

Preparing for Postsecondary Education: Perspectives from Parents

State of the Art Conference 2019
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Agenda

- Introductions
- Predictors for Postsecondary Success
- Panel Questions
- College Search Activity
- Questions

After this session, participant will be able to identify predictors for postsecondary success.

After this session, participants will be able to identify effective practices in preparing students for post-secondary education in a college setting.



Introductions

Ryan Wennerlind

- University of Nevada, Las Vegas
- Associate Director
- Center for Autism Spectrum Disorders & Project FOCUS
- Former Teacher-Las Vegas

Robin Kincaid

- Nevada Dep-Director of Educational Services
- Mother

Joy Clash

- Mother



Introductions Continued...

Who are you?

- Parents
- Students
- Program Staff
- Other



Research

- Evidence-Based Secondary Transition Predictors for Improving Postschool Outcomes for Students with Disabilities (Test et al., 2009)
- Predictors of Post-School Success: A Systematic Review of NLTS2 Secondary Analyses (Mazzotti et al., 2016)
- Postsecondary Education and Training Preparation Toolkit (Fowler et al., 2018)
- Preparing Your Son or Daughter for College: Suggestions for Parents of Children with Intellectual Disability (Westling & Kelley, 2015)

Foundations-Predictors for Postsecondary Success

Evidence-Based Secondary Transition Predictors for Improving Postschool Outcomes for Students with Disabilities (Test et al., 2009)

- 16 Predictors

Predictors of Post-School Success: A Systematic Review of NLTS2 Secondary Analyses (Mazzotti et al., 2016)

- 4 Predictors

National Longitudinal Transition Study 2

- 72.6 % live with families after HS
- 7.7% attending 4-year college or university
- 12.8% attending 2-year community college
- 55.1% paid employment



Predictors Continued...

16 Predictors

Career Awareness, Community Experiences, Exit Exam Requirements/High School Diploma Status, Inclusion in General Education, Interagency Collaboration, Occupational Courses, Paid Employment/Work Experience, Parental Involvement, Program of Study, Self-Advocacy/Self-Determination, Self-care/Independent Living, Social Skills, Student Support, Transition Program, Vocational Education, Work Study

4 Predictors

Parent Expectations, Youth Autonomy/Decision Making, Travel Skills, Goal Setting



Predictors Continued...

Developing students to be college and career ready is an endeavor that should be pursued starting in Kindergarten and culminating in 12th grade. That being said, change takes place incrementally.

- High expectations-college is an option.
- Evaluate inclusivity and make a goal to increase it (in and out of school settings).
- Foster independence in students.
- Generate social experiences with peers.
- Provide access to general education content.



Specifics to High School Transition Planning

Prepare for life after school.

- Get students involved in the community.
- Gradually let students start running their IEPs
- Allow students the same opportunities to explore college options as their peers.
- Decide degree options
- Continue to push for student inclusion in content area classes.



Specifics to High School Transition Planning

- Non Academic Skills
 - IEP Goals
 - Transition Assessment (National Technical Assistance Center on Transition (2018). *Postsecondary Education and Training Preparation Toolkit*, C. H. Fowler, D. Holzberg, C. MaGee, A. Lombardi, and D. W. Test.)

- Cognitive and content knowledge
- Knowledge structures
- Behaviors

Academic engagement

- Sense of belonging
- Growth mind-set
- Ownership of Learning
- Perseverance

Mindsets

- Accessing content
- Engaging in learning

Learning processes

- Problem solving
- Research
- Interpretation
- Communication
- Precision/accuracy

Critical thinking

- With self
- With others
- Understanding others

Interpersonal engagement

- Early planning
- Career culture
- College culture
- Adult roles/responsibilities

Transition competencies

Panel Questions

Perspectives from Parents

- Preparations for College
- Attending College
- Preparing for Transition after College



Activity

Search a Program of Interest

Using Technology

1. Go to thinkcollege.net
2. Click on College Search
3. Click on state where program resides
4. Click on program website
5. Find the answers on the Conducting A College Search: Questions to ask College Programs

HOW TO ThinkCollege
Issue No. 1 (Updated 2019)

CONDUCTING A COLLEGE SEARCH: QUESTIONS TO ASK COLLEGE PROGRAMS
By Cate Weir

Conducting a college search is a daunting task for every family and every potential college student. All students need to think about factors such as the size of the college, its location, and whether or not to live on campus or at home (see Figure 1).

For students with intellectual disability (ID), there are some additional aspects to consider beyond the details you can learn in Think College Search. This resource provides questions, suggested by parents and students who have been through the college search process.

These questions may be answered by closely reviewing the college program websites, attending an Open House, or calling the program director. A great place to identify possible options is Think College Search, a searchable database of college programs on the Think College website. There you will find basic information on over 270 college programs for students with intellectual disability. Learn more about it on page 2.

Figure 1. Sample College Features

This guide shares questions about important aspects of the college program, and are offered to help students and families learn as much as they can about program operations so they can make an informed choice about which college is best for them. Several questions are suggested in each of the ten areas below.

Admission	Fees, Tuition, & Financial Aid	Inclusion with the Campus Community	Academics	Housing
Supports	Program Administration	Communication with Parents	Career Development	Program Outcomes

Weir, C. (2019). Conducting a College Search: Questions to Ask College Programs. How To Think College, Issue No. 1 (updated). Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.



Questions

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