. • Career fairs and prefair activities to identify what to ask and learn networking skills. • Assessing skills, strengths, and interests through career assessments.
 MONEY MANAGEMENT	<ul style="list-style-type: none"> • Identify services that help students with funding such as tuition waivers for school and subsidized housing. • Explore the significance of different financial accounts and practice budgeting. • Use a filing system to nudge students to develop a habit of keeping track of important documents such as financial aid forms, bills, and contracts.
 SELF-ADVOCACY	<p>Instill a growth mindset in students and practice the following:</p> <ul style="list-style-type: none"> • Communication skills to help students learn how to identify and tell people what they need as well as learn how to ask questions and for help. • Goal setting, time management, and organization skills. • Finding creative ways to overcome challenges. <p>Locate free services that will help students assess their independent living skills and needs to take small steps toward achieving their dream.</p>

In addition to these strategies that foster college and career planning, school educators, administrators, and the community can come together to build support systems that include both a safe and supportive school environment and community resources. These support systems can enhance a student's confidence and success when navigating college and career exploration.

(NEBHE, 2018; AIR, 2016; Dept. of Ed 2016)

Pre-ETS Required Activity Examples

There are five activities that WIOA requires vocational rehabilitation programs to perform as a part of their pre-employment transition services. Here's an overview of the five required activities.

Job Exploration (Career) Counseling

This counseling can include a variety of professional activities that help with career-related issues. Career counselors work with youth seeking to explore career options, experienced professionals contemplating a career change, parents who want to return to the world of work after taking time to raise their child, and people seeking employment. It's offered in various settings – in groups and individually, in person and virtually.

It's intended to foster motivation, consideration of opportunities, and informed decision-making. Real-world activities reinforce the relevance of high school and postsecondary education. Job exploration counseling can be done in conjunction with private, for-profit, public, or nonprofit businesses in your community and through web-based resources.

Job exploration counseling may include:

- Administration of vocational interest inventories
- The student's vocational interest inventory results
- Identification of career pathways that interest students
- The labor market
- In-demand industries and occupations
- Nontraditional employment options

Students may participate in pre-employment transition services or transition services through VR or education. Counseling on the results of these activities can help to identify viable career options or solidify careers that a student will want to explore further.

Other job exploration activities may include:

- Career Awareness
- Career Speakers
- Career Student Organization

Workplace Readiness Skills

Specific skills are necessary in the workplace and in the community for students with disabilities. In many cases, these skills need to be taught. Explore the following areas that students with disabilities should practice to acquire the necessary workplace readiness skills.

Soft Skills

Soft skills are general skills needed for success on the job. Here are some examples:

- Good manners
- Positive attitude
- Cooperation
- Decision-making
- Talking and writing
- Active listening
- Respectful demeanor
- Empathy

Communication Skills

Communication skills are effective written, verbal, and nonverbal abilities that convey the right message in a work environment. Here are some examples:

- Following and giving directions accurately
- Understanding and processing information
- Communicating information
- Requesting or offering assistance

Social and Interpersonal Skills

Interpersonal skills are abilities used to communicate and interact. Social skills are more vague abilities like behavior and manners that support interpersonal skills. Here are some examples:

- Answering the phone and taking a message
- Knowing appropriate topics for discussion in the workplace
- Making necessary phone calls to employers and other professionals as part of a job requirement
- Knowing when (and when not) to socialize on the job
- Displaying appropriate workplace behavior
- Learning social problem-solving techniques

Occupational and Vocational Skills

Occupational and vocational skills are knowledge and abilities that employees need for a specific job or occupation. Here are some examples:

- Using a time card
- Accepting instructions and corrections
- Arriving to work on time
- Filling out paperwork and filing
- Calling when sick
- Knowing appropriate interaction with coworkers (getting along, recognizing personal and professional boundaries)
- Using the appropriate voice tone and volume

Transition Services for Students with Disabilities



45 Pins · 2 sections · 63 followers

For students with disabilities, transitioning into the adult world can be challenging. Transition planning plays an essential role in providing students with the necessary skills and services for a smooth transition to adulthood. It is critical to hold discussions surrounding student goals and identifying services to work toward that vision.

PDF Downloads



Videos



<https://www.pinterest.com/texasoncourse/>

FOSTER CARE ALUMNI STUDENTS AT ACC

Angelica Cancino de Sandoval
Director, Special Supports
Austin Community College District

ACC - Current Picture on Former Foster Youth

- 150-200 Former Foster Youth attend ACC each semester
- 50% of the students actively participate with their Advocate and the Program each semester.
- Currently identified when they utilize their tuition and fee waiver
- Current Fall to Fall retention is 56%

FOSTER CARE ALUMNI PROGRAM

- Each student is identified and assigned to a Support Center Advocate at the Campus of their choice
- Advocate provides advising, counseling and personal support
- Program provides meet-ups, holiday gatherings, holiday gifts, snack packs
- Summer orientation for new students that connects them with faculty, provides them opportunity to ask questions
- Connect student to community resources, emergency assistance and textbook assistance each semester.

Common Issues/ Concerns

- Family- involvement and lack of involvement
- Housing
- Instable relationships with partners/ significant others
- Movement
- Lack of feeling of belonging/ relating to other students
- Inconsistent in commitment to classes, jobs, etc
- Communication skills
- Life skills
- Self Advocacy
- Undiagnosed mental health issues
- Negative perception of counseling, social work, resources

Best Practices

- Allow the student to go at their own pace
- Motivation- Plan
- Accept instability
- Prepare for ways in which you can help students through that instability.
- Appointments- flexibility
- Have food in office always
- Incentives, extra financial help
- Don't ask questions about their history in foster care
- Identify a constant person at the college for them
- Proactive check ins through email, text and phone calls.
- Use different methods of communication including meeting them in the hallway, texts, emails, etc
- Pace through teaching them about college- learning curve
- Withhold judgment
- Encourage involvement in college community

ADVOCATE TEAM



Pre-ETS Service Strategies

MORE DIRECT SERVICES

Serving Potentially Eligible Students

WIOA mandates that Pre-ETS must be available to students with disabilities who are potentially eligible, as well as those who have been determined eligible for services.

Allowing students to access Pre-ETS services without application makes Pre-ETS more easily accessible and allows students with disabilities to benefit from them, regardless of their continued involvement with VR.

As long as the service or activity counts as Pre-ETS, it can be provided to those students with disabilities who are eligible or potentially eligible.



Wage Services for VR Participants in Paid Work Experience

Purpose of Paid Work Experience

It's an **opportunity** to:

- Help students with disabilities gain soft and hard skills for work, learn about, and experience actual work in possible fields of interest.
- Provide students with disabilities with hands-on exposure to jobs.
- Prepare students with disabilities to obtain competitive and integrated employment.
- Increase work-based learning opportunities for VR participants through Texas' integrated workforce system.

Summer Earn and Learn

Goal: At least 2,500 students with disabilities participating in work-based learning opportunities

➤ Current Status

- ❖ Current number of students that participated in the program : 2,362
- ❖ 24 of the 28 Workforce Boards have completed their 2018 SEAL Program
- ❖ 20 of the 28 Workforce Boards have exceeded their target number of students served

Explore STEM! Overview

Goal: To expose students with disabilities to career fields in Science, Technology, Engineering and Math (STEM) through weeklong, non-residential camps that offer hands on/interactive activities and provide an opportunity for students to interact with STEM professionals.

➤ 11 institutions provided 23 STEM camps in FY 18

➤ 226 students completed the STEM camps

Charting the Course

Goal: to engage students and their families with a series of 13 transition planning sessions held after school, or in the evenings, or on the weekend for grades 8-12

- ❖ Phase approach will occur with sessions for the 8th and 12th grades in the 2018 – 19 school year, and an additional grade is added each subsequent year
- ❖ Conducted via master contracts / task order process with Education Service Centers

Role of VR: Coordinate, Market to Students, Actively Participate

Advise TX

Purpose

Goal: to increase the number of students with disabilities who pursue, and are successful in, post-secondary education.

Why is post-secondary education important?

- ❖ Men with bachelor's degrees earn approximately \$900,000 more over their lifetimes than men with high school degrees only.*
- ❖ Women with bachelor's degrees earn approximately \$630,000 more than their peers with high school degrees only.*

Advise TX

Need

Students with disabilities enroll in higher education at substantially lower rates than their peers who do not have disabilities:

- ❖ In 2015, 69% of the general population of high school graduates were enrolled in college the following fall.*
- ❖ In contrast, in 2009, only 14% of recent high school graduates with disabilities were attending college.**

Sources: *National Center for Education Statistics. *Fast Facts: Immediate Transition to College*. Accessed May 10, 2018. <https://nces.ed.gov/fastfacts/display.asp?id=51> ** National Longitudinal Transition Study-2 [NLTS2]. (2009). *Wave 5 (2009) Parent/Young Adult Survey*. Accessed May 10, 2018. https://nlts2.sri.com/data_tables/tables/14/np5S3c_A3cfrm.html https://nlts2.sri.com/data_tables/tables/14/np5S5c_A3kfrm.html

Student HireAbility Navigators

- What: Dedicated Navigators to support VR's efforts to build community and system capacity to provide Pre-ETS to students with disabilities
- How: Contracts with Workforce Boards and Board VR Requirements Manual
- Role of VR: Coordinate, Partner, Assist, Support
- Statewide: 32 of the 34 Navigators have been hired.

Capacity Building Initiative

Goal: to implement the Memorandum of Understanding between TWC and TEA and further meet the requirements of WIOA Title IV through:

- Development of materials and resources
- Development and delivery of training, and
- Joint planning and coordination activities at the regional and local levels



Best Practices

Transition Counseling, Montague County SSA

Transition Planning

- The process of preparing students with disabilities for life after high school.
- Determining strengths and weaknesses as they relate to career and college planning.

Best Practices

Transition Counseling, Montague County SSA

Who qualifies for transition services?

- Individuals receiving special education or related services or qualifying as a student with a disability under Section 504 or the Rehabilitation Act
- Between the ages of 14 and 22
- Currently enrolled in school, including nontraditional settings

Best Practices

Transition Planning

SELF-ADVOCACY

- Advocating for oneself
- Taking charge of life decisions

Best Practices

Transition Planning

SELF-DETERMINATION

- The act of power of making one's own choices
- Determining your future plans and pathway

Best Practices

Transition Planning

By the age of 13, student should attend the ARD/IEP meetings.

Encourage the student to participate and be their own self-advocate.

Include parents/families/caregivers to the greatest extent possible

Provide community referrals (TWC/VR, PATH Project, and other local resources)

An aerial photograph of a winding asphalt road with yellow lane markings, cutting through a dense, lush green forest. The road curves from the bottom left towards the top right of the frame.

Questions?

Feel free to type them in the Chat box.
We will answer them live.

OFFICE HOURS

Monthly Twitter chats on topics like the FAFSA, the Common App, Scholarships, and... COLLEGE CREDIT IN HIGH SCHOOL!



Advising Students with
Special Needs

June 26th, 2019

12pm CT

Learn More About Texas OnCourse

www.texasoncourse.org

- Subscribe to our newsletter at <https://texasoncourse.org/newsletter-sign-up/>
 - The Playbook: Resources to support college and career teaching and advising
 - News and Updates: Monthly news update, including events
- Follow us on Twitter and Facebook
 - @TexasOnCourse
 - facebook.com/TexasOnCourse

A laptop screen is shown in the background, displaying lines of HTML code. The code includes elements like <div class="navbar-collapse collapse", <ul class="nav navbar-nav navbar-right", <button class="navbar-btn", <div class="btn-alert fa fa-clock-o", <div class="alert-top", <div class="dropdown", <button class="navbar-btn tab-cs-top", <img src="images/cn.jpg", <em class="cn-name-top", <i class="fa fa-angle-down", <ul class="dropdown-menu", <a href="patient-01-info-customer.html", <i class="fa fa-address-card", <a href="", <i class="fa fa-sign-out". A semi-transparent overlay with a blue-to-purple gradient is placed over the laptop, containing the main text.

Thanks for joining us!

Enjoy your summer and join us in August 2019 for College Applications!