

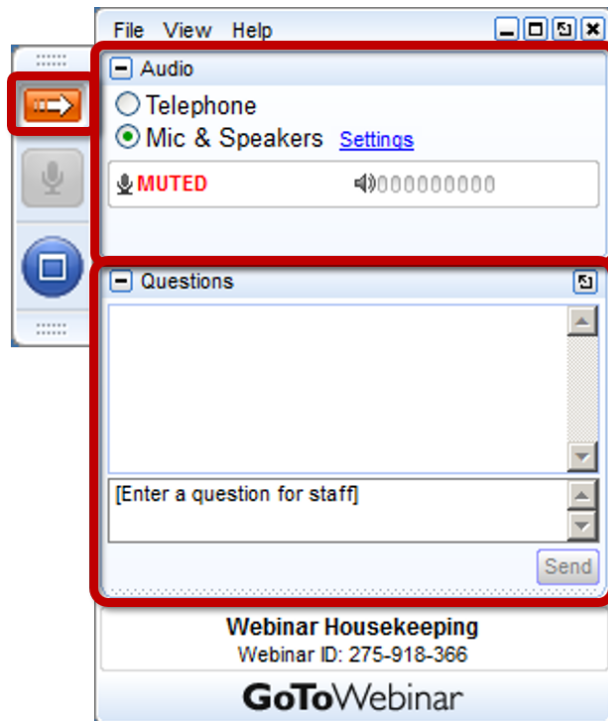


# Family Engagement During the Postsecondary Education Years

July 17, 2019

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## Attendee Participation



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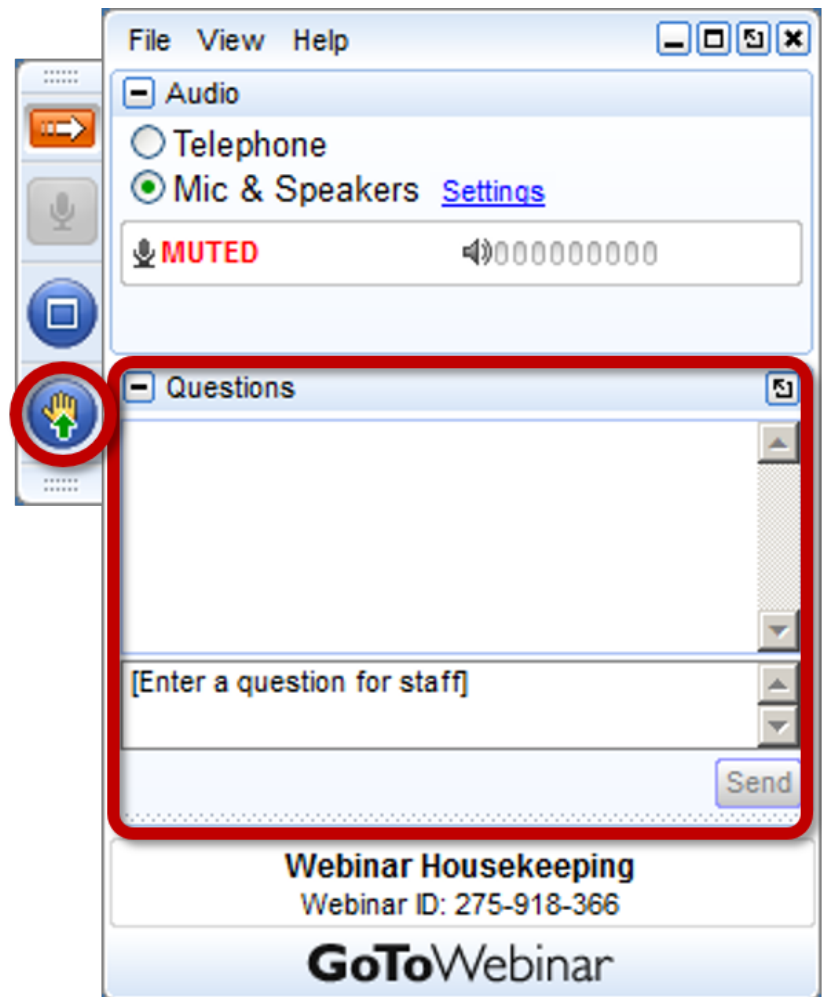
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# Questions

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- Please raise your hand to be unmuted for verbal questions.

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# **FAMILY ENGAGEMENT DURING THE POSTSECONDARY EDUCATION YEARS**

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Institute for Educational Leadership,  
Vocational Rehabilitation Youth Technical  
Assistance Center (Y-TAC)

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**Y-TAC**



**Led by the Institute for Educational Leadership's (IEL) in Partnership With:**

- Cornell University's K. Lisa Yang and Hock E. Tan Institute on Employment and Disability School of Industrial and Labor Relations (ILR);
- Boston University's School of Education; and,
- Key Subject Matter Experts (SMEs) from across the country.

[www.iel.org](http://www.iel.org) 202-822-8405

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## Institute for Educational Leadership (IEL)

- Equipping leaders to better prepare children and youth for college, careers, and citizenship
- Connecting community with resources to support the learning and development of young people
- Building more effective pathways into the workforce to help all young people transition to adulthood
- Preparing generations of leaders to drive cooperative efforts at all levels

[IEL Website: iel.org](http://iel.org)



# Key Services of Y-TAC

**Y-TAC provides training and technical assistance to State VR Agencies and their partners to:**

- engage youth with disabilities who are not in special education
- engage youth who are no longer in school and not employed
  - Youth in the Juvenile Justice system
  - Youth in the Foster Care system
  - Youth who are experiencing homelessness

## Other Youth-Focused TA Centers

National Collaborative on Workforce and Disability (NCWD/Youth)



The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) TA Center



The Workforce Innovation Technical Assistance Center (WINTAC)



The National Technical Assistance Center on Transition (NTACT)





# NCWD/Youth Online Dialogue

- NCWD/Youth has been examining the shifting role of families of students with disabilities once they transition into postsecondary education.
- NCWD/Youth conducted an online dialogue with families in 2015 focused on how postsecondary institutions can better assist families in supporting their young adult children to succeed in education and employment.
- NCWD/Youth is finalizing a brief for families on ways to support their student during the postsecondary education years by assuming the coaching role. This brief has been informed by conversations with families of postsecondary students and other experts in the fields of disability, family engagement, and postsecondary education.

## **During This Webinar, We Will Discuss:**

- The changing role of families after high schools
- Strategies for families to transition into a new coaching role after high school
- Strategies that postsecondary institutions can use to engage families as partners

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# What Do Youth Need?

What do youth need from parents, families, and other caring adults to be successful in transitioning from high school to adult life?

# All Youth Need...

Family members and other caring adults who

- Have high expectations that build upon the young person's strengths, interests, and needs that foster each youth's ability to achieve independence and self-sufficiency
- Remain involved in their lives and assist them toward adulthood
- Help youth access information about employment, further education, and community resources
- Take an active role in transition planning with schools and community partners
- Have access to medical, professional, and peer support networks

# And, All Youth with Disabilities Also Need...

Family members and other caring adults who have

- An understanding of the youth's disability and how it may affect his or her education, employment, and daily living options
- Knowledge of rights and responsibilities under various disability-related legislation
- Knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities
- An understanding of how individualized planning tools can assist youth in achieving transition goals and objectives

# What Does the Research Say?

- Family involvement is an essential element of transition planning as families are continuous advocates and supporters for their students and their partnership has an effect on graduation rates, employment, and achievement of other post school outcomes (Wandry & Pleet, 2012).
- Research consistently shows that parents play a critical role in ensuring the development of self-determination skills critical to success in postsecondary education and other aspects of adult life, such as goal setting, decision making, problem-solving and self-advocacy (Getzel, 2014; Kohler, Gothberg, Fowler, & Coyle, 2016).



# Caretaker/Advocate to Advisor/Coach

While the research emphasizes the importance of parental roles during secondary and transition it also points to the gradual shift of those roles from the parent as an advocate to parent as a coach or support role for their young person during the transition (Hirano & Rowe, 2016).

# How We Can Help Parents...

## Dependents

- Following instructions
- Participating with
- Anticipating help
- Avoiding risk

## Caregivers

- Advocating
- Doing for
- Making decisions
- Preventing crisis





# ...Make That Transition

## Advocates

- Inform and practice informing
- Plan for risk
- Problem-solve consequences
- Email and cc support
- Fill and maintain personal schedule

## Advisors

- Supported decision-making
- Create risk and net level
- Natural consequences
- Provide recommendations
- Student-centered communication



## **Stage One: Preparing for the Transition to Postsecondary Education**

- **Milestone: Setting Career & Postsecondary Goals that Match Your Student's Interests and Strengths**

What are specific steps families can take to reach the Milestone?

# Steps for Reaching the Milestone

- **Students need to engage in self-exploration to identify their interests, skills, and values.**

Advisors should:

- Ask what they're learning about themselves and their various options for the future.
- Review career assessment results with them to determine whether or not the identified strengths and interests are still accurate.
- Encourage them to take advantage of personal and career interest activities while in school and help them understand the value of being involved in extracurricular activities and special interest clubs.

# Steps for Reaching the Milestone

- **Students need to explore career options to inform decisions about college and career goals.**

Advisors should:

- Communicate to students the expectation that they will become employed.
- Help support the student in exploring a wide range of career options by speaking with members of their social and professional network or bringing the student to visit their own place of employment.
- For youth receiving special education services, make sure the IEP transition plan contains meaningful, measurable activities around career exploration.

# Steps for Reaching the Milestone

- **Students need to determine what they want out of their postsecondary experience and what postsecondary institution aligns most closely with their goals and needs.**

Advisors should:

- Facilitate a reflection process that prompts them to visualize and describe what success looks like at the end of postsecondary education.

# Steps for Reaching the Milestone

- **Students need to make the most of the IDEA transition planning.**

Advisors should:

- Participate in IEP transition planning meetings and the development of the student's Summary of Performance (SOP) with their IEP.

# Resources

- [Making My Way through College](#)
- [Get My Future](#)
- [Developing Financial Capability among Youth: How Families Can Help](#)
- [Helping Youth Build Work Skills for Job Success: Tips for Parents and Families](#)



## **Stage One: Preparing for the Transition to Postsecondary Education**

- **Milestone: Understanding How They Do Their Best and How to Obtain the Support They Needed**

What are specific steps families can take to reach the Milestone?



# Steps for Reaching the Milestone

- **Students need to learn what their strengths and weaknesses are and identify strategies and supports that will enable them to do their best in education, employment, and social situations.**

Advisors should:

- Discuss their student's perceptions of his/her strengths and weaknesses and provide input.

# Steps for Reaching the Milestone

- **Students need to learn about their disabilities and what services or accommodations they may need.**

Advisors should:

- Talk with their student about their disability and any ways the disability has affected their academic performance. Review what accommodations and assistive technology have worked well in the past.

# Steps for Reaching the Milestone

- **Students need to know why, when, what, to whom, and how to disclose a disability in postsecondary settings.**

Advisors should:

- Ensure their student has access to a disclosure guide and resources.

- **Students need to understand their rights and responsibilities.**

Advisors should:

- Equip them with key tools and resources.

# Steps for Reaching the Milestone

- **Students need to register with the Disability Services Office at the Postsecondary Education Institution they plan to attend.**

Advisors should:

- Help them set a time for this task and plan for logistics of registration.



# Resources

- [State Vocational Rehabilitation Agency](#)
- [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#)
- [The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities](#)
- [ADA Q & A: Section 504 & Postsecondary Education](#)



## **Stage One: Preparing for the Transition to Postsecondary Education**

- **Milestone: Getting to Know the School**

What are specific steps families can take to reach the Milestone?

# Steps for Reaching the Milestone

- **Students need to get familiar with the campus.**

Advisors should:

- Help them research pre-college summer programs.
- Offer to take them on a campus visit.
- Discuss the institution's policies and procedures.
- Talk about where to go for different services.

# Steps to Reaching the Milestone

- **Students need to practice day-to-day activities.**

Advisors should:

- Support students in creating a plan and practicing using the local transportation to get to places on time.
- Provide them with resources for learning how to manage their Personal Assistance Services (PAS).



# Steps to Reaching the Milestone

- **Students need to connect with other students, including those with disabilities.**

Advisors should:

- Help students find and connect to groups of students, including students with disabilities.
- **Students need to meet professors.**

Advisors should:

- Help them develop questions for each professor as well as talking points about their disability and accommodations if needed.



# Resources

- [Making the Move to Managing Your Own Personal Assistance Services \(PAS\): A Toolkit for Youth with Disabilities Transitioning to Adulthood](#)
- [Making My Way through College](#)
- [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#)



## **Stage One: Preparing for the Transition to Postsecondary Education**

- **Milestone: Making Key Life Decisions**

What are specific steps families can take to reach the Milestone?

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# Steps for Reaching the Milestone

- **Students need to pay for college.**

Advisors should:

- Discuss how students can pay for their postsecondary education including what the family can contribute.
- Set aside time to fill out the FAFSA together.

# Steps for Reaching the Milestone

- **Students need to find housing.**

Advisors should:

- Discuss their vision for their living situation and offer to accompany them on visits.

- **Students need to plan for meals.**

Advisors should:

- Talk with them about various meal options.

# Steps for Reaching Milestone

- **Students need to find and build relationships with local doctors and plan for healthcare and prescriptions.**

Advisors should:

- Talk about their healthcare needs and how to find those services near their school.

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# Steps for Reaching Milestone

- **Students need to explore work/study or internship options.**

Advisors should;

- Discuss their goals around working while in school, implications for balancing school and work, and how to prepare for obtaining a job.



# Steps for Reaching Milestone

- **Students need to develop a budget and manage their money.**

Advisors should:

- Bring them into household budget conversations and routines.
- If you haven't already, start asking your student to take more responsibility for his or her expenses.
- Suggest financial literacy workshops for your student.





# Resources

- [Paying for College](#)
- [Free Application for Federal Student Aid](#)
- [Developing Financial Capability Among Youth](#)
- [Greenlight](#)

## **Stage Two: Getting Acclimated to Postsecondary Education**

- **Milestone: Managing Day-to-Day Life**

What are specific steps families can take to reach the Milestone?

# Steps for Reaching the Milestone

- **Students need to develop and stick to a schedule.**

Advisors should:

- Talk with them about how to create their own schedule.

- **Students need to know how to handle emergencies or challenges.**

Advisors should:

- Help them to feel prepared and secure.

# Steps for Reaching Milestone

- **Students need to develop a local network of support on and off campus by joining student groups and finding peer mentors.**

Advisors should:

- Remind them of the different resources they have to build a network.

- **Students need to stay in touch.**

Advisors should:

- Agree on how often they'll check in.

# Steps for Reaching Milestone

- **Students need to assess and refine plans and services.**

Advisors should:

- Check in on accommodations during the semester.

- **Students need to manage important documents and records.**

Advisors should:

- Help them establish a process for filing and storing important documents.



# Resources

- [Glympse](#)



# Stage Three: Preparing for Employment

- **Milestone: Managing One's Own Career Development**

What are specific steps families can take to reach the Milestone?

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# Steps for Reaching Milestone

- **Students need to reflect on their interests, skills, and values.**

Advisors should:

- Talk with them about what they're learning about themselves and implications for their goals and plans.
- Share new tools and resources for reflection.



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# Steps for Reaching Milestone

- **Students need to meet with their Academic Advisor.**

Advisors should:

- Encourage them to stay on track and stay connected.
- **Students need to learn more about careers in their area of study and seek out opportunities to gain work experience.**

Advisors should:

- Connect them with resources, services, and people who can help.



# Steps for Reaching Milestone

- **Students need to build job search skills.**

Advisors should:

- Offer to coach and practice.

- **Students need to network.**

Advisors should:

- Ask often about the people in their lives to make connections to future goals.

# Steps for Reaching Milestone

- **Students need to prepare for lifestyle changes.**

Advisors should:

- Offer to practice new responsibilities and life skills.
- **Students need to determine whether, when, and how to disclose a disability to employers.**

Advisors should:

- Offer support and resources to help them decide whether and how to disclose their disability.



# Resources

- [Career One Stop](#)
- [By Youth for Youth: Employment](#)
- [Workforce Recruitment Program](#)
- [Youth, Disclosure, and the Workplace Why, When, What, and How](#)

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# **Engaging Families as Partners at Postsecondary Institutions**

What strategies can postsecondary institutions use to engage families as partners?

# Campus Integration

- Remember that students with disabilities are students first!
- Partner with parents of students with disabilities as with all parents of college students.
- Begin with orientation for families and students.
- Utilize universal design and universal design for learning.



# How Parents Help

- Provide life-long support
- Increase expectations
- Increase self-determination
- Increase knowledge of resources

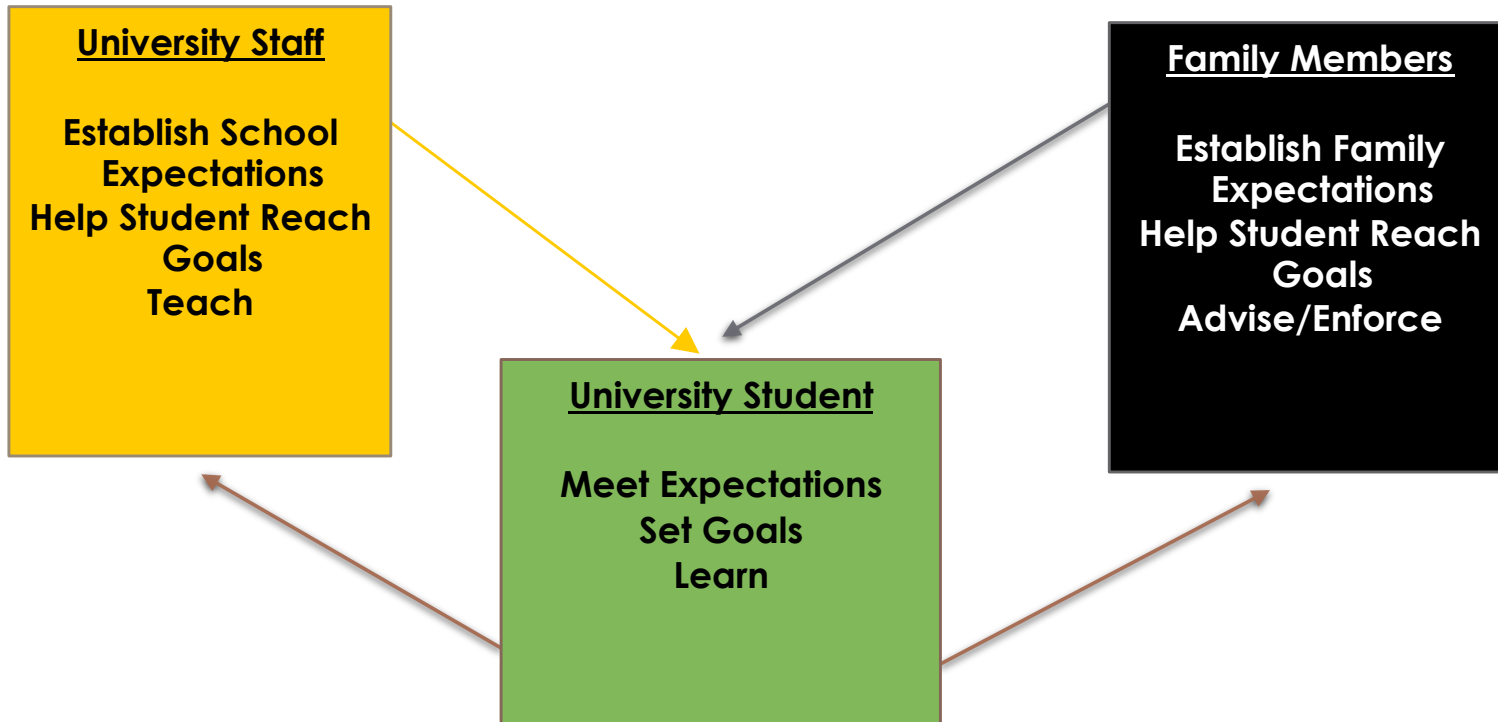
# Opportunities at the Onset

- “I understand my student will make decisions at times that I might disagree or feel uncomfortable with, but I also understand that these choices help the student grow and learn to be an empowered individual.”
- “I understand my student is responsible for their physical and mental well-being and that it is the student’s responsibility to a) take medication as prescribed, b) attend and schedule medical and counseling appointments, and c) exercise personal hygiene.”
- “I will effectively communicate family expectations to my child (e.g., budget, bedtime, sexual activity).”





# Student-First Communication





# Anticipating Challenges

Scenario: Sam is not satisfying expectations of self-care and hygiene. His vocational experience is at risk and his roommates have complained to about the bad smell.

## - Caretaker Response: Doing For -

"That is it! I am coming up there right now with my cleaning supplies, laundry baskets, and clean clothes. After we clean you're going to come home and shower."

"I will call the program and tell him that they have to make you shower!"

## + Advisor Response: Doing With +

"I get that college kids don't always take showers, but you are seriously hurting your relationships and future employment. Let's take a look at your schedule and figure out a time for you to shower a least every other day."

"Do you feel comfortable talking to the Coordinator of Vocational Experiences about showering? Maybe you guys can come up with a plan."

# Other Resources for Postsecondary Institutions

- Universal Design for Learning Webinars:
  - [Improving Student Outcomes in Postsecondary Education Through Universal Design for Learning](#)
  - [Accessible Instructional Practices: Reaching All Learners](#)
- All webinars for postsecondary institutions:  
<http://www.ncwd-youth.info/webinars/>

# Free Publications on College Transition

- Supporting Families of Students with Disabilities in Postsecondary Education,  
<http://www.ncwd-youth.info/publications/supporting-families-of-students-with-disabilities-in-postsecondary-education/>
- Personal Competencies for College & Career Success: What Colleges Can Do,  
<http://www.ncwd-youth.info/publications/personal-competencies-for-college-career-success-what-colleges-can-do/>
- Making My Way through College: A Guide for Students with Disabilities,  
<http://www.ncwd-youth.info/publications/making-my-way-through-college/>
- Supporting Student Success through Connecting Activities (Info Brief Series),  
<http://www.ncwd-youth.info/publications/supporting-student-success-through-connecting-activities-an-info-brief-series-for-community->



# Questions

- Questions?

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# Contact Information

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