

Instruction on Post Secondary Proposal

Duration – 2-Week program

Days – Monday/Wednesday/Fridays for 2 hours each session (Days can be flexible based on student's schedule)

Total length of training - 10 hours

Rate – \$700

Location – Virtual (OPR Google Classroom) and in person option available

Group Ratio – 4 students to 1 instructor. 4:1 Average setting.

Minimum 2:1 and Maximum 5:1

OPR agrees to the following: Agreement with the Pre-ETS fee. Agreement to provide intensive support for students who require it to participate in Pre-ETS. Agreement to adhere to DORS' Pre-ETS reporting requirements.

Student Learning Objectives

- 2.1 The students understand how education beyond high school is needed to access jobs in many areas.
- 2.2 It was described to students how further education and training may help them meet individualized career and personal goals.
- 2.3 The students understand a variety of post-secondary education and training opportunities, including career related workshops, training programs, community college, military service, trade/tech school, universities and post-secondary programs for students with disabilities.
- 2.4 The students understand disability related laws and their related rights and responsibilities in a post-secondary setting.
- 2.5 The students have gained awareness of educational resources and websites.
- 2.6 The students understand admission requirements and the possibility of testing accommodation.

Materials:

- Student notebooks for journaling
- Handouts:
- Desktop/laptop if virtual
- Pens, pencils

Week one

Objective 2.1 to students-The students understand how education beyond high school is needed to access jobs in many areas.

Define post-secondary education to students- formal learning beyond high school.

Many jobs will require higher education as a requirement.

Ask students what kind of jobs interest them. What field do they want to enter?

Refer to (U.S. labor and statistics education and training assignment on detailed occupations).

Instructor will refer to employment ads on websites such as indeed, ZipRecruiter, hireups etc. to model searching for employment, Students will practice this and choose a job they may desire.

Ask students to search the ads, paying particular attention to “education requirements”.

Students to complete worksheet . [Microsoft Word - Worksheet for Researching Occupations.doc \(clarion.edu\)](#) on researching occupations. Students will also look at list for projected job growth and salaries.(Instructor will note, that most of the jobs requiring a higher education, have a higher pay scale.

Play career/education game : : [▷ Home Page - TheWayUp! Assessment: Journal J](#) “The education requirements for my desired career are” Entries are read aloud. Instructor will check for understanding.

Objective 2.2 It was described to students how further education and training may help them meet individualized career and personal goals.

More education and training, more opportunities. Continuing your education and training and upgrading your skills offer a number of benefits :

- More money
- Make more connections
- Boosting confidence
- Impressing employers
- Increase personal goals-better understanding of living a healthy lifestyle

Students complete worksheet. . [RESEA-Supplemental-Worksheets-Rev-6-15-21.pdf \(hawaii.gov\)](#) Reflect on how education might influence each area positively.

Journal-How can higher education impact my life?

Objective 2.3: The students understand a variety of post secondary education and training opportunities, including career related workshops, training programs, community college, military service, trade/tech school, universities and postsecondary programs for students with disabilities.

Ask students to redefine postsecondary. Tell them we are going to look at some options that may be available to them after high school.

Give students an overview of postsecondary opportunities: Education/training programs, career-related workshops, training programs, community colleges, universities, military, trade/tech schools, and postsecondary programs for students with disabilities.

Ask students to think about options. We will further look at each option to further explore what may be right for them.

After learning about their options, ask students:

- Do you want to attend college? Why?
- Where are you thinking about going?
- Would you want to live on campus or commute?
- Do you want to attend a private, or community college? A university? Why?
- Ask if anyone is interested in serving in the military.

Meet disabled students studying at Cambridge [Meet Disabled Students at Cambridge \(youtube.com\)](https://www.youtube.com/watch?v=UW3333333333)

Students view [The Benefits of Joining the Military After High School May Surprise You \(youtube.com\)](https://www.youtube.com/watch?v=UW3333333333)

Students work on Postsecondary Options Worksheet

[file:///C:/Users/marte/Downloads/Activity_%20Comparing%20Schools%20%20%20%20%20%20%20%20%20%20%20%20%20%20Name_%20_____20\(10\).pdf](#)

[College Knowledge - Wordsearch \(wordwall.net\)](http://wordwall.net)

Week 2

Objective 2.4-The students understand disability related laws and their related rights and responsibilities in a post-secondary setting.

There are 3 important laws that protect students with disabilities:

- Individuals With Disabilities Education Act (IDEA)
- Americans With Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1970

Instructor will give a description of each law and how they protect.

Instructor will read the components of each law and who/how they protect.

Check for understanding with students regarding laws.

- Tell students, just as schools bear the responsibility to honor their rights, they have a responsibility as well. Tell students they must advocate for themselves=self advocacy.

- The state in which you reside may have human rights laws related to disability.
- Laws don't require schools to lower their academic standards. They will not give you easier work or change the rules to make it easy for you.

Assessment: Assessment-Disability laws quiz [Disability laws quiz.pdf](#)

Objective 2.5: The students have gained awareness of educational resources and websites.

Ask students if they know what a resource is. A resource is a person or organization with materials, money, staff, and other assets necessary for effective operation. Perhaps you've heard it in someone's title:

- Resource teacher-an educational professional who provides small group instruction to disabled students.
- School resource officers are law enforcement agents who provide services in a school.

Tell students they have probably used many resources to help them in school. Tell students they will continue to need resources as they transition into postsecondary education. Some resources may be college or career fairs to help guide them. Other resources may be through local counties, the state of Maryland. or nationwide. Tell students their high school guidance counselors are also an excellent resource.

Visit the various websites with students: www.appily.com

[Guide To Trade Schools For Students With Disabilities \(affordablecollegesonline.org\)](http://affordablecollegesonline.org)

[Resources for Students with Disabilities | EducationUSA \(state.gov\)](http://state.gov)

[Resources – Learning Disabilities Association of America \(ldaamerica.org\)](http://ldaamerica.org)

[Students with Disabilities Preparing for Postsecondary Education](#)

Present students with various scenarios where assistance may be needed. Challenge them to visit the websites provided and to identify resources for each situation..

Assessment: What is a resource? What is an educational resource? Identify resources/websites that you may visit while in the college planning stage or when enrolled in college.

Objective 2.6: The students understand admission requirements and the possibility of admission accommodations.

Tell students there will be certain admission requirements to attend college and various postsecondary schools.

- The SAT or ACT college entrance exams are used by many colleges in the U.S. to make admission decisions. Although they are used widely, there are many test-optional colleges in the U.S. A test-optional college allows students to decide whether they want to include scores on their application.
- Most trade/technical schools will require an assessment test for admission.

- The Armed Services Battery is administered to individuals seeking to join the military.

Accommodations for test taking:

The ADA ensures that individuals with disabilities have equal opportunities to compete with nondisabled students entering schools. Exams must be offered in a manner accessible to them. Exams covered are High School Equivalency (GED), college entrance exams (SAT, ACT) and licensing exams for trade purposes.

Instructor will give examples of accommodations that may be given.

Students who choose to reside in campus housing may request accommodations for housing, Instructor will give examples of accommodations that may be given.

The ADA does not protect commissioned officers or enlisted members. This applies to all branches of the military. This law only protects civilians working in the military. The Armed Services Battery (ASVAB) has an alternative Career Exploration Program (CEP) that may be suitable for individuals who cannot earn acceptable scores without accommodations.

The instructor will read several scenarios involving students and accommodations and discuss outcomes with students.

View the video. Discuss

[SAT and ACT Accommodations: College Admissions Simplified \(youtube.com\)](https://www.youtube.com/watch?v=...)

[How to Get SAT and ACT Accommodations \(youtube.com\)](https://www.youtube.com/watch?v=...)

Assessment (oral) accommodation rules

Journal: I feel ___ about my future after high school”.

Sources

[College Admissions Planning for Students With Learning Disabilities - Educational Advocates](https://www.collegeboard.org/...)

[Guide your student to know their rights: IDEA and the ADA – Perkins School for the Blind](https://www.idea.org/...)

[Americans with Disabilities Act - National Parent Center on Transition and Employment \(pacer.org\)](https://www.pacer.org/...)

[Guide to Disability Rights Laws | ADA.gov](https://www.ada.gov/...)

[Rights and Responsibilities of College Students with Learning Disabilities \(LD\) – Learning Disabilities Association of America \(ldaamerica.org\)](https://www.idaamerica.org/...)

[ASVAB Accommodations \(study.com\)](https://www.study.com/...)

[Common Testing Accommodations | ETS](https://www.ets.org/...)

[Postsecondary Institutions and Students With Disabilities | ADA National Network \(adata.org\)](https://www.adata.org/...)

[Guide to Disability Rights Laws | ADA.gov](https://www.ada.gov/...)

www.linkedin.com

www.indeed.com

[Occupations with the most job growth : U.S. Bureau of Labor Statistics \(bls.gov\)](#) and occupation salary

[May 2023 National Occupational Employment and Wage Estimates \(bls.gov\)](#)

[The Value of Education and Training After High School: How Postsecondary Credentials Impact Earnings \(rand.org\)](#)

[Post Secondary Educational Options – Learning Disabilities Association of America \(ldaamerica.org\)](#)

[Meet Disabled Students at Cambridge \(youtube.com\)](#)

[Guide To Trade Schools For Students With Disabilities \(affordablecollegesonline.org\)](#)

[Resources for Students with Disabilities | EducationUSA \(state.gov\)](#)

[Resources – Learning Disabilities Association of America \(ldaamerica.org\)](#)

[Students with Disabilities Preparing for Postsecondary Education](#)

[ASVAB Accommodations \(study.com\)](#)

[List of Accommodations and Modifications \(nyced.org\)](#)