

**LEVERAGING COMMUNITY PARTNERSHIPS:
*CREATING A SEAMLESS TRANSITION AT A POST-
SECONDARY SETTING (COMMUNITY COLLEGE)***

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Baker



Justin
Ladas

BREAKOUT SESSION 4: LEVERAGING COMMUNITY PARTNERSHIPS: CREATING A SEAMLESS TRANSITION AT A POSTSECONDARY SETTING (COMMUNITY COLLEGE)

An emerging area in transition-focused programming for local education agencies is supporting young adults with their post-secondary education outcomes in accessing college, specifically at their local community colleges. It takes a village to help students in their next big educational step. Learn about how one Illinois district has effectively created a program that not only supports students in accessing credited college courses but has partnered with the college and community agencies to provide support during and after district programming to increase student educational outcomes.

MEET THE PRESENTERS



Ray Baker has worked in public education for over 16 years, spending the first 8 in Chicago Public Schools as a teacher for a West Englewood High School. For the last 8 years Ray has worked for the Hinsdale High School District 86 Transition Center serving as a case manager for the Bridge Program, supporting students with accessing and effectively transitioning to college.

Justin Ladas has worked in public education for over 18 years, spending the first 11 in Chicago Public Schools as a teacher for a West Englewood High School, and later a Transition Specialist for CPS Central Office. In this role he supported half of the 300+ schools with transition services ranging from curriculum development to IEP compliance. For the last 7 school years Justin has worked for the Hinsdale High School District 86 Transition Center serving as a case manager for the Bridge Program, supporting students with accessing and effectively transitioning to college.

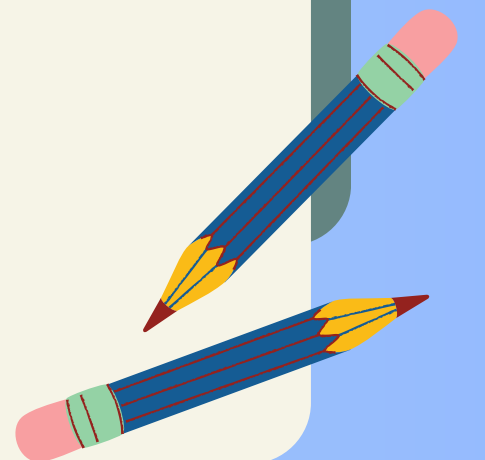
OBJECTIVES



EXAMINE A SUCCESSFUL CASE STUDY FROM AN ILLINOIS DISTRICT, HIGHLIGHTING THE DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE PROGRAM THAT COLLABORATES WITH COMMUNITY COLLEGES AND AGENCIES TO ENHANCE STUDENT SUPPORT THROUGHOUT THEIR EDUCATIONAL JOURNEY, ULTIMATELY IMPROVING POST-SECONDARY EDUCATION/EMPLOYMENT OUTCOMES

LEVERAGING PARTNERSHIPS WITH COMMUNITY AGENCIES TO DEVELOP WRAP-AROUND SERVICES TO PROMOTE A SEAMLESS TRANSITION FROM HIGH SCHOOL TO POST-SECONDARY SETTING.

PROVIDE EXAMPLES OF HOW TO GET THIS STARTED IN YOUR OWN DISTRICT.



WHO IS IN THE ROOM?

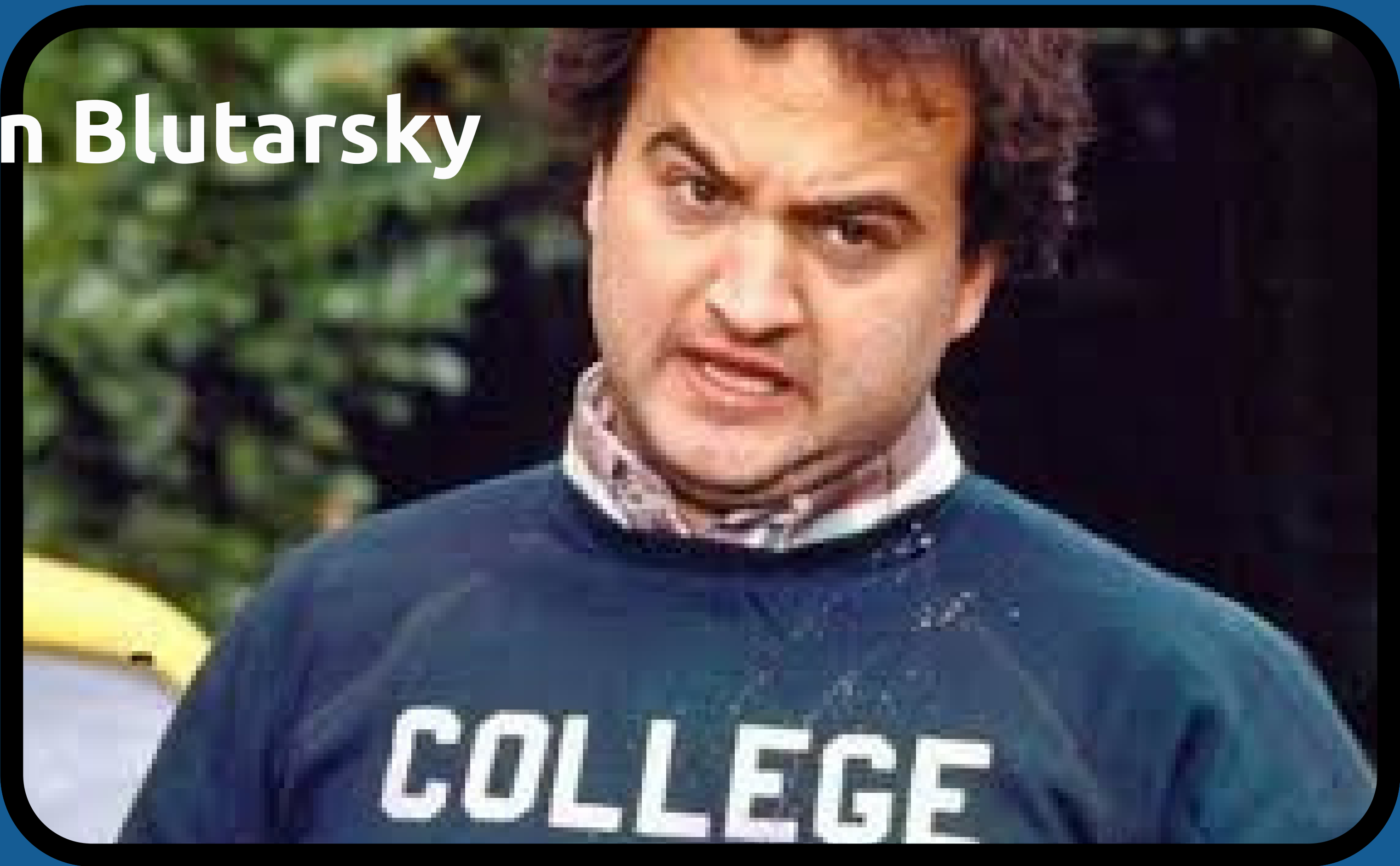
- *WHERE ARE YOU FROM?*
- *WHAT IS YOUR ROLE? (AGE OF STUDENT/PERSONS YOU WORK WITH)*





**Close your
eyes and
think of a
former high
school
student**

John Blutarisky



A young man with short brown hair, wearing a blue hoodie with the word 'COLLEGE' printed on it, is smiling. The image is overlaid with a semi-transparent blue filter. The text 'ADHD', 'Emotional Disability', 'Learning Disability', and 'Autism' is written in white, bold, sans-serif font over the image.

ADHD

Emotional Disability

Learning Disability

Autism



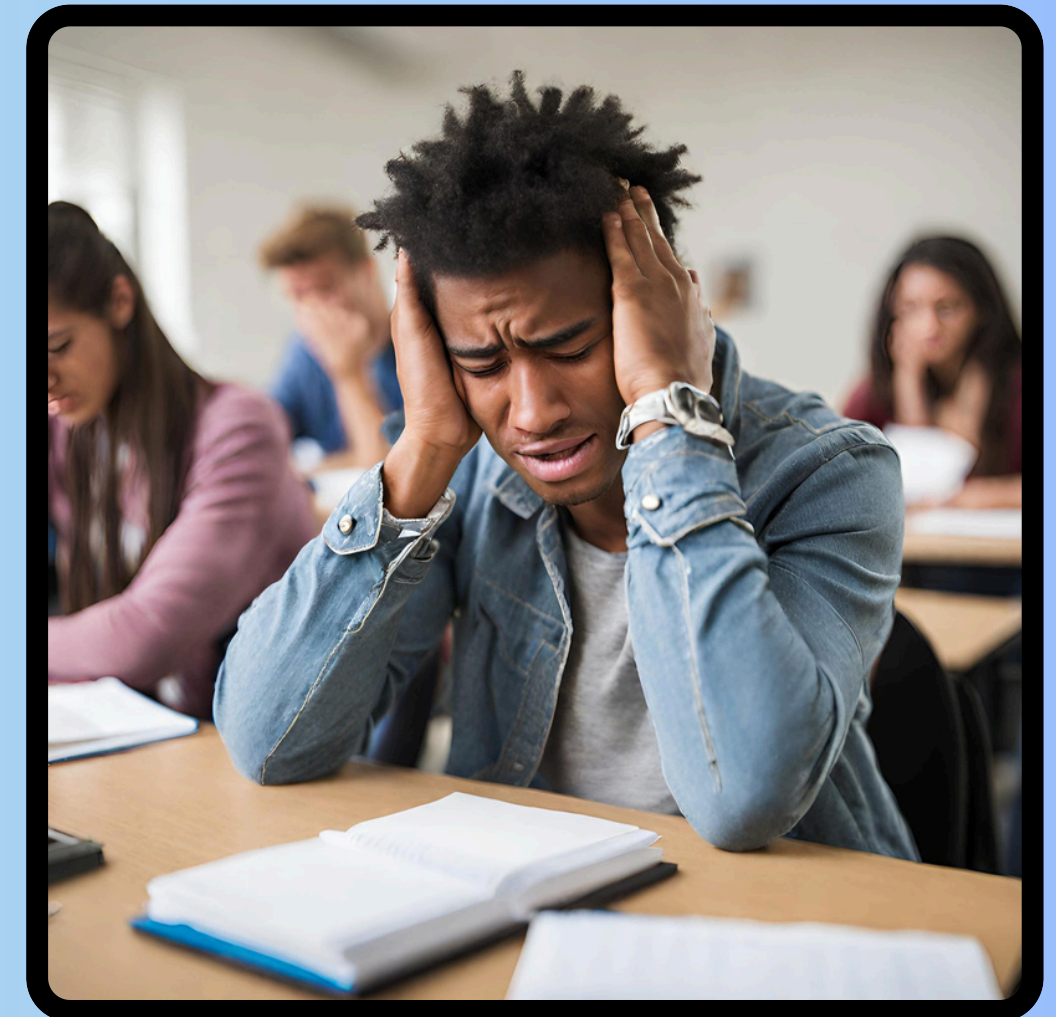
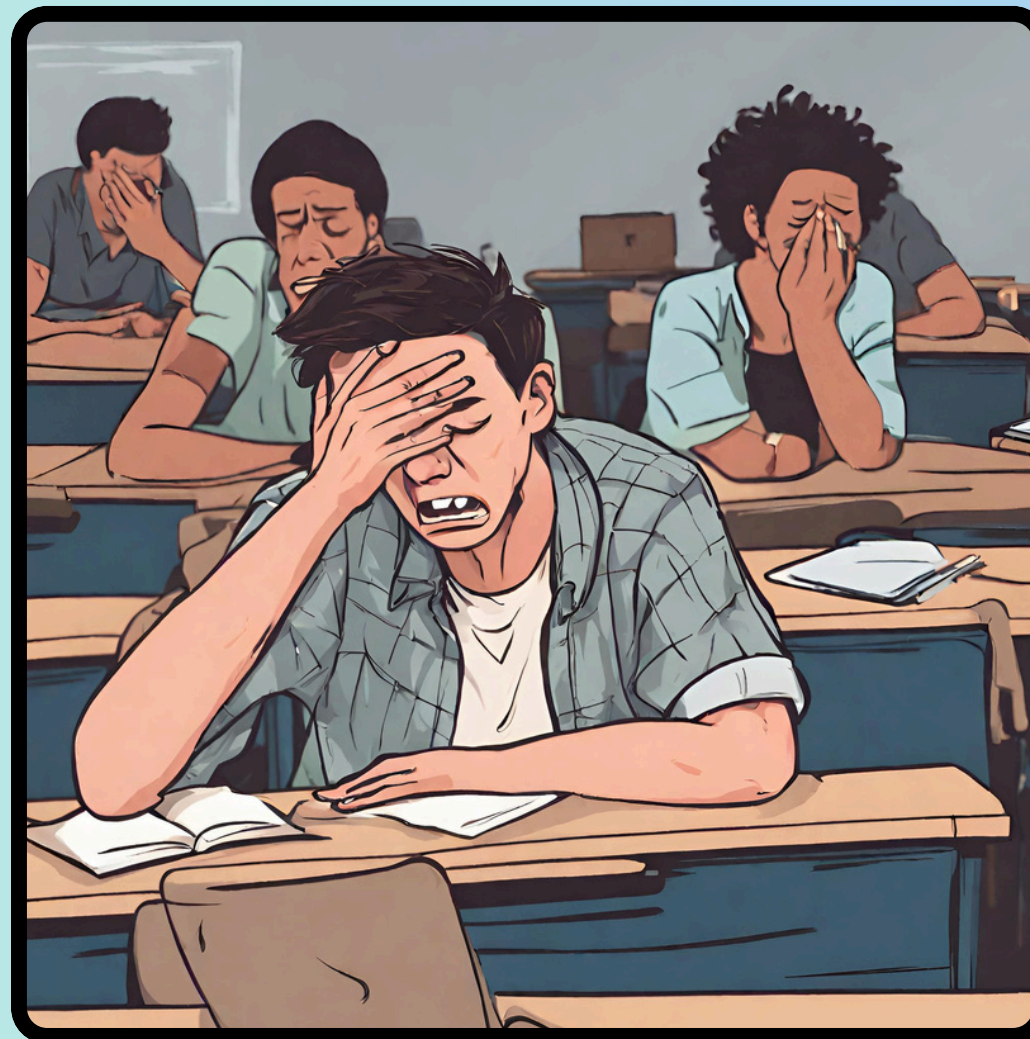
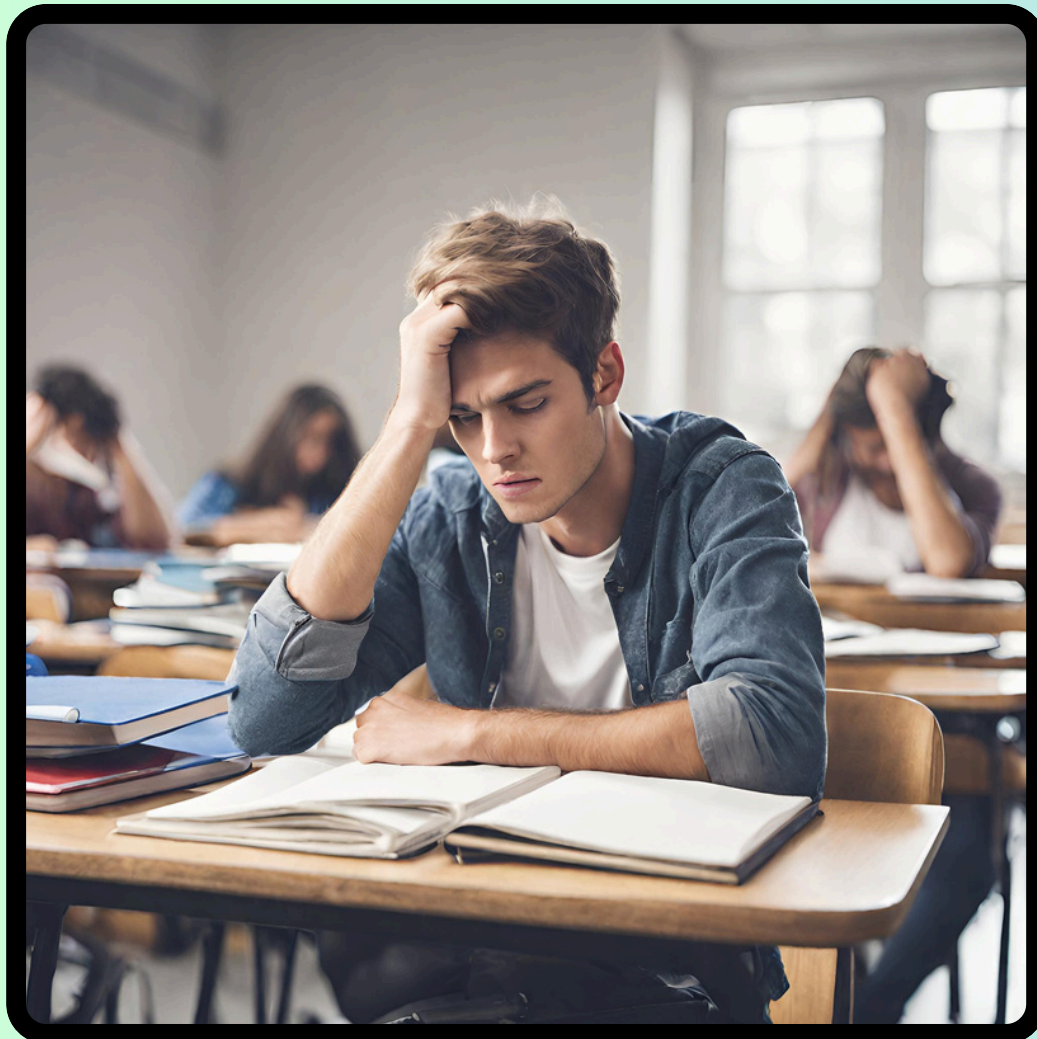
**The transition to college is hard..
and when they get there they
are faced with a myriad of
barriers that make it even more
difficult.**



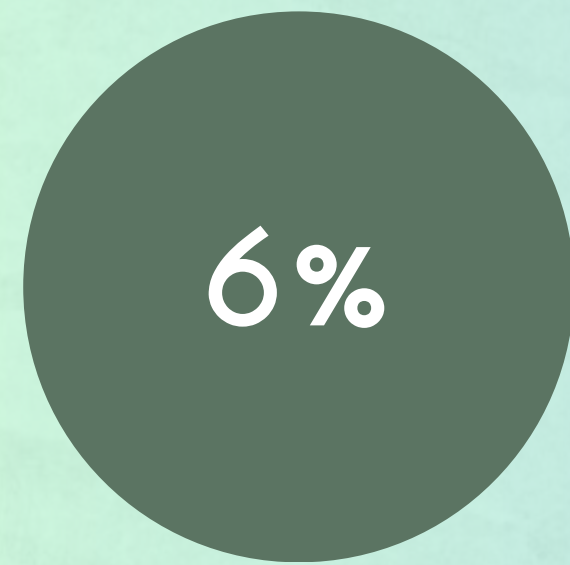
While this “summer melt” phenomenon can impact all postsecondary pathways, the most critical need for support is found among 4-year college-bound students (20% average melt rate nationally) and 2-year college-bound students (40% average melt rate nationally) with low income and first-generation students leading in the need for support. -

(A Trickle or a Torrent? Understanding the Extent of Summer “Melt” Among College-Intending High School Graduates)

Students were leaving our school district and not being successful meeting their post-secondary goals - (D86 Indicator 14 data)



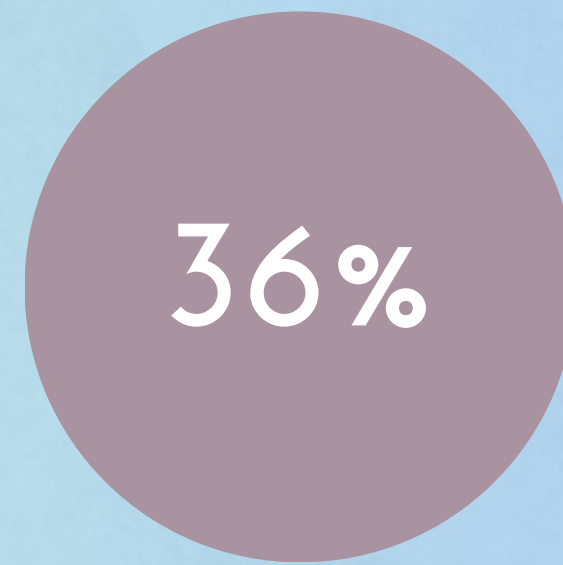
DISTRICT DATA - INDICATOR 14 RESULTS CONDUCTED JANUARY 2014 (2013 GRADUATES)



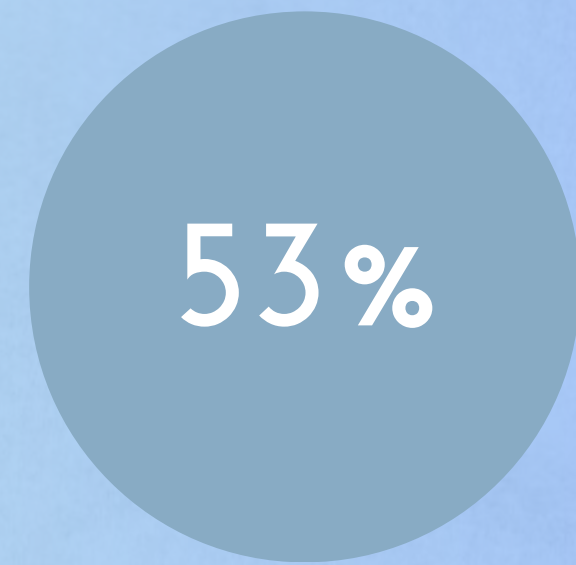
Adult
Education



Vocational
Training



2-year College



4-year College

Since leaving high school, obtained employment = 45%

Received a degree (at the time of survey) = 0%



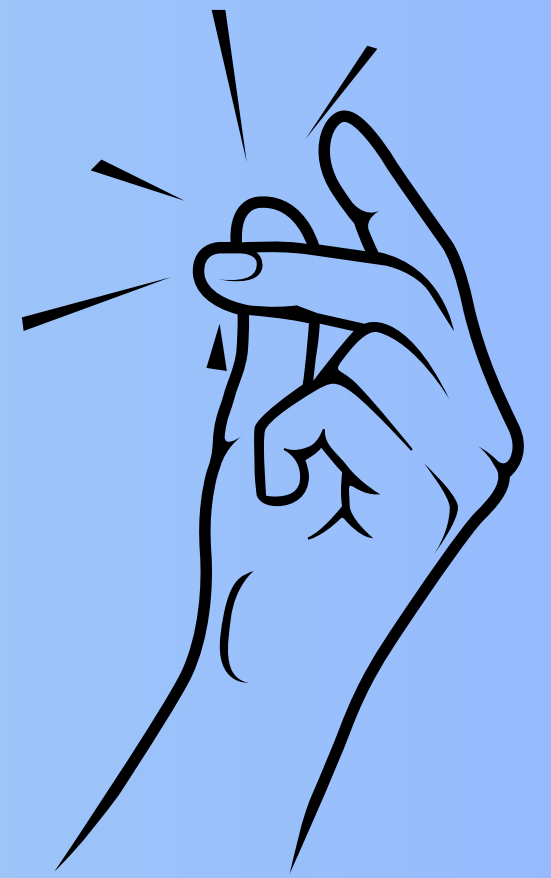
**WHAT ARE WE
GOING TO DO
NOW?**

Let's build a new transition program!

College Access Program



Simply put....

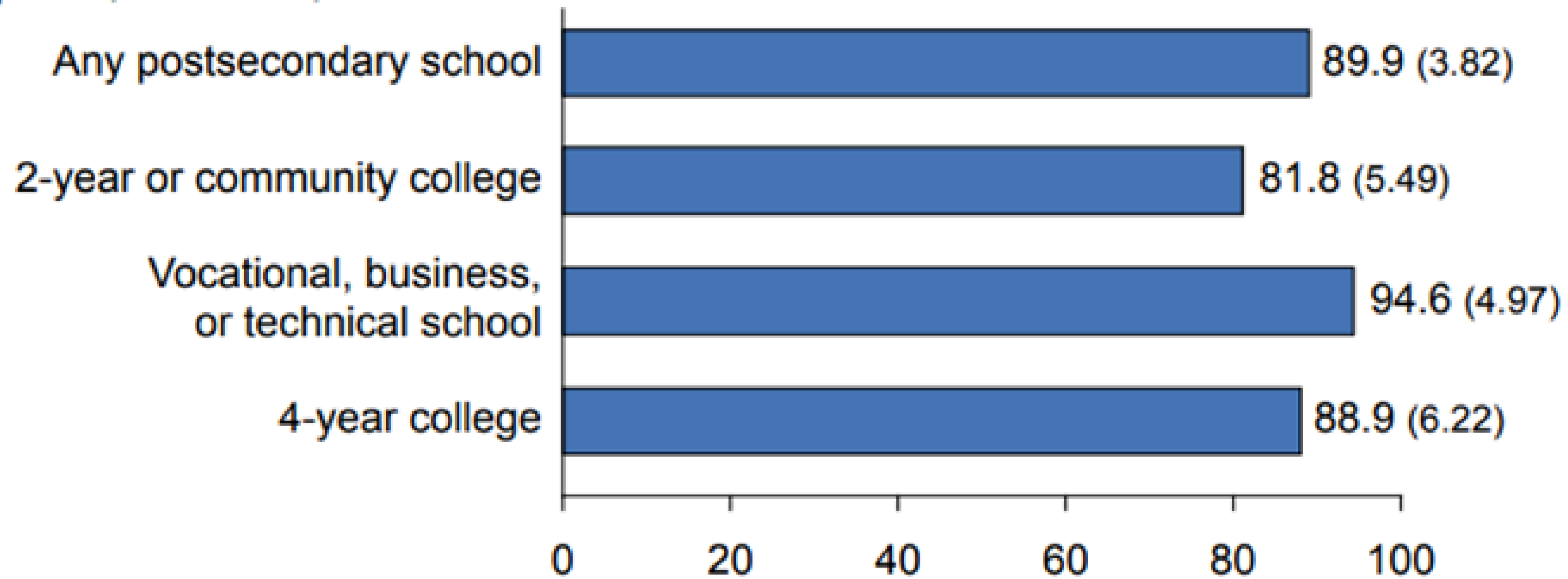


- Generalize skills to reduce barriers in the college setting
- Offer five day a week program that we provide transportation and funding for community college classes (credited and non-credited)
- Get our students connected to college and community agencies that can support students to be successful in achieving post-secondary education outcomes

What do young adults want in the education setting?

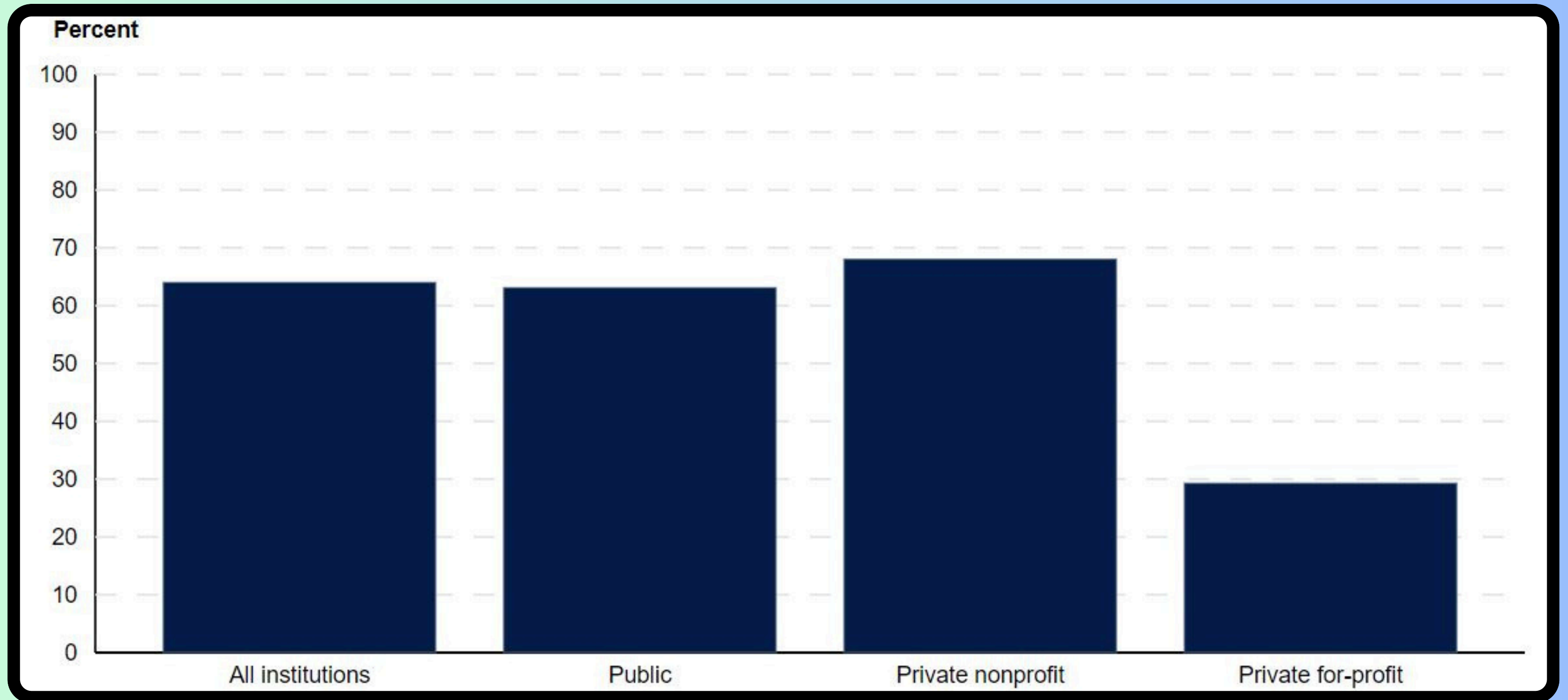
School completion goal of young adults with disabilities enrolled in postsecondary school at the time of the interview

Was working toward a diploma, certificate, or license

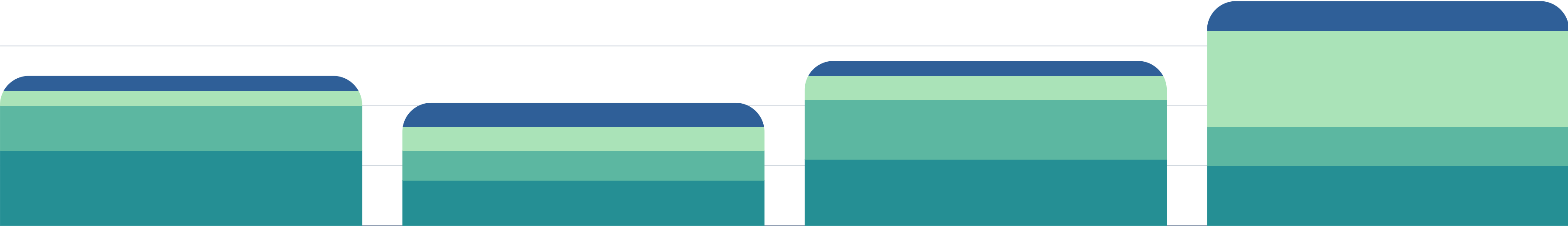


Percent

But what are they getting?



National Data - Higher Education Statistics



20.5% (SY 2019-2020) of students enrolled in institutions of higher education have some type of a disability (National Center for Education Statistics).

20.5%



According to the the National Longitudinal Transition Study-2, similar rates of attendance between disabled and non-disabled groups for community college enrollment, but only 7.6% of SWDs went to 4-year universities as opposed to 29.2% of non-disabled peers.

7.6%



Persistence rate of students with disabilities in college

41.3 %

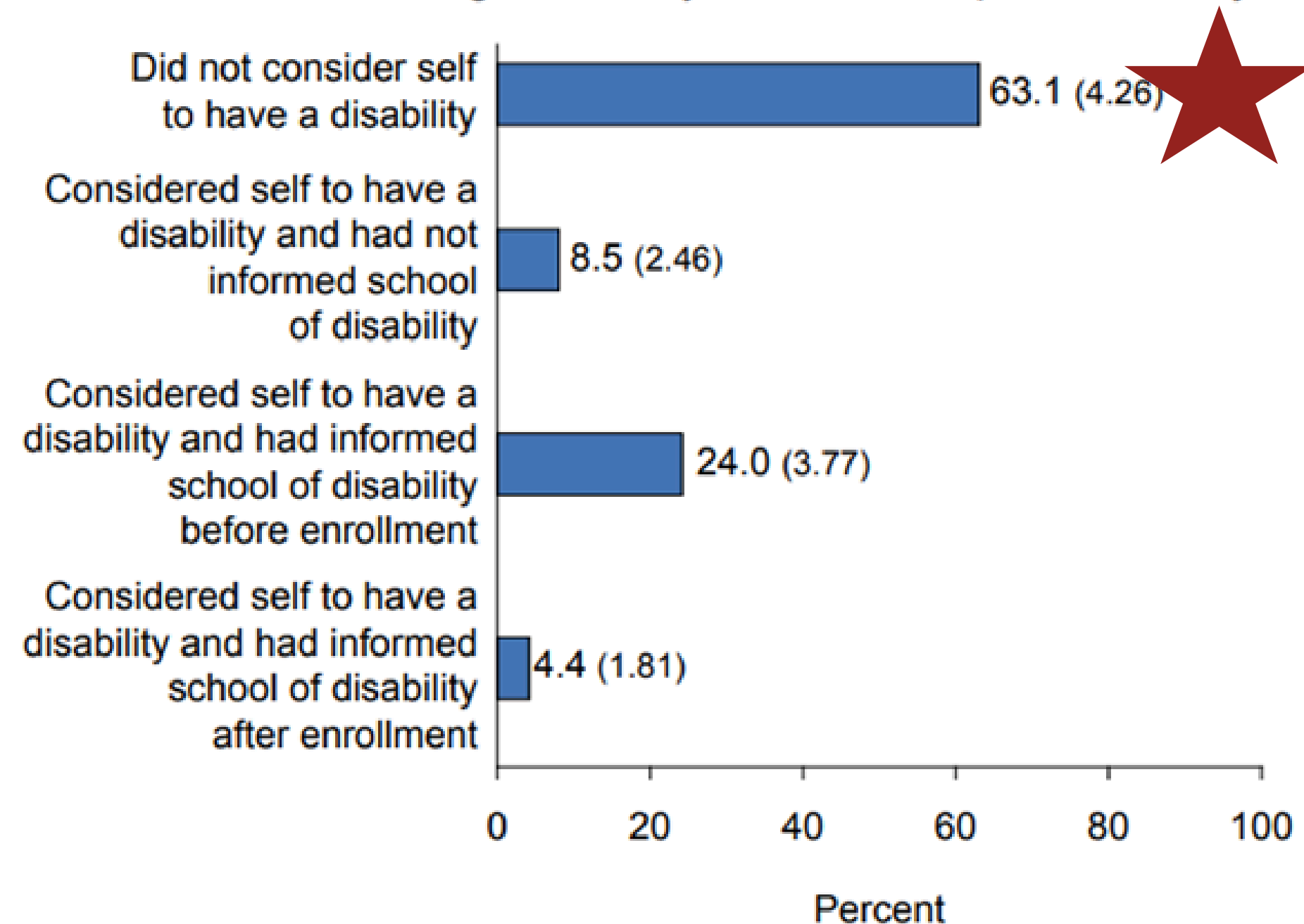


According to the National Student Clearinghouse, the average persistence rate for college students between 2012 and 2021 - 60.8% at two-year public colleges.

60.8%

It all starts with ADVOCACY

Figure 9. Extent to which young adults with disabilities ever enrolled in a postsecondary school considered themselves as having a disability and informed postsecondary schools of disability



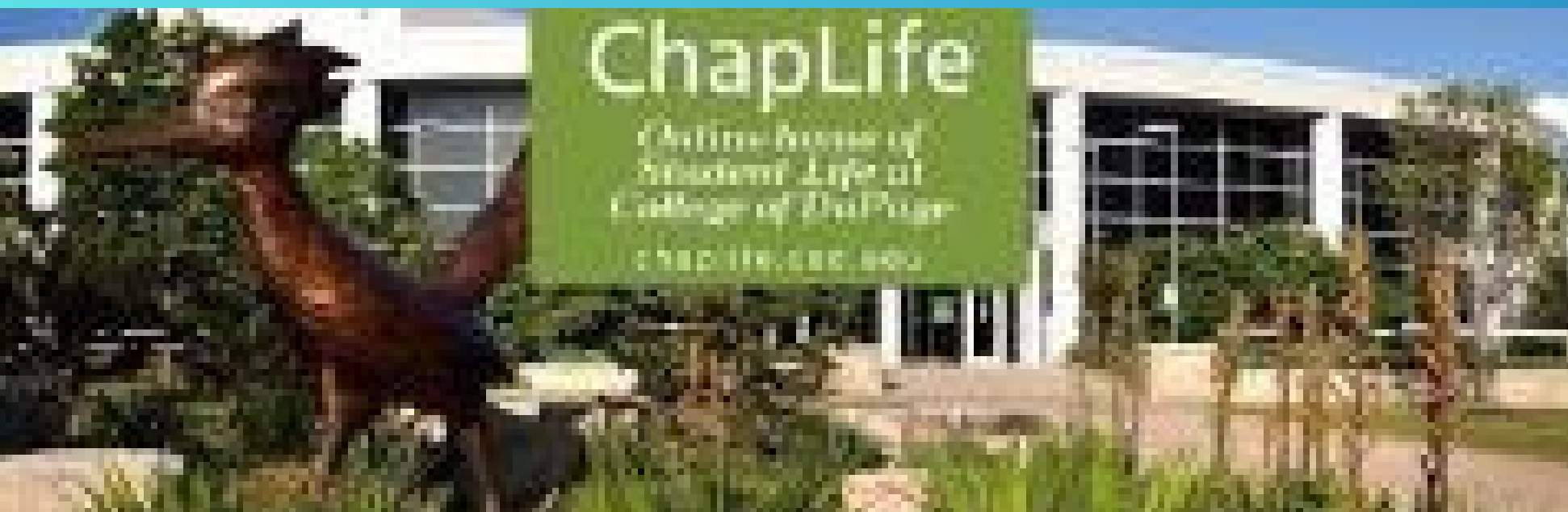
College Access Program



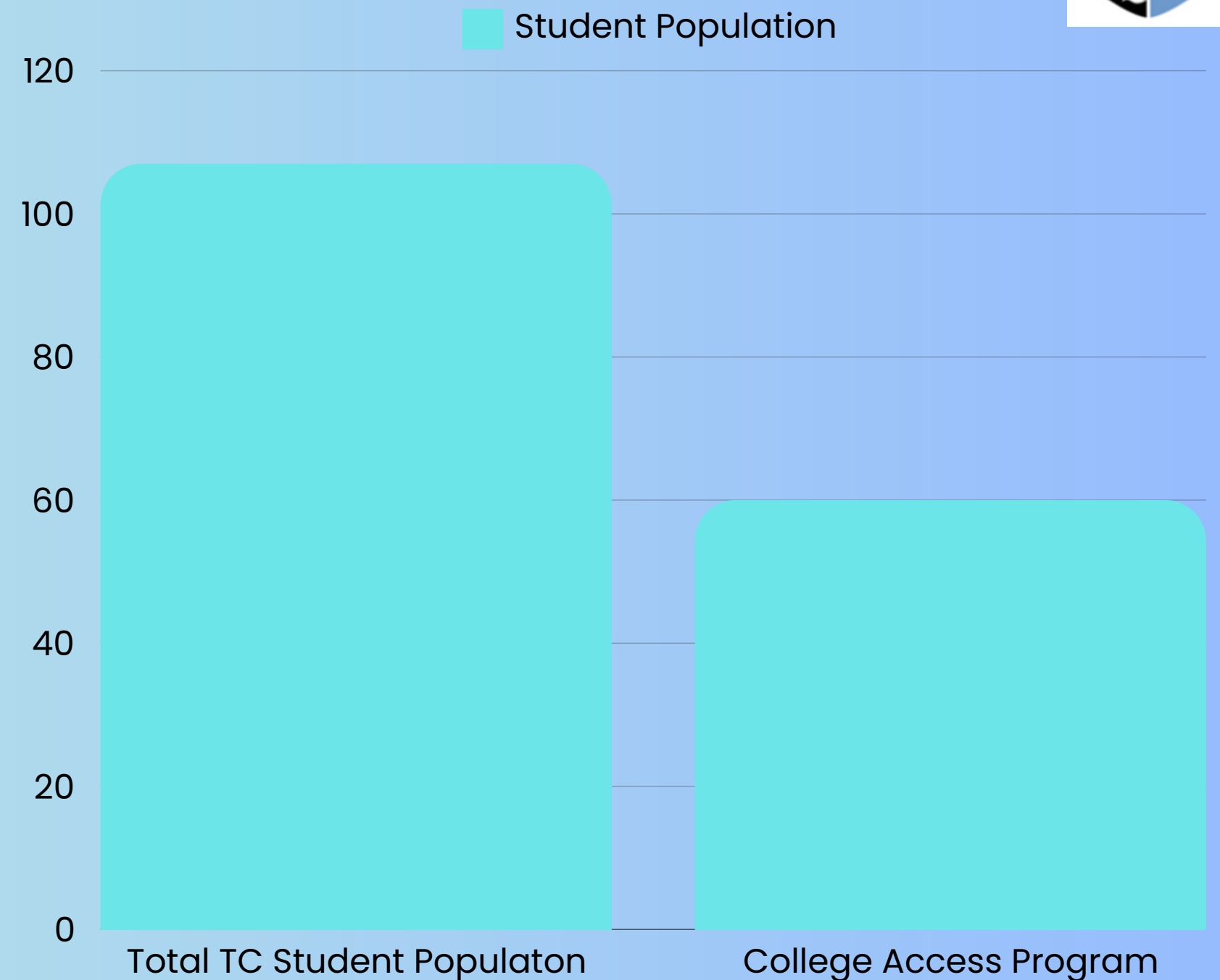
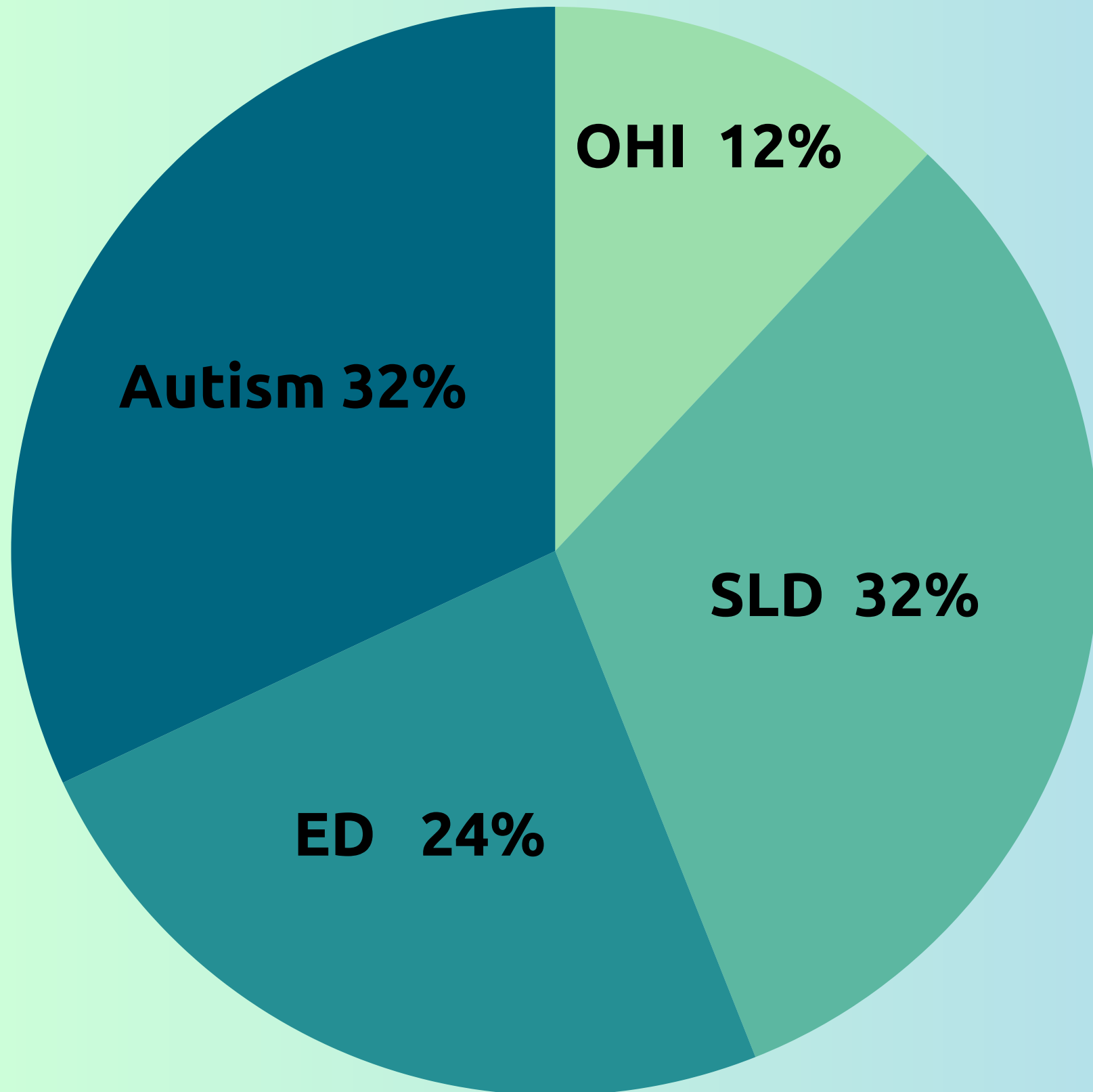
College of DuPage



- 28,000 Students
- The second largest provider of undergraduate education in the State of Illinois, after University of Illinois at Urbana-Champaign.
- There are more than 80 student clubs and organizations on campus.
- COD currently has 82 total degree programs
- Nine associate degrees are granted by College of DuPage
- 74 are associate in applied science degrees in 42 different career and technical subject areas.
- In addition to associate degrees, the College offers 178 certificates in 53 different career and technical subject areas



Who Do We Support 2023/2024



DISTRICT / PROGRAM DEMOGRAPHIC

	Hinsdale South	Hinsdale Central	Total
F/R %	27%	7%	15%
# of Students	1322	2418	3854
% of Students with disabilities	17%	10%	15%

	College Access Program
F/R %	30%
# of Students	60
% of Students with disabilities	100%



College Access Program

The Bridge program provides young adults with continued special education intervention, services, and supports to increase student success in postsecondary academic environments. Students are in a dual enrollment program with the College of DuPage that provides:

- **Executive Functioning:** managing schedule, managing course expectations and deadlines, managing testing schedule, managing assignments, time management, organizational skills;
- **COD Campus:** navigating COD campus, locating offices, locating classes, locating sites such as: library, cafeteria, student center, counseling, academic support centers;
- **Advocating and Arranging Accommodations and Supports:** making appointments with office of accommodations, use of “blue card”, communication of needs with professors, making appointments with: tutoring, writing center, testing center;
- **Socialization:** finding opportunities to socially engage with peers, signing up for social opportunities, clubs
- **College Mindfulness:** Individual and group opportunities with licensed social worker designed to integrate mindfulness and emotional intelligence skills as they relate to everyday college expectations;
- **Academic Intervention:** continued opportunity and exposure to programs and interventions designed to increase academic skills necessary for accredited college coursework;
- **Connecting Students to COD Resources:** ensuring students are aware of and accessing academic (tutoring) counseling services, career services, financial supports, accommodations.



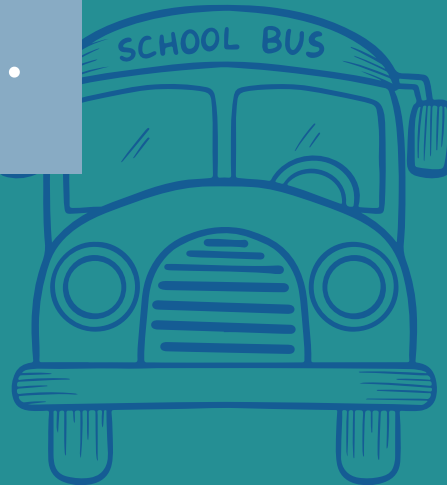


WEEKLY PLAN

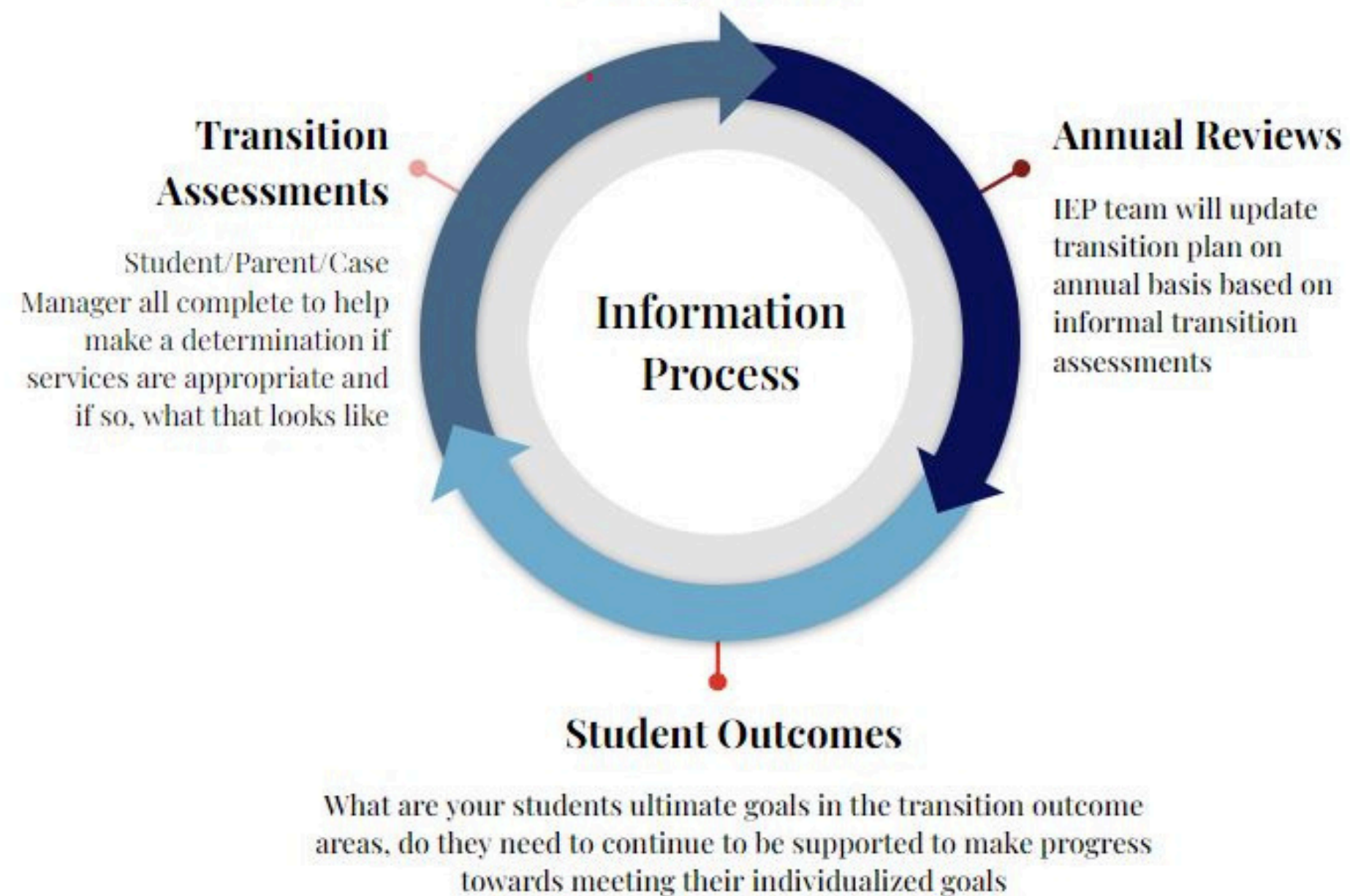
Our supports were designed to remove as many barriers as possible so students can access the post-secondary education system.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM					
9 AM	Class 1	Weekly Check In	Class 1		Class 1
10 AM	Class 1		Class 1		Class 1
11 AM		Class 2		Class 2	CSM
12 AM	Tutoring	Class 2		Class 2	
1 PM				Tutoring	
2 PM					

D86 provides academic advising and support while in addition to paying for two classes



How does a student become eligible for College Access Program?



HIGH SCHOOL PLACEMENT TRANSITION ASSESSMENT

- Course Programing
- Academic Accommodations
- Class supports
- Related Services
- Environment Controls
- Grades
- Attendance
- Employment Experience
- Career Awareness
- Self Advocacy
- Executive Functioning
- Work Completion
- Independent Living
- Social Rec/Leisure

• Parent, student, and staff feedback

Area	Staff	Student	Parent
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area	Staff	Student	Parent
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

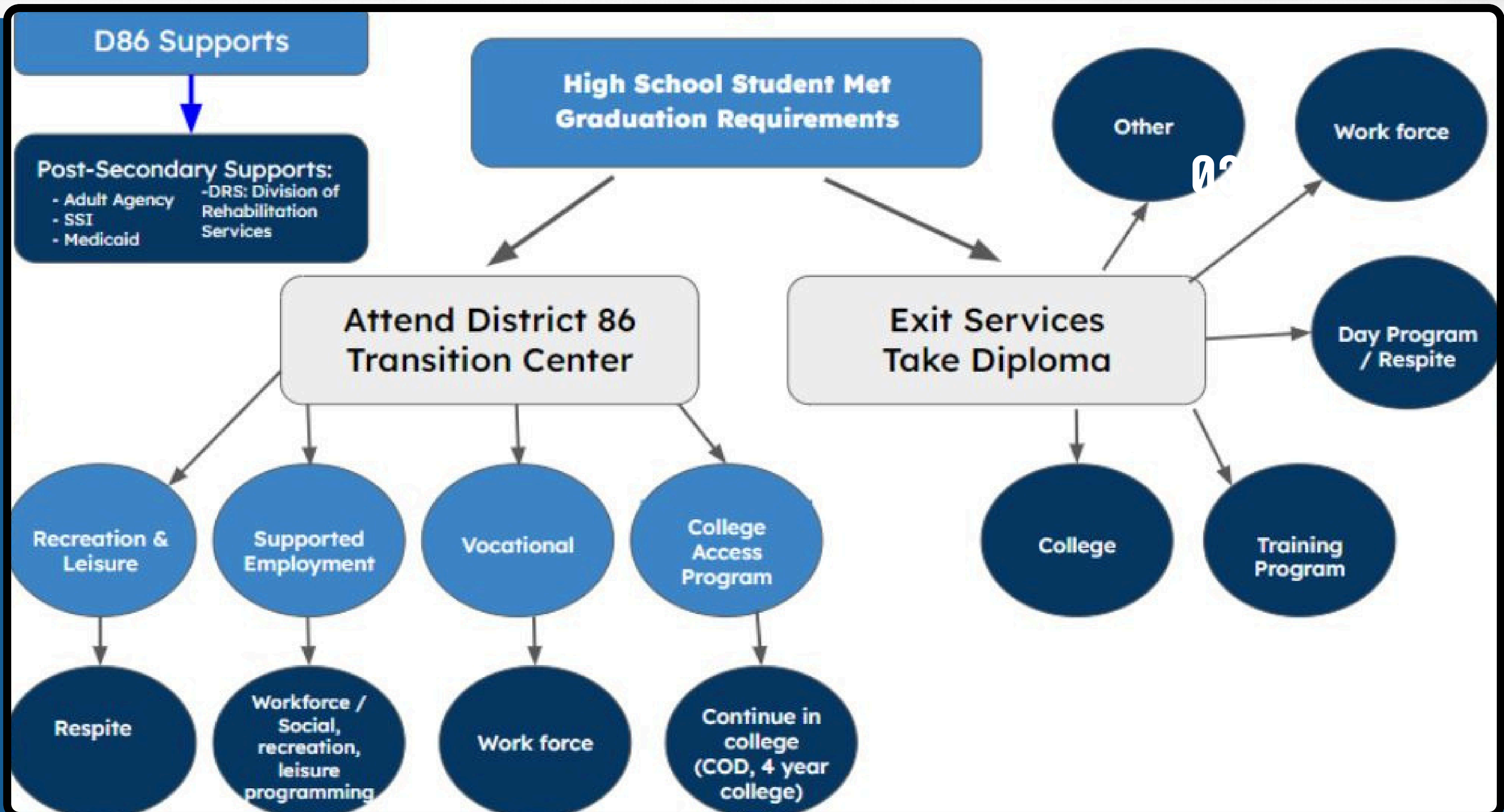
Name	Date Completed:				
Area	Circle or highlight the description that best describes the student				Notes
Course programming	Majority of student's classes are within the Foundations and/or Special Education programming	Student's classes are split between the Foundations and/or Special Education programming with some academic classes being co-taught classes with modifications	Student's classes are co-taught with accommodations and/or general education courses with accommodations	Student's classes are general education with accommodations only	
Academic Accomms	Student receives extensive accommodations and adult support	Student receives a moderate amount of accommodations and adult support	Student uses accommodations such as extended time on assessments alternate location for assessments, classroom role assistance, with adult prompting and assistance	Student uses minimal/basic accommodations independently without adult prompting and assistance	
Academic modifications	Student's curriculum is modified to grade level appropriateness	Student receives minimal modifications (such as only for assessments)	Student receives no modifications		
Class Supports	Student utilizes a 1:1 in 1:2 aide for programming	Student has access to classroom aide	Student has access to classroom aide but rarely utilizes person provided aide supports	Student uses no person provided classroom aide supports	



HIGH SCHOOL PLACEMENT TRANSITION ASSESSMENT : INDICATOR EXAMPLES

Employment/ Work Experience	Student has no prior competitive work experience.	Student has had limited or no competitive employment. Student may have had competitive employment but were unable to maintain employment due to difficulty with maintaining and managing work expectations.	Student may have had prior independent competitive employment, but has had difficulty maintaining employment and/or often moves from one job to another	Student has had prior independent competitive employment.
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Awareness	Student more than likely pursue entry level employment not requiring higher education or certification.	Unsure of career path, wants to explore ability to effectively complete community college and/or certificate programs.	Has an idea of a career path, or at least has identified need to pursue community college and/or certificate program.	Has an identified career path, and is independently pursuing any necessary post-secondary programming/training needed.
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Advocacy	Student in unable to independently advocate for needs and effectively communicate those needs when requiring supports, accommodations, or assistance.	Student requires adult supports/check-in in order to advocate for needs and effectively communicate those needs when requiring supports, accommodations, or assistance.	Student can advocate for needs and effectively communicate those needs when requiring supports, accommodations, or assistance with some prompting/reminders and/or supports in designating process to get required supports.	Student independently advocates for needs and effectively communicates those needs when requiring supports, accommodations, or assistance.
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	Requires ongoing adult supports for organization, breaking down tasks, managing schedule. Student uses visuals (either written or picture) for task analysis, schedules, etc.	Student demonstrates difficulty managing an executive functioning system for scheduling and course expectations/assignments. Student requires adult prompting and assistance with utilizing an executive functioning system and with breaking down large assignments and planning for course requirements.	Student is inconsistent with managing an executive functioning system for scheduling and course expectations/assignments and may need an adult prompt. Student periodically requires adult prompting and assistance with utilizing an executive functioning system and with breaking down large assignments and planning for course requirements.	Student maintains independent executive functioning system for managing schedule, course assignments, tests, etc. Student is able to independently break down large tasks.
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D86 TRANSITION OPTIONS MAP



Leveraging Community **PARTNERSHIPS**

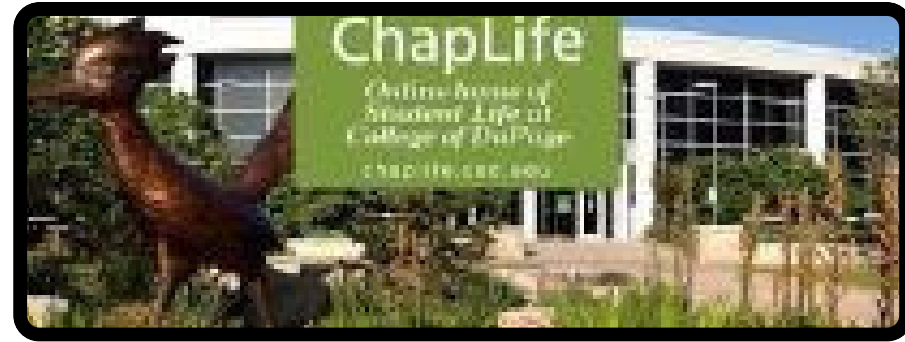


Interagency collaboration can be crucial to a student's successful transition from high school to post-school environments or activities
- Taxonomy for Transition Programing

Friday Guest Speak Series

Bring in bi-monthly agency representatives to talk to students about their supports and how they can benefit students as they progress through college and into adulthood – continue building community partnerships but giving our students even more direct access.





Friday Speaker Series : COD Specific



- 1 Career Services
- 2 Center for Access & Accommodations
- 3 Financial Aid Office
- 4 TEC & Project HireEd
- 5 Academic Advising
- 6 Mental Health Counseling
- 7 Chap Life – Student Social Clubs



THE COMMUNITY HOUSE

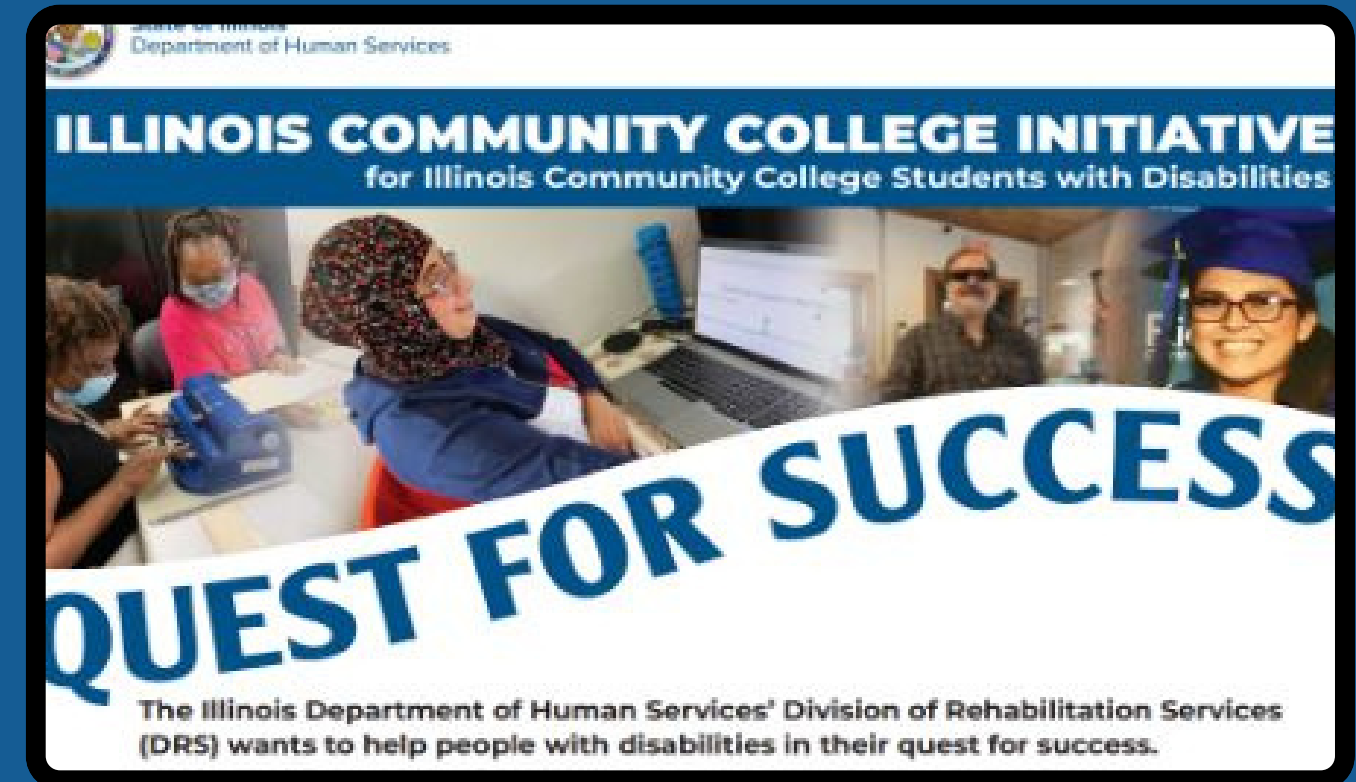
CH Mission: The Partners Program provides counseling and therapy services to children, adolescents, adults, couples and families. Services are provided at no cost to the residents of Hinsdale Lake Terrace, Hinsdale Point, Waterfall Glen, and Echo Lane.

Partnerships are the key to strong and healthy communities. The Partners Program uses relationships with other service providers in the community to help clients find the services to meet their needs.



DIVISION OF REHABILITATIVE SERVICES (DRS)

- 100% of Bridge students have an open case with DRS
- We use high school STEP funds to pay for tuition for up to two classes while in our program.
- Connect all students to Adult DRS counselor so that they can access the CCI grant once they exit programming



Service Learning



Bridge Summer Camp - On Boarding Program

Option 1

Career Development - Four-week program taught in collaboration with COD Advisor. Students earn 2 credits while exploring potential career options and how COD can support those goals.



Option 2

Field Experience: Students earn 1 credit through COD. Class is taught in collaboration with COD Field Studies Manager. Culminating activity is 2 night camping trip with COD and transition staff.



EVOLUTION OF PROGRAMING



SEL:
No Related Services, access to community college - Need for appropriate emotional regulation skills

Service Learning/Community Building: Practice Career Readiness Skills - Meet potential future employers



WHAT WE LEARNED FROM YEAR 1

Partner with COD:
Establish relationship with Counseling Office, Access Center for Accommodations, Continuing Education Office, connection to other on campus dual enrollment programs and staff.

Identification: Begin early, increase exposure to and build team to identify students. Implement structured year-long transition activities (IDEA vs. ADA presentation, campus visit, placement tests, meet with counselors).

EVOLUTION OF PROGRAMMING : YEAR 2 AND BEYOND!

ENROLLMENT CONTINUES TO GROW (60+ STUDENTS A YEAR) WE MAKE UP OVER ½ OF THE TOTAL TRANSITION PROGRAM.R P

CREATION OF A HYBRID VERSION OF CURRENT PROGRAMMING ALLOWING STUDENTS TO FOCUS ON VOC, IND. LIVING, AND COLLEGE ACCESS

COLLEGE STRESS MANAGEMENT CLASS ON CAMPUS AND ACCESSED THROUGH CONTINUING EDUCATION OFFICE

SUPPORT AT LOCAL HIGH SCHOOLS TO PROVIDE PRESENTATIONS AND SUPPORT TO STUDENTS AND FAMILIES THROUGHOUT THE SCHOOL YEAR.

Employment Protocol :
Encourage competitive employment, work into weekly Bridge schedule.

SUMMER BRIDGE PROGRAM

TRANSITION PLC TEAM CREATED AT HIGH SCHOOL LEVEL TO ASSIST IN IDENTIFYING AND SUPPORTING POTENTIAL BRIDGE STUDENTS AS WELL AS POST-SECONDARY EXPECTATIONS FOR ALL COLLEGE BOUND.

DEVELOP RUBRIC: PATHWAYS FOR POST-SECONDARY EXIT
YEAR 2 BRIDGE
CERTIFICATE PROGRAMS
COMPETITIVE EMPLOYMENT
TRANSITION CENTER

EXIT ASSESSMENT



- Created an assessment to measure 11 indicator areas to determine if a student was ready to exit
 - Outside Agency
 - Career Awareness
 - Social/Rec Leisure
 - Employment/Work Experience
 - Transportation/Travel Training
 - Executive Functioning Skills
 - Self-Advocacy
 - Attendance
 - Grades
 - Student Voice
 - FAFSA
- Parent, student, and staff feedback
 - March – assessments are completed and scored
 - Early April – hold planning meetings with teams to discuss and create a plan

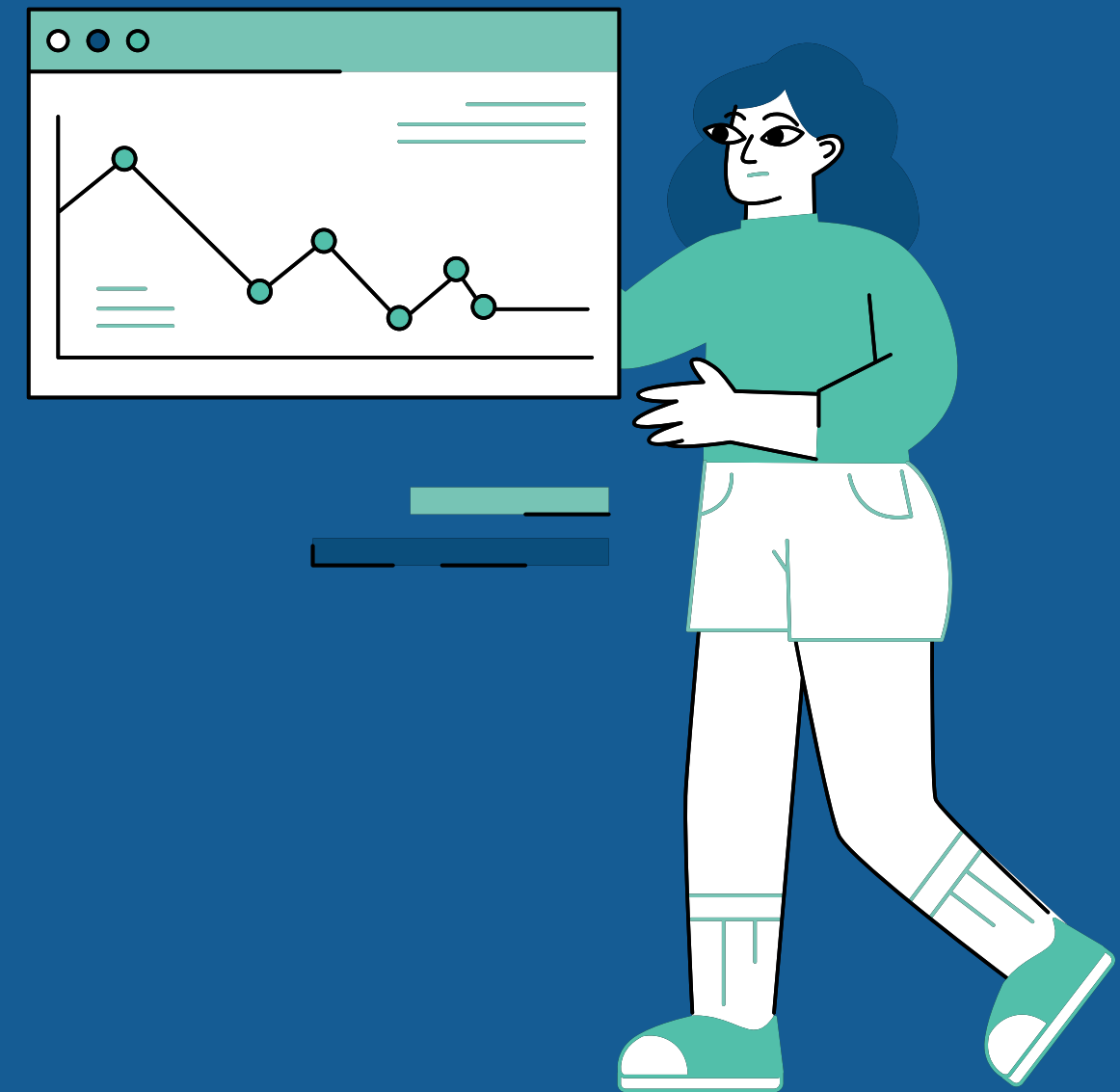
EXIT RUBRIC EXAMPLE

Area/Rating	1	2	3	4
Outside Agency	Student is not linked to any outside agencies. Student was NOT able to identify what types of outside supports are needed for them to be successful.	Student is not linked to any outside agencies. Student was able to identify what types of outside supports are needed for them to be successful.	Student has open DRS case and is linked to at least one outside agency. Student was NOT able to identify what types of outside supports are needed for them to be successful.	Student has open DRS case and is linked to at least one outside agency. Student was able to identify what types of outside supports are needed for them to be successful.
Career Awareness	Student answered less than 3 on career services likert scale of the questions and had 1 or more proficient answers for soft skills inventory answered less than 2 for the career readiness questions.	Student answered 3 or less on career services likert scale and had 4 or more proficient answers for soft skills inventory and answered less than 2 for the career readiness questions.	Student answered 3 or higher on career services likert scale and had 6 - 9 proficient answers for soft skills inventory and answered 2 of 3 for the career readiness questions.	Student answered 3 or higher on career services likert scale and had 10 or more proficient answers for soft skills inventory and have answered yes to all 3 of the career readiness questions.
Social/Rec Leisure	Student answered independent in 1 - 6 areas	Student answered independent in 7 - 10 areas	Student answered independent in 11 - 13 areas	Student answered independent in 14 - 17 areas
Employment/ Work Experience	Student has no paid work experience	Student has limited previous paid work experience. Student is no longer employed	Student has previous paid work experience. Student is no longer employed	Student has previous paid work experience and is currently employed
Transportation/ Travel Training	Student does not have drivers licences or know how to ride public transportation and does not know how they will get to COD independently.	Student does not have a driver's licence or know how to use public transportation, but has secured a way to get to COD for next year.	Student does not have licences or knows how to use public transit but does know how they will get to COD next year.	Student has drivers licences and or knows how to ride public transportation and knows how they will be getting to COD next year.
EF Skills	Student scored 21 or below or less "Agree or Strongly Agree" responses according to the Bridge Transition Assessment	Student scored at least 22 (70%) "Agree or Strongly Agree" responses Bridge Transition Assessment	Student scored at least 25 (80%) "Agree or Strongly Agree" responses Bridge Transition Assessment	Student scored at least 28 (90%) "Agree or Strongly Agree" responses Bridge Transition Assessment

4 or above on likert scale on question (3) = a 4 on rating scale.

Self-Advocacy	Scored 6 or less on self-determination skills by answering independent. Student is still requires supports with accessing supports and services at COD and social emotional supports. Still needs some intensive prompting from Bridge or other staff/adults.	Scored 7 or more on self-determination skills by answering independent. Student is still requires supports with accessing supports and services at COD and social emotional supports. Still needs some intensive prompting from Bridge or other staff/adults.	Scored 8 or more on self-determination skills by answering independent. Student is generally independent with accessing supports and services at COD and social emotional supports. Still needs some limited prompting from Bridge or other staff/adults. Student is independent in at least 2 areas of COD support.	Scored 9 or more on self-determination skills by answering independent. Student is completely independent with accessing supports and services as it pertains to COD and social emotional supports. Student scored a 3 or more on COD supports.		
Attendance	Student has 50% or below attendance in Bridge Program.	Student has 60% or above attendance in Bridge Program.	Student has 70% or above attendance in Bridge Program.	Student has 80% or above attendance in Bridge Program.		
Grades	Student has passed fewer, or currently receiving failing grades (D or worse) in less than 75% of their classes.	Student has passed, and is currently passing, 75% of their classes.	Student has passed 100% of their classes, or currently passing, but has 1 withdraw from only 1 course.	Student has passed (C or better) 100% of their classes and has 0 Withdraws.		
Scoring Rubric			28 to 36 recommended to transition from Bridge to COD		24 to 28 recommended to continue with transition services from DSE	
					Total Score	
Student Voice	Student wants to exit from Bridge.			Student believes they would benefit from an additional year in the Bridge Program.		
FAFSA	Student has not started FAFSA form, and seems very unfamiliar with what FAFSA is, and needs intensive supports to complete.	Student has not begun FAFSA form/process, but is planning on completing. Has an idea of where to go to get supports.	Student has started the FAFSA form and is in process of completing, knows where to go to get supports on completion if need be.	Student has completed FAFSA form and is set to receive funding.		

PROGRAM DATA



WHATS WORKING?

Access & Accommodations

- Students self-disclosure – National rate 28% / College Access 100%
- Indicator of success in meeting post-secondary education outcomes

Learning Commons (On-campus tutoring services)

- 90% of College Access students accessed Learning Commons

Counseling Center

- 95% of College Access students accessed their student counselor at least 1 time during the fall /spring semester

COD Field and Experiential Learning Department

- 40% participation in experiential learning trip; development of SEL growth; access to educational cultural development

Career Services

- 100% of Bridge students have accessed Career Services at least 1 time each semester

Continuing Education

- 100% of students enrolled in a Continuing Education course (College Stress Management)

COD Social Activities – Student Life

- 90% participation in Student Life activities / 2 students actively involved in student based organizations

Look at Indicator 14 data. Complete a Transition Center Services Audit

Do you have a local community college that you could partner with? Meet with the disability office.

Begin to look at the data, are you seeing similar trends? If so this is a compelling story to pitch a new program.

Draft the proposal!

Talk to your local stakeholders.

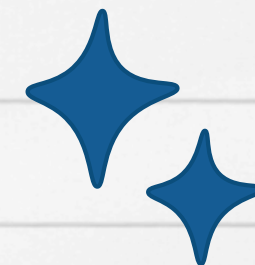
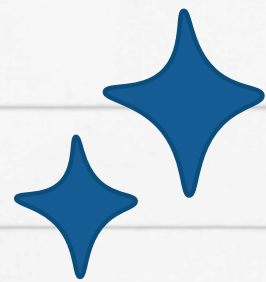
We are happy to share any of our information with you.



WHAT
CAN YOU
DO?



QUESTIONS?





CONTACT US

Please feel welcome to contact us:

Justin Ladas - Bridge Program
Jladas@hinsdale86.org

Ray Baker - Bridge Program
RBaker@hinsdale86.org

