

Project ICE

Increasing
College
Enrollment



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Project ICE

OVERVIEW:

- A pilot project designed to increase the number of students with disabilities (SWD) attending the University of North Florida and other state colleges and universities.

FACILITATED BY:

- The Duval County Public School EE/SS High School Support Team including the Transition Specialists and Admissions Specialists will provide support throughout the project.

ELIGIBLE STUDENTS:

- The project will focus on 11th grade SWD graduating with a standard diploma who have identified college or university admission as a postsecondary goal.

PROJECT ACTIVITIES

The transition team will work collaboratively with the teachers, school counselors and support staff to complete the following activities:

- (1) Ensure Individual Education Plans have clearly written postsecondary education goals at specific postsecondary institutions.
- (2) Provide information to students on the process of requesting accommodations on the ACT & SAT.
- (3) Provide information/support to School Counseling Departments on the process of submitting information to testing agencies when accommodations are denied.

PROJECT ACTIVITIES

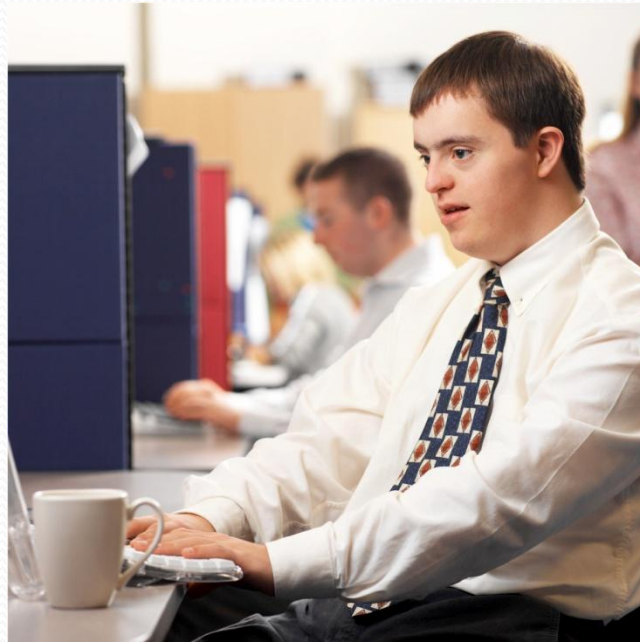
- (4) Initiate the Summary of Performance during the Spring semester of the student's junior year with enhanced elements to better support university/college admission requirements.
- (5) Facilitate the use of the SOP in the admission process during the Fall Semester of the senior year as verification of their disability.
- (6) Provide information to the students about the importance of self disclosure of their disability in the admissions process.
- (7) Improve students' ability to describe how their disability impacts their learning and the accommodations needed for postsecondary academic success.

BENEFITS OF PARTICIPATION

- (1) Participate in the development of the *Summary of Performance* documentation to be used in the admissions process, replacing the previous requirement of a current psychological evaluation.
- (2) Gain valuable information in the area of college and university admission for students with disabilities.
- (3) The opportunity to provide feedback on the new processes/procedures.

What Does the Data Tell Us?

Only 29% of youth with disabilities between the ages of 20 to 24 are employed compared to 61% of their counterparts without disabilities (U.S. Department of Labor, 2011).



Post-Secondary Enrollment Trends

- Enrollment continues to increase. Some estimates are that 1 in 11 of freshmen entering PSE have disabilities.
- NLTS 2 results (eight years post high school):
 - 60% of the students continued on to postsecondary education
 - Most were more likely to enroll in 2 year colleges pursuing academic studies more than vocational
 - 63% of PSE students identified as having a disability in high school did not consider themselves to have a disability by the time they transitioned to higher education
 - 28% of PSE students with disabilities identified themselves as having a disability and informed their postsecondary schools of their disability.

Getzel (2012)

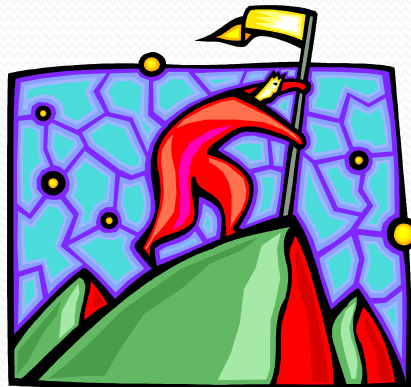
SOP

Summary of Performance



What is a Summary of Performance?

- Required by IDEA regulations.
- Provides summaries of academic achievement and functional performance.
- Required for students with disabilities who graduate with a standard or special diploma or who age out at 22yrs old.

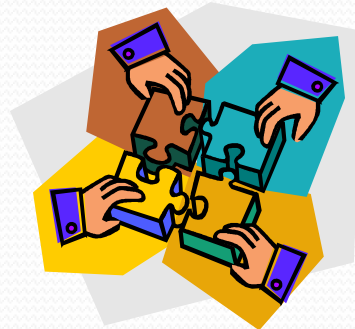


What does this really mean?

- The SOP
 - is coordinated by a school representative.
 - describes the student's present level of performance in two areas: academic achievement and functional performance.
 - considers preferences and interests.
 - includes standard scores, strengths, and needs.
 - connects a student's disability to Essential Accommodations or Modifications, and/or Assistive Technology (EAMAT) used in high school.
 - includes an opportunity for recommending EAMAT's that may be necessary in college or work settings.

What does this really mean?

- it is a summary of **existing** information.
- does not require new testing.
- uses school data in student files and from the student, family, & current teachers.
- is based on the student's postsecondary goals.
- provides a narrative of **preferences, interests, strengths, and needs** described in understandable terms.



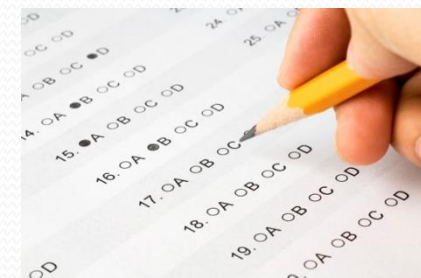
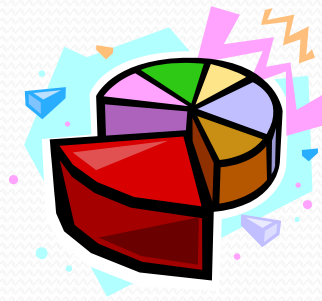
What is the Student's Role in the SOP Process?

- The **student should lead** the SOP process to the greatest extent possible including:
 - articulating his/her postsecondary goals
 - explaining his/her disability
 - explaining the connection between his/her disability and the EAMAT used in high school
- The SOP provides an opportunity for developing a portfolio for:
 - seeking employment
 - applying to a postsecondary program.



From where can we gather data for the SOP?

- **Formal Assessments** are standardized; have strict guidelines for administering, scoring, and interpreting, and have been tested for reliability and validity.
- **Informal Assessments** include observations, recreation or work-based assessments, inventories, rating scales, record reviews, and interviews. They are usually not standardized.



The Duval County SOP Template

Part 1: Background information

Part 2: Summary of performance (academic)

Part 3: Summary of performance (functional)

Part 4: Measureable postsecondary goals &
Recommendations of accommodations, assistive
devices, services/supports

Part 5: Student input



Present Levels of Performance

- All present levels of performance are described with a **measurable assessment**.
- EAMAT's used should be specific and **justified by the data** described in this section.
- **Describe** the test scores that are included and what they mean; don't just list them.
- Include **multiple** data sources.
- Ensure that recommendations for supports are **specific, objective**, and have **clear evidence** supporting them.
- Some skills may fit in more than one section.

Post-Secondary Goals are....

- Identified using age-appropriate transition assessments

- Observable



- Measurable

- Descriptions of outcomes that occur after high school

- Updated annually



Student Input

- Contains information on the student's disability, strengths, and supports that did and did not work.
- Should come directly from the student.
- Can be completed independently by the student or through an interview process with the student.

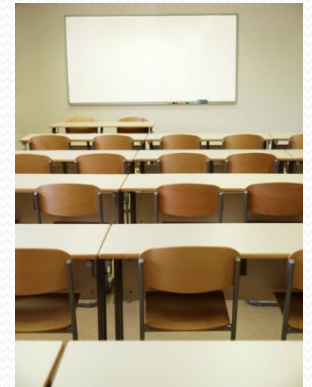


How does the SOP relate to college admissions?

- The deadline for most college applications is during the fall of the student's senior year.
- Initiate the SOP for SWD's who have specified college as a postsecondary goal on their IEP, during the spring of their junior year!
- The SOP is designed to replace the psychological evaluation required by colleges and universities for entrance.
- SOP needs to be a **detailed** description of the student and their disability.

Completing a College Application

- Components & Requirements:
 - ☑ disclosure of the disability on the application
 - ☑ current IEP
 - ☑ summary of performance
 - ☑ Personal statement**
 - ☑ letters of recommendation
 - ☑ copy of latest psychological evaluation



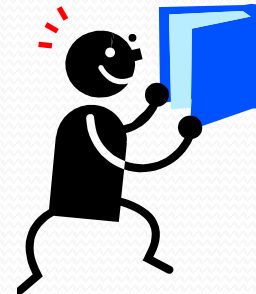
ACT/SAT

- Required for college admission
- Begin taking in January of junior year
- Apply for accommodations
 - ⊕ current IEP--Services & Accommodations page
 - ⊕ latest psychological or triennial reevaluation
 - ⊕ medical (i.e. Audiological, Vision)
- if request is denied—letter of reconsideration by school staff



TAB-Transition Action Brief

- 1 page quick reference guide for students, families and school staff.
- Distribute at IEP meetings, parent nights, etc.
- Cover a variety of topics:
 - A Student's Guide to the College Application Process
 - A Student's Guide to Applying for Accommodations on ACT/SAT
 - SOP.....coming soon!!!



What now?



- ESE Teachers
 - Identify current Juniors with college as a post secondary goal on their IEP.
 - Gather all pertinent information (grades, test scores, etc).
 - Initiate the Summary of Performance.
 - Distribute the TAB's to students/parents at IEP meetings.
- School Counselors
 - Continue to encourage SWD to apply for accommodations on ACT/SAT.
 - Provide assistance to ESE teachers when students are denied accommodations.
 - Help identify ways to track SWD who have been approved/denied ACT/SAT accommodations.
 - Help identify ways to track SWD who have applied to UNF and were either accepted or denied admission.
 - Distribute TAB's to students/parents in office and/or at parent nights.

Resources...

- *Going to College: Expanding Opportunities for People with Disabilities.*

Edited by Elizabeth Evans Getzel,, & Paul Wehman

- Project 10 Transition Education Network

<http://project10.info/>



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