

Assisting Members in Attaining Education Goals

Importance of Education and Employment

- Education is often the key to financial security through employment.
- Consistent with treating members like anybody else, we should assume they have the same variety of education and employment goals.
- Barriers to education and employment can and should be addressed directly.

“Education” Can Be Broad

- Education that leads to greater self-sufficiency will be emphasis here.
- But, there are other types of education that individuals may want to pursue.
- Education can include not only courses for credit, but non-credit courses and personal development education.

Discussing Education

- Do you know where your members are in educational attainment?
- Have you discussed education opportunities with your members?
- Do you think there is interest?
- What barriers do you think exist that prevent individuals from reaching education goals?

Beginning the Support

- Identify where your member is in his or her education attainment.
- Inquire about goals for the future and career paths that member has considered.
- Match those goals/career paths with the requisite education necessary to get there.
- Encourage member to consider the job market and availability of jobs where he or she wants to live.

Where is Your Member in Education Attainment?

- Currently Attends High School
- Does not attend high school and has not aged out
- Aged out of high school with no diploma
- Studying for GED
- Obtained GED
- Attends Adult Basic Education
- Graduated from High School
- Attends Vocational Training Program
- Completed Vocational Training Program

Where is Your Member in Education Attainment?

- Attends Community College
- Completed Community College
- Attends 4 Year University
- Attained 4 Year Degree
- Attends Graduate School
- Attained Graduate Degree

Students K-12: Gathering Information

- What grade are you in?
- What is your class like?
- Are you receiving any help at school?
Who is providing it?
- (Parents) Has your child ever received special education services?
- Is your child currently receiving special education services?

Students K-12: What are You Trying to Find Out?

- Does the student have an Individualized Education Plan (IEP)?
- If not, should the student have an Individualized Education Plan (IEP)?
- Does the student have a 504 plan?
- If not, should the student have a 504 plan?

Special Education Services

- Services provided through implementation of an Individualized Education Plan (IEP).
- Disability must adversely effect educational performance.
- Students may receive services until 22nd birthday or end of that school year.

Individualized Education Plan

- Should include post secondary goals that address education/training, employment and independent living, if appropriate.
- If student is 15, transition component should be planned.
- By 16, transition plan should be in implementation stage.
- A proper transition from school to adult services often takes advocacy and support.

Requesting and Reviewing Individualized Education Plan

- Important to know what services are being provided and identify areas of collaboration.
- Each school district develops their own release.
- Parent requests that info be released and to whom it may be released.

IEP: Summary of Performance

- Students with IEPs can request a “Summary of Performance.”
- At the time of transition out of high school, this document provides information to the next educational institution on the student’s performance level.
- Could be helpful in future planning.

Our Role in the Individualized Education Plan Process

- *Fill in here. Should at least include coordination of health care services.*

When Individualized Education Plan is Not in Place

- Family can request that eligibility for Individualized Education Plan be determined.
- A team will explore if they have enough information to determine eligibility.
- If not, child can be tested with parent approval.
- If eligible, then Individualized Education Plan is developed.

The 504 Plan

- If individual's disability does not require an IEP, he or she may have a "504 plan."
- A 504 plan lays out what reasonable accommodations are planned.
- Assures that there is no discrimination in the delivery of the mainstream education services.

The Education Career Plan (ECAP)

- ECAPs are available for all students in Arizona.
- Support to start when entering 9th grade.
- Helps with the coordination of services for transitioning out of school/

Advocacy Pyramid for Obtaining Necessary Services

- All advocacy should start with individual school and asking for what is necessary.
- When denied, relevant school district personnel should be contacted.
- It is important to find the local support and advocacy services to help individuals navigate through this.
- You have to give people a chance to do what is right before you can take it to a higher level.

High School Graduation

- Arizona students that meet graduation criteria and their assessment requirements receive a regular diploma.
- When a student earns a diploma and their assessment requirements are met, services are terminated and only adult services are available.
- If student does not earn diploma, he or she will simply age out of the system.

Adult Basic Education

- Community colleges must accept all.
- Placement tests in reading, writing and math determine what classes and how many classes are available.
- Adult Basic Education is available for those whose test scores indicate the need for remedial work in tested areas prior to enrollment in community college classes.

Passing GED Test

- Some training and vocational schools require passage of GED.
- GED prep courses are available to help individuals pass this test.
- One-Stop Career System provides free GED classes, but there may be a waiting list.

Post Secondary Disability Services

- Unlike K-12, there is no obligation that a school identify individuals with disabilities.
- Burden of proof is on the student with a disability.
- Individuals **MUST** self-disclose and work with the disability services office within the school.
- Eligibility for special education services in K-12 does not automatically mean eligibility for post secondary disability services.
- Nothing is **modified** in post-secondary school, only **accommodated**. (“academic adjustment”)

Funding Education

- Can be explored with designated resource person for GED and Adult Basic Ed.
- Grants and loans: www.fafsa.ed.gov
- Scholarships, including school specific
- Education tax credits
- VR funding of education and training
- Individual Training Accounts at One-Stops
- www.mschoolhousefoundation.org (homeless children)
- PASS Plans (Social Security)

Important Education Resources: General

- Director of Special Education or transition specialists in local school district.
- Disability Services Offices at local colleges
- Local advocacy organizations or parents' groups

Important Education Resources: Specific

(Fill in specific resources in your communities, or, if too many, don't use this slide but do a handout.)

Incorporating into Visits

- It is key that you lay out an expectation that education and employment are options for your members.
- What would be the easiest way to incorporate this topic into your work?
- What supports would you need to be able to do this?
- Do you think it will bring a benefit to your members?

Cultural Competency

(Fill in any cultural competency components for particular populations that your agency works with that may arise in talking about education)

Role Play

(Use this slide to set up a case scenario, if necessary. Or just put it on separate sheet)

Internal and External Policy Change

- Are there any internal policies or procedures that will create a barrier to incorporating this into our work?
- Are there any state or federal policies that will create a barrier to incorporating this into our work?
- How can we create an open dialogue on this and a system for documenting changes needed?