



COLORADO DEPARTMENT *of* EDUCATION

Student and Family Support around School Closures Lessons Learned and Future Recommendations

By:

Cori Canty Woessner

Manager of Special Projects for Colorado Graduation Pathways

November 2013

Division of Innovation, Choice and Engagement
Office of Dropout Prevention and Engagement
201 E. Colfax Ave., Denver, CO 80203
(303)866-2266
CantyWoessner_C@cde.state.co.us

Table of Contents

Executive Summary

Background **4**

Accountability and School Closures
Impact of School Transitions during High School

Pilot **5**

Vilas Online High School
Vilas Student Transition Support Project
Project Structure
Project Components
Results
Lessons Learned

Future Recommendations **8**

District and School Process
Timing
Specialists
Follow-up Activities

Bibliography **10**

Appendices **11**

Appendix A: Recommended Timeline and Strategies
Appendix B: Project Approach and Process
Appendix C: Job Description
Appendix D: Multiple student and family outreach contacts with details
Appendix E: Letter to families about resources
Appendix F: Project Protocols
Appendix G: Family Outreach Protocol/Form
Appendix H: School Profile Information
Appendix I: High School Choice Considerations
Appendix J: Student Tracker Spreadsheet
Appendix K: Specialist Exit Interview Questions

Executive Summary

As Colorado districts make decisions to close schools, it is important to look at the impact of the school closure on students and families, as well as how districts can support students and families through school closures. The Colorado Department of Education can support districts and schools in understanding the impact of the closure and best practices to mitigate the impact of a school transition on students' academic performance, including graduation.

Background

As Colorado implements the Education Accountability Act, schools, districts and the State Board will make decisions regarding the future of specific districts and schools. The Education Accountability Act dictates that the State Board must remove a district's accreditation if it remains on Priority Improvement or Turnaround for more than five years. Additionally, schools that remain on Priority Improvement or Turnaround plans for more than five years may have recommendations regarding their future made to the State Board, including the possibility of school closure.

In Colorado, local school boards have the authority to close schools. At the local level these decisions have generally evolved around consolidation of schools, low enrollment issues, lack of sufficient funding and circumstances unique to the school district and community.

Pilot

In spring, 2013, the Vilas School Board decided to close the high school portion (ninth through twelfth grade) of the Vilas Online School. When the Office of Dropout Prevention became aware that this portion of Vilas Online School would be closing, the possibility of direct support to students and families in transitioning to a new school was considered in the context of the office's current High School Graduation Initiatives grant. Through a series of conversations, Vilas volunteered to participate in a pilot project to support effective transitions, thereby preventing dropouts, while identifying effective strategies for student and family supports around school closure.

The outreach effort to students and families in coordination with the Vilas School District was developed as a pilot project (the Vilas Student Transition Support Project) in order to achieve several objectives. These objectives include:

- Documentation of best practices with school closures using student and family transitions as the focus
- Development of outcome evidence surrounding intentional outreach efforts
- Construction of recommendations for districts and the Colorado Department of Education

Results and lessons learned as a result of the project indicated a strong correlation between communication with outreach specialists and successful transitions to new schools. Exit interviews during the conclusion process provided clear direction regarding future recommendations for districts and the Colorado Department of Education.

Recommendations

Although the Colorado Department of Education can support students and families through transitions due to school closures in a variety of ways, it is recommended that the outreach work be coordinated by the district and school board that made the decision to close the school. The Colorado Department of Education can assist districts in this process by providing recommendations and tools as described in this document – see appendices.

Background

Accountability and School Closures

As Colorado implements the Education Accountability Act, schools, districts and the State Board will make decisions regarding the future of specific districts and schools. The Education Accountability Act dictates that the State Board shall remove a district's accreditation if it remains on Priority Improvement or Turnaround for more than five years. Additionally, schools that remain on Priority Improvement or Turnaround plans for more than five years may have recommendations regarding their future made to the State Board, including the possibility of school closure. For more information on school accountability visit: www.cde.state.co.us/accountability/stateaccountability.

In Colorado, local school boards have the authority to close schools. At the local level these decisions have generally evolved around consolidation of schools, low enrollment issues, lack of sufficient funding and circumstances unique to the school district and community.

The purpose of this report is to inform local education agencies about the impact of school closures on students and families, and to make recommendations for support for students and families faced with school closures. Processes and strategies described in this report have been shown to reduce negative impacts of school closures and increase the likelihood of students' continuous enrollment in a Colorado school.

Impact of School Transitions during High School

School closures lead to students making a decision between switching schools and discontinuing their education. In these instances, it is preferable that students switch schools with the goal of minimizing disruptions to each student's educational journey.

The impact of switching schools has been the subject of research for over 20 years. The concept of switching schools is currently being referred to as a 'horizontal transition', as opposed to 'vertical transitions' which refer to students changing to a new school due to grade promotion, such as students moving from an elementary school to a middle school or junior high school.

Horizontal transitions have educational consequences, as described in seminal research by Rumberger and Larson (1999):

- Students tend to suffer psychologically, socially and academically from mobility.
- Mobile students often experience difficulty in making new friends and fitting in socially to a new school situation.
- Mobility hurts students academically.
- Mobility not only impacts students who change schools, it impacts classrooms and schools who must deal with mobile students.
- Mobility not only hurts mobile students, but also non-mobile students.

The relationship between mobility and academic achievement is complex, however, and cannot consistently be reduced to a simple causal relationship. Various factors must be taken into account, including the student's socio-economic status, previous academic history, the parent's level of education attainment, and the student's indicators of school engagement, such as attendance and behavior.

Establishing widespread policies and systems to support stability in school enrollment would mitigate the impact of mobility on both the students who are experiencing horizontal transitions, as well as the school communities that seek to effectively support transferring students.

"...students who change schools more frequently tend to have lower scores on standardized reading and math tests and drop out of school at higher rates"

~ United States Government Accountability Office, 2010

Pilot

Vilas Online High School

In spring, 2013, the Vilas School Board decided to close the high school portion (ninth through twelfth grade) of the Vilas Online School. Teachers, students and families were sent a letter in April stating that the high school would be closing effective July 1, 2013 due to declining enrollment and persistently low academic achievement levels, which had negatively impacted the district's standing under the state's accountability system.

The Office of Dropout Prevention and Engagement at the Colorado Department of Education was in a unique position to support the students and families during this school closure. This was facilitated as part of the High School Graduation Initiatives grant from the United States Department of Education. Through a series of conversations, Vilas volunteered to participate in a pilot project to support effective transitions, thereby preventing dropouts, while identifying effective strategies for student and family supports around school closure.

Of concern regarding this particular school closure was the number of students who had previously experienced a horizontal transition during high school grades. Students who switch schools more frequently are more at-risk for dropping out compared with students with fewer transitions. Additionally, students in high school are at risk of not graduating due to unaligned graduation requirements between schools and/or districts. This creates the need for additional support for students and families in terms of fully understanding how previous credits earned will transfer or not transfer to new schools and districts, including whether or not the student will now be "off track to graduate" according to the receiving district's graduation requirements.

Vilas Student Transition Support Project

The outreach effort to students and families in coordination with the Vilas School District was developed as a pilot project in order to achieve several objectives. These objectives include:

- Documentation of best practices with school closures using student and family transitions as the focus
- Development of outcome evidence surrounding intentional outreach efforts
- Construction of recommendations for districts and the Colorado Department of Education

Project Structure

A program manager was identified within the Office of Dropout Prevention and Engagement. The program manager developed the project outline in collaboration with CDE's Performance Manager assigned to Vilas and the Office of Online and Blended Learning. The department hired four part-time specialists to provide outreach and support services to students and families directly impacted by the school closure.

Project Components

The project consisted of several components, including identification of necessary information, project approach and processes, and detailing both the outreach and conclusion protocols. Various forms, templates and tools were developed to support the processes and protocols, and are included in the appendix of this document. Tools that were reported as particularly useful include the Family Outreach Form, School Profile Information, High School Choice Considerations and Student Tracker Spreadsheet (see Appendices G, H, I and J).

Project Components:

- Information Needed
- Project Approach and Processes
- Protocol Development, including Forms, Templates and Tools

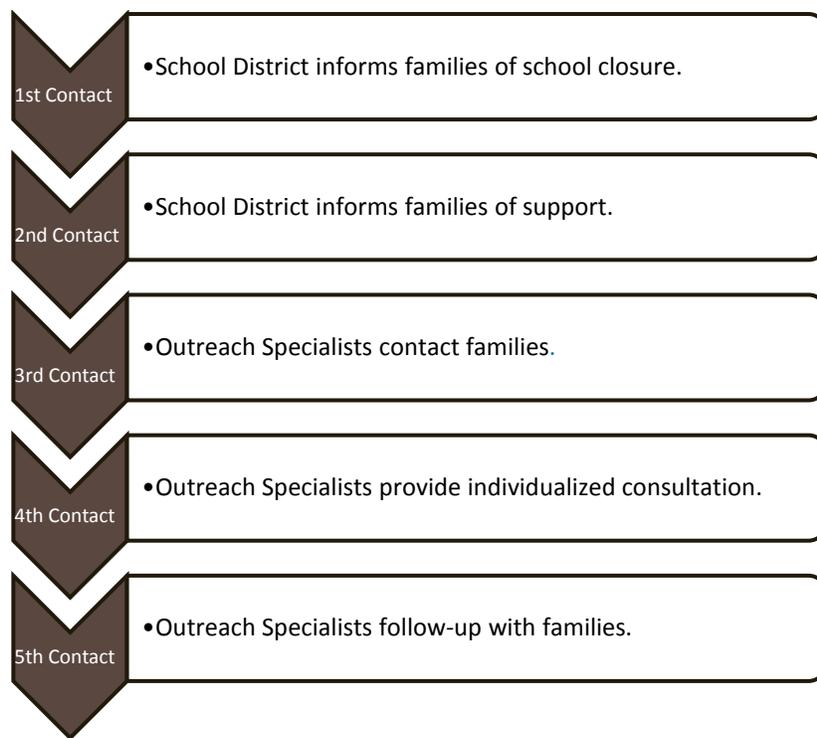
The Colorado Department of Education developed and implemented the project approach and processes. Detailed information can be found in Appendix B. The project approach and processes consisted of:

- 1) Identifying and securing outreach specialists
- 2) Training the specialists for student and family outreach
- 3) Disseminating information, forms, templates and tools to the specialists (see appendices F-J)
- 4) Weekly check-in meetings between the CDE project manager, outreach specialists and other CDE supports
- 5) Receiving updated student information from the specialists.

The student and family outreach protocol consisted of multiple contacts, as described in Figure 1. These points of contact were intentionally developed to provide ongoing support for students and families, as opposed to a single opportunity.

Figure 1. Multiple student and family outreach contacts.

More information can be found in Appendices D, E, F and G.



Conclusion protocols involved the CDE project manager aggregating student information regarding anticipated school of enrollment. This information was shared with Vilas School District with a request for the district to reach out to schools asking to verify enrollment of students. The project manager also conducted an exit interview with each of the outreach specialists to identify successes and opportunities for improvement (see Appendix K).

The CDE project manager worked with Data Services at the Colorado Department of Education in late October and early November to verify enrollment of all students identified as impacted by the school closure. Enrollments were confirmed and compared to information collected from students and families.

Results

Of the 67 students identified as being impacted by the school closure, results were as follows:

- 45 enrolled in another public school in Colorado, as verified through October count enrollment records
- 6 that did not enroll told outreach specialists that they were planning on entering GED programs
- 1 successfully completed graduation requirements and graduated from Vilas School District
- 15 are not enrolled in another public school in Colorado, as verified through October count enrollment records

Although the specialists actively tried to engage students and families multiple times, very few students and families responded to each unique outreach effort. Specialists expressed concern over the late start of the communication and outreach to families, unverified communication to families, and unverified contact information.

There appears to be a correlation between student and/or family communication with a specialist and the student enrolling in school, completing graduation requirements or enrolling in GED programs at the beginning of the 2013-14 school year. Table 1 provides data regarding this correlation.

TABLE 1: Correlation of Outreach Efforts with Enrollment Outcomes

Status of Outreach Effort	Student Status			
	Enrollment Verified through October Count	Transfer to GED program as Reported by Student	Graduated as Verified through October Count	No enrollment verification
Communication occurred between student and specialist	37	6	1	8
No communication occurred between student and specialist	8	0	0	7

During the conversations that outreach specialists had with students and/or family members, there were several topics that were brought up that are worth mentioning. One eighth grade student told the specialist that she would be dropping out of school. The specialist continued to attempt to communicate with the student over the summer, but this student's enrollment was not verified and it does not appear that the student is currently enrolled in a public Colorado high school.

Another student told a specialist about the school that he would be attending. The specialist took the information, but we were never able to confirm the existence of the school mentioned. Further attempts to communicate with the student were not successful. This student's enrollment was not verified, and it does not appear that the student is currently enrolled in a public Colorado high school.

Five students who do not appear to be enrolled in a public Colorado high school were undecided about which high school to attend. Subsequent attempts to communicate with these students were unsuccessful. Ten students whose enrollment has been verified were undecided at the end of the summer about which high school to attend.

Lessons Learned

Strong and early communication from the school district is important in ensuring that students and families are aware of outreach services. In the pilot, this communication would have been improved with verification of receipt of the communication, and explicit information regarding next steps that students and families would need to do in finding a new high school and the support available through the outreach specialists.

Specialists described the methodology, processes and tools developed for this project as necessary for successful implementation. Of particular note was the document containing pertinent information about schools that were likely to be considered by students and families. This document allowed specialists to have considerable information about school options all in one place, as opposed to each specialist trying to research schools on his or her own.

Outreach specialists were more successful when the district was able to update and verify contact information for students and families. All specialists expressed frustration as a result of inaccurate contact information, as well as multiple outreach attempts with no responses from students or family members. Another barrier identified was the lack of school personnel available over the summer to answer questions and support enrollment at schools that students planned to attend.

Future Recommendations

District and School Process

Effective transition planning is essential in reducing dropouts due to school closures. The pilot shows that when transition is actively supported, there is a higher level of school persistence as demonstrated through continuous enrollment in a Colorado high school or GED program.

Timing

Timing is important in order for students and families to have optimal opportunities to transition to a new school. Some strategies may need to be adapted depending on whether or not the school is a brick and mortar school versus an online school, the educational level of the school (elementary, middle grades or high school), the size of the school, including the number of faculty and staff members, and whether the school is urban, suburban or rural. The recommended timeline and associated strategies are described in detail in Appendix A.

Districts should provide ample notice for students and families to fully investigate school options in order to make an informed choice regarding continuous schooling. Colorado has the Public Schools of Choice law, also known as the Open Enrollment law, which allows resident pupils to enroll at schools in Colorado districts for which they are not zoned. Many districts open up choice windows in January each year, with some windows opening as early as December.

It is important to give students and families enough time to:

- Fully research and learn about school options
- Determine how the transfer of credits to the new school or district's graduation requirements will impact the student's on-time graduation
- Identify and acquire additional supports needed for a successful transition
- Complete enrollment and transfer requirements for the selected school



Specialists

The pilot demonstrated that using specifically trained and dedicated outreach specialists was effective in providing support to students and families through the transition to a new school. Timing and requirements for outreach specialists needs to be considered in the context of the school that is closing. Outreach specialists with school counseling backgrounds had the content knowledge, skills and expertise needed to support students and families with this transition. Outreach specialists who knew the students, families and school had context knowledge that contributed to informed support of students. More information and considerations in selecting outreach specialists can be found in appendices B and C.

Trainings, regular check-in meetings and secure communication protocols (including forms, templates and tools) supported a successful process. These processes promoted peer consultation, filled in gaps with knowledge of specific schools and resources, and supported the adjustment and individualization of outreach strategies to meet student and family needs.

Follow-Up Activities

The project manager regularly monitored the enrollment status of students through various phases, as outlined in figure 2. This supported the Outreach Specialists in working with students who claimed to have enrolled in schools that do not exist, or are not accredited. These activities also demonstrate the results of the project efforts.

Figure 2: Monitoring Enrollment Status Activities

Monitor Student Enrollment Status

Monitor Tracker Spreadsheets during outreach to scan for unknown schools, unaccredited schools, and other possible red flags.

Contact schools that students reported intended enrollment to verify enrollment.

Work with CDE to verify enrollment using SASIDs after October Count is complete.

The project manager should also be prepared for last minute communications from students and families who did not take advantage of the outreach services earlier. These families present additional risk factors for students' continuous enrollment, and benefit from "just in time" support services.

Bibliography

Rumberger, R.W., Larson, K.A., Ream, R.K. & Palardy, G.J. "THE EDUCATIONAL CONSEQUENCES OF MOBILITY FOR CALIFORNIA STUDENTS AND SCHOOLS" (1999) *University of California, Santa Barbara, Policy Analysis for California Education, PACE*
<http://education.ucsb.edu/rumberger/internet%20pages/Papers/Stuart%20Report--final.pdf>.

United States Government Accountability Office "K-12 EDUCATION: MANY CHALLENGES ARISE IN EDUCATING STUDENTS WHO CHANGE SCHOOLS FREQUENTLY" (2010)
<http://www.gao.gov/assets/320/312489.pdf>.

Appendices

Table of Contents:

- Appendix A: Recommended Timeline and Strategies
- Appendix B: Project Approach and Process
- Appendix C: Job Description
- Appendix D: Multiple student and family outreach contacts with details
- Appendix E: Letter to families about resources
- Appendix F: Project Protocols
- Appendix G: Family Outreach Protocol/Form
- Appendix H: School Profile Information
- Appendix I: High School Choice Considerations
- Appendix J: Student Tracker Spreadsheet
- Appendix K: Specialist Exit Interview Questions

Appendix A: Recommended Timeline and Strategies

	Physical School Type		Educational Level			Size of School		Geographic Context		
Things to Consider:	Brick and Mortar	Online	Elementary	Middle Grades	High School	Small to Medium	Medium to Large	Urban	Suburban	Rural
January	Notification of school closure to students & families; District identifies project manager; Project manager begins planning outreach activities									
February	<p>School Options Fair for interested students and families; include enrollment processes <i>Schools should be carefully selected to participate based on several factors, including accessibility for students and families, previous records of success (accreditation and SPF status), and grade and physical type alignment with current school. Project manager works with CDE point of contact to develop school information document.</i></p>									
March	<p>Selection and training of outreach specialists <i>Current school counselors at the school or district, individuals with a school counseling background and current relationships with students and families, and current school employees are preferred. It may be necessary to consider retired school employees or school counselors from neighboring schools, districts or similar school settings for outreach specialist positions. Consideration should also be given to the level of effort needed for current school employees to close the current school. Individuals should commit to working throughout the duration of the project.</i></p>									
April	Specialists available to support students and families as requested. Project manager identifies at-risk students who will need additional support through the transition.									
May	Specialists available to support students and families as requested. Project manager confirms student enrollment at receiving schools. District confirms contact information (both summer contact information and permanent contact information) for students and families impacted by the school closure.									
June	<p>Specialists begin targeted outreach to student and families who have not yet enrolled at a school. Specialists begin targeted outreach to at-risk students. <i>Project manager, supported by CDE point of contact, conducts weekly specialist check-in meetings.</i></p>									
July	<p>Specialists continue to outreach to students and families not yet enrolled and/or at-risk. Specialists begin outreach to students and families already enrolled to offer additional support. <i>Project manager, supported by CDE point of contact, conducts weekly specialist check-in meetings. District identifies on-going point of contact within district for ongoing questions from students and families after project completion.</i></p>									
August	Specialists outreach to all students and families on caseload with final communication and to relay district point of contact information.									
September	Project manager or district point of contact verifies enrollments at identified schools and works with CDE point of contact to confirm enrollment through October count data.									

Project Approach and Process

Determining Scope (& Resources Needed):

- How many students will be impacted by the school closure? ____
- Number of Outreach Specialists: ____ (depends on number of students impacted)

Coordination:

- One person to coordinate/check-in with outreach specialists
- Specialists will have caseload of students to work with regarding transition:
 - Format:
 - Approximately 30-45 minutes total per student
 - Via phone, Adobe Connect, other?
 - Specialist documents during conversation
 - Protocols (including topics, tools, templates)
- Follow-up with schools regarding specific students' enrollment

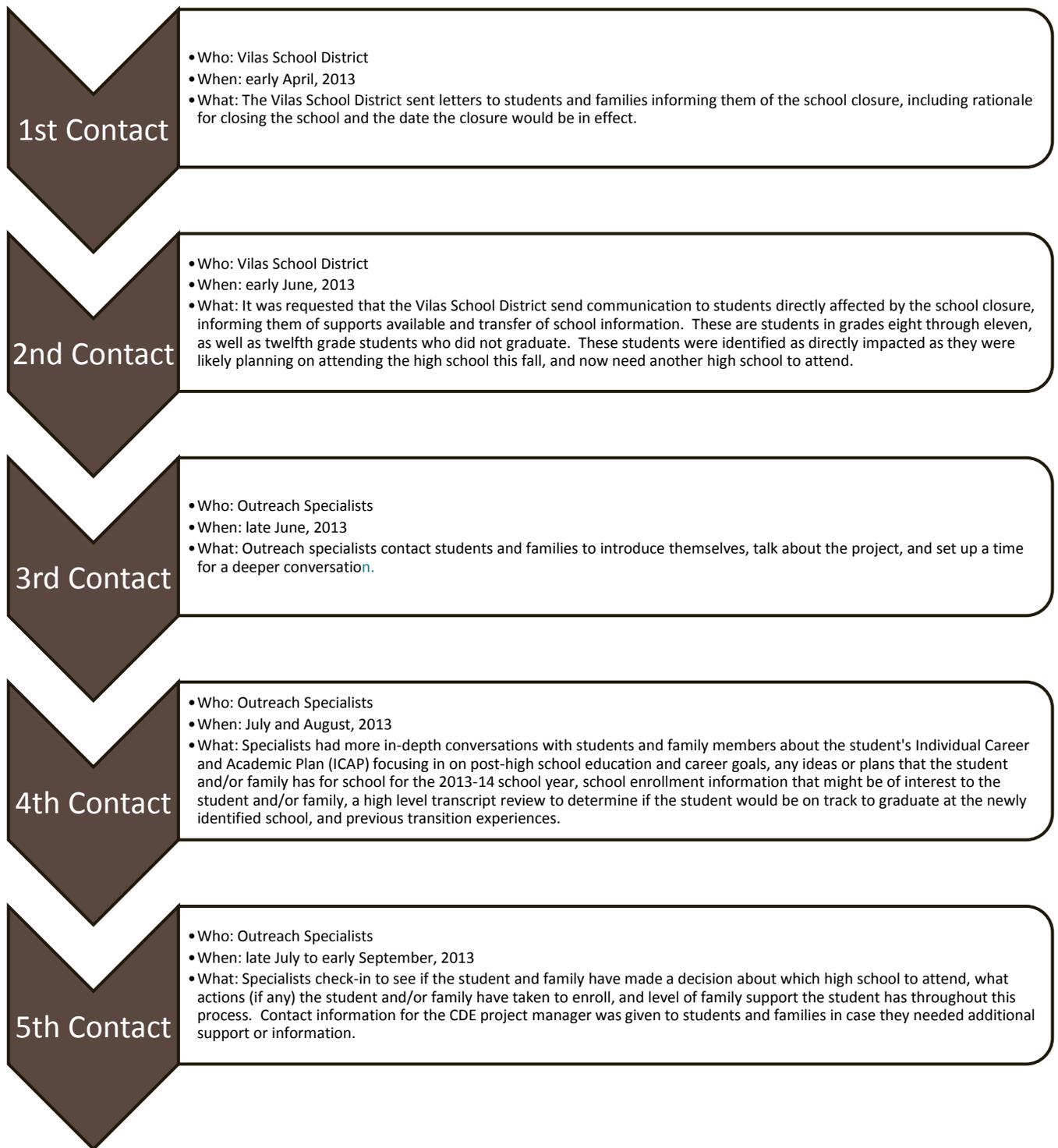
Appendix C: Job Description

Title: Student Transition Outreach Specialist

Major Job Duties:

- A. Participate in a group training at the beginning of the project period.
- B. Participate in other trainings and meetings as requested.
- C. Intentional outreach to students and families.
 - a. Contacting students and families to schedule time to discuss school transition.
 - b. Supporting students with school transition through conversation(s) about:
 - i. Individual Career & Academic Plan (ICAP) review
 - ii. School transition plans
 - iii. Projected school enrollment information
 - iv. Transcript review
 - v. Wrap-around service resources
- D. Collect, maintain and submit data and records regarding outreach activities.
- E. Participate in weekly work group meetings.
- F. Maintain and submit time sheets regularly.
- G. Communicate regularly with coordinator and colleagues.

Appendix D: Multiple student and family outreach contacts with details.



Appendix E: Letter to families about resources

June 20, 2013

Parents and Students

The (name) School District is working to support you and your student in the transition from (name) High School to another high school. As part of that transition, records must be released from (district name), and shared with the new school your student will transition to. The attached letter is notification of your rights regarding that sharing of student information.

Please free to contact us if you need assistance or if any questions arise.

Sincerely,

(name)
Superintendent

(district name) Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the (name) School District receives a request for access.

Parents or eligible students should submit to the school principal/superintendent a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the (district name) Schools to amend a record should write the school principal/superintendent, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the (district name) Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Appendix F: Project Protocols

Project Protocols

1. Student information needed:
 - a. Student demographics
 - i. Name
 - ii. DOB
 - iii. SASID
 - iv. Parent/guardian names
 - v. Phone numbers
 - vi. Email addresses
 - b. Transcript
 - i. All 9-12 courses taken regardless of school
 - ii. Grades
 - iii. Credits
 - iv. 9-12 grade enrollment history
 - c. Assessments:
 - i. TCAP
 - ii. ACT
 - d. ICAP info
 - e. SPED/GT/ELL Program participation
2. Templates/Forms Needed:
 - a. Contact spreadsheet
 - b. Student conversation/information form
3. Support Tools Needed:
 - a. School profiles
4. Process and Protocols
 - a. Training Meeting Date & Content:
 - i. Overview of the project
 - ii. Responsibilities
 1. Attendance @ weekly group meeting
 2. Turning in of documentation each week
 - a. Time sheet
 - b. Contact log
 - c. Student information sheets
 3. Outreach process
 - a. Initial contact
 - i. Introduce self
 - ii. Introduce objective of conversation
 - iii. Discuss parent involvement in process
 1. Consider age
 2. Consider student's self-sufficiency

- iv. Scheduled 30-45 minutes later (if needed)
 - b. Big conversation
 - i. ICAP-related
 - 1. Career goal?
 - 2. College/Post-Secondary Education Goal?
 - 3. What do you want from a HS that would help you get there?
 - ii. Next year school plans?
 - 1. HS in mind already?
 - a. Yes: what have you done to enroll? Have you considered other options?
 - b. No:
 - i. What type of HS
 - ii. Flowchart-type conversation
 - iii. School enrollment information about identified school(s)
 - iv. Transcript review in terms of receiving school's graduation requirements
 - v. Previous transitions?
 - 1. What helped you the most the last time you started at a new school?
 - 2. What would you have liked to have had for support the last time you started at a new school?
 - 3. What kinds of things are going on in your life right now that might get in the way of school next year?
 - c. Follow-up conversation(s)
 - i. Have you decided on a school?
 - ii. Have you done anything to enroll?
 - iii. What else might be getting in the way?
 - iv. What does your family/parents think about all this?
 - b. Weekly group check-ins
 - c. Weekly forms due
 - d. Upload/download process
5. End of project
 - a. Debrief/Lessons Learned interviews with stakeholders
 - b. Fall Follow-up
 - i. Contacting receiving schools/districts in September to check on enrollment
 - 1. Follow-up with non-enrolled students as per this contact
 - ii. Sweep after October Count for all students
 - 1. Follow-up with non-enrolled students as per this sweep

Appendix G: Family Outreach Protocol/Form

Student and Family Outreach

Contact	Category	Topic & Questions	Student Reaction, Comments, Notes
Initial contact: <i>(date & time)</i>	Establish Connection & Purpose	Introduce self	
		Introduce objective of conversation	
		Discuss parent involvement in process 6. Consider age 7. Consider student's self-sufficiency	
		Scheduled 30-45 minutes later (if needed)	
Big conversation: <i>(date & time)</i>	ICAP	Career goal(s)?	
		College/Post-Secondary Education Goal? What type of school do you see yourself attending after high school?	
		What do you want from a HS that would help you get there?	
	Next year school plans? HS in mind already?	If Yes: what have you done to enroll? Have you considered other options?	
		If No: <ul style="list-style-type: none"> • What type of HS are you interested in: B&M or online? • Flowchart-type conversation 	
	School enrollment information about identified school(s)	School Name(s):	

	Transcript review in terms of receiving school's graduation requirements	What would the student need in order to graduate from new school(s)?	
	Previous transitions?	What helped you the most the last time you started at a new school?	
		What would you have liked to have had for support the last time you started at a new school?	
		What kinds of things are going on in your life right now that might get in the way of school next year?	
Follow-up conversation(s): (date/s & time/s)	Check-in	Have you decided on a school?	
	Have you done anything to enroll?	If yes, how did it go?	
		If no, why not? What's gotten in the way of enrolling?	
		What else might be getting in the way?	
Family Support	What does your family/parents think about all this?		

Appendix H: School Profile Information

School Profile Information

School Name

Admin Name School Contact info

Admin Email

Admin Phone

Registrar-Counselor Name

RC Email

RC Phone

School Street Address

School City

School Zip Code

School Main Phone Number

Performance Rating

Graduation requirements

Overall Size of School

Teacher-Student Ratio

Amount of Synchronous Interaction

Face-to-face requirements

Course Offerings (*such as Concurrent Enrollment, CTE, World Languages, AP, etc.*)

Special Education Services

Course Type (*semester, quarter, etc.*)Course Pacing (*teacher or student-paced, etc.*)

Wrap-around services description

What makes your school unique?

Comments/Notes

Appendix I: High School Choice Considerations

High School Choice Considerations

Are you interested in an online high school or a brick and mortar high school?

Online High School:

Think about what you need to do your best work and stay connected to the school.

How much synchronous interaction with the teachers would be best?

Would face-to-face requirements help you succeed?

Have you had difficulties with internet connectivity, or do you think you might over the next year?

Do you have a computer to use for school work?

Brick & Mortar:

Think about what you need to do your best work and stay connected to the school.

Where will you be during HS? How far or close should your HS be to your house?

How big or small would you like your high school to be? *Think about what you need to do your best work and stay connected to the school.*

Student - Teacher ratio?

Overall number of students in school?

What kind of courses do you want to take? *Think about what you need to do your best work and stay connected to the school.*

Honors courses?

Advanced Placement?

Concurrent Enrollment?

Career-Technical Education (CTE)?

Special Education classes?

What "extras" would you like at the school? *Think about what you need to do your best work and stay connected to the school.*

Technology support?

Clubs?

Athletics?

Extra services? Like what?

Counseling?

Job prep?

Appendix K: Specialist Exit Interview Questions

Exit Interview with Pilot Transition Specialist

1. What did you like best about this project?
2. What could have gone better?
3. What did you like the least?
4. Was there anything especially challenging that you had to contend with?
5. What would you change about the project structure?
6. What would you change about the structure of outreach to students and families?
7. What type of training would you recommend for future specialists to do this job effectively?
8. What type of support would you recommend for future projects so that specialists can be most effective?
9. What other recommendations would you make for future projects?
10. Any other questions or comments: