NTACT THE COLLABORATIVE

Creating Partnerships that Ensure Access and Equity for Students with Disabilities in Career and Technical Education

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Objectives

- Use data to support collaboration across Career and Technical Education, Vocational Rehabilitation, and Special Education
- Build and leverage partnerships to increase equity, access, and participation in Career and Technical Education programming for students with disabilities
- Access available tools and resources to build local partnerships

Who's in the room? - Poll

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Vocational Rehabilitation

Pre-ETS Services

- earliest set of services for **potentially eligible or eligible swd**
- short term in nature to help identify career interests
- specific set of five required activities provided directly to swd under Pre-ETS
- States must reserve a minimum of 15% of federal funds to provide Pre-ETS services

Transition Services

- available for **eligible swd or ywd through an IPE**
- help further develop and pursue career interests through post-secondary ed, vocational training, job search, job placement, job retention, job follow-up and job follow-along services

Employment Related

- typically provided once eligible swd or ywd have further identified, developed and pursued career interests, offered through transition services, and are pursuing specific employment outcomes through an IPE
- assist in preparing for, securing, retaining, advancing in or regaining an employment outcome

IDEA IEP: Transition Components

Beginning not later than the first IEP to be in effect when the child turns **16,** or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) **Appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and

(2) The **transition services** (including courses of study) needed to assist the child in reaching those goals

Carl D. Perkins V (CTE)

- A sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers
- Provides funds to schools to implement CTE programs, with funds targeted to students with disabilities
- Students with disabilities are considered a "special population"
- State designated agency is to ensure that students with disabilities have access to and success in completion of CTE course sequences

Supporting Positive Outcomes

- **The predictive factors with highest significance for post high school employment** are:
  - Employment experiences in high school
  - Parental expectations of post high school employment (Wehman et al., 2014)
- Additional research tells us **young people with learning disabilities who received an average of 4 VR services are 4 times as likely to obtain employment** compared to peers with learning disabilities receiving only 1 VR service (Poppen et al., 2017)
- **Enrollment in CTE** is a predictor of positive secondary education and employment outcomes for students with disabilities (Jeon, Kern, & Passmore, 2010; Lee, Rojewski, & Gregg, 2016)
- SWD who are CTE concentrators (i.e., took 4+ CTE courses in one career pathway) are **more likely to graduate on time and be employed after graduation** compared to those who did not concentrate in secondary CTE programs (Theobald, Goldhaber, Gratz, & Holden, 2017)

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	

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https://transitionta.org/effective-practices/all-predictors/

Predictors by Outcome Area (cont.)

Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Career Technical Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

https://transitionta.org/effective-practices/all-predictors/

Federal Laws Supporting Alignment

Federal Legislation	Every Student Succeeds Act (ESSA)	Strengthening Career and Technical Education for the 21st Century (Perkins V)	Individuals with Disabilities Education Act (IDEA)	Workforce Innovation and Opportunity Act (WIOA) – Rehab Act
Population	**All Students** in Public Schools	CTE is open **to all students from middle grades to high school at the secondary** level and all students participating in an associate degree program at the **postsecondary level.**	Children from **birth through high school graduation or age 21 (whichever comes first).** It provides early intervention services up to age 3, and special education for older children in public schools.	**Individuals with disabilities, job seekers & incumbent workers, and in-and out of school students and youth**
Purpose	ESSA **provides funds** to K–12 schools and districts. It includes provisions that helps ensure **success for all students and** schools, **emphasizing equal access** to education, **high standards, and accountability**.	Provides **funding to states and local schools** for **equity and access** to CTE programs focused on developing more fully the **academic knowledge and technical and employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs of study. **Strengthens the connections between secondary and postsecondary education and improves accountability.**	IDEA **ensures a free appropriate public education to students with disabilities** by providing special education and related services, including individualized education programs (IEPs), transition plans, and early and individual interventions. IDEA is meant to **ensure equality of opportunity, full participation, independent living, and economic self-sufficiency**	The Rehab Act emphasizes **competitive, integrated employment** as the intended employment outcome for all VR program participants, including those with the most significant disabilities. The law also **emphasizes transition services for SWD to support entry into the workforce**.

Common Definition of Transition Services WIOA & IDEA

- Outcome oriented process
- Promotes movement from school to post school activities
- Based on student or youth's preferences and interests
- Family Engagement (WIOA)

Coordinated Set of Activities

- **Instruction**
- **Related services (IDEA)**
- **Community Experiences**
- **Development of employment and other post-school adult living objectives; and**
- **If appropriate, acquisition of daily living skills and provision of functional vocational evaluation**

Post School Activities

- **Postsecondary education**
- **Vocational education**
- **Integrated employment (including supported employment)**
- **Continuing and adult education**
- **Adult services**
- **Independent living or**
- **Community participation**

Coordination activities

IDEA

Coordinate activities to facilitate student's movement from school to post-school activities

- postsecondary education
- vocational education
- integrated employment
- continuing and adult education
- adult services
- independent living
- community participation

Identify the interagency coordination responsibilities of each agency to promote coordination and timely and appropriate delivery of services:

- instruction & related services
- community experiences
- development of employment and post-school living objectives
- acquisition of daily living skills
- functional vocational evaluation

Rehab Act, as amended by WIOA

- Collaborate with agency and local partners to develop employment opportunities and foster industry partnerships
- Work with schools to coordinate and ensure the provision of Pre-Employment Transition Services
  - Job exploration counseling
  - Work-based learning experiences
  - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  - Workplace readiness training to develop social skills and independent living
  - Instruction in self-advocacy
  - Coordination activities
- Work with school to refer students for additional VR Services that require application and eligibility

Perkins V

- Work with partners to develop local career pathways that provide academic and nonacademic supports, and strategies for eliminating postsecondary readiness gaps with special populations.
- Work with local schools and agencies to provide and support equal access to at least one sequenced program of study integrating core academic and technical training, including employability skills
- Collaborate with local workforce development boards, agencies, or one-stop delivery systems to provide career exploration and development activities

Leverage state and local agreements

VR Performance Indicator	IDEA Part B Indicator	Perkins V Indicator*
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.	1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school	Secondary Measure: 1. Four-Year Graduation Cohort Rate 2. Extended Cohort Graduation Rate (Optional)
VR Performance Indicator	**IDEA Part B Indicator**	**Perkins V Indicator***
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program. 5. Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.	13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	Secondary Measure: Four-Year Graduation Cohort Rate Extended Cohort Graduation Rate (Optional) Academic proficiency (i.e., Reading, Language Arts, Mathematics, Science) Postsecondary Measure: Retention and Placement Credential, Certificate or Diploma
VR Performance Indicator	**IDEA Part B Indicator**	**Perkins V Indicator***
1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit. 2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit. 3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. 4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program and who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.	14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A: Enrolled in higher education within one year of leaving high school. B: Enrolled in higher education or competitively employed within one year of leaving high school. C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B)).	Postsecondary Measure: Retention and Placement Credential, Certificate or Diploma **Perkins V Indicators can vary from State to State. In order to verify alignment (e.g., definitions, timelines), this must be done at the local level. This chart provides example areas of alignment with VR and education.*

Diversity, Equity, Access and Inclusion

Policies and practices used to ensure the fair treatment, access, opportunity, and advancement for all people, while at the same time trying to identify and eliminate barriers that have historically prevented the full participation of some individuals or groups, supported by:

Informed Choice

- ➔ Promote programs to **all** potential participants and parents/guardians
- ➔ Actively **recruit** special populations
- ➔ Include CTE personnel and school counselors in IEP meetings
- ➔ Ensure all professionals are aware of existing CTE opportunities

Commitment through state/local agreements

- ➔ Formalize cross team/agency agreements yearly to support swd inclusion in CTE programs
- ➔ Ensure stakeholder understanding of accommodations and support for swd
- ➔ Ensure provision of appropriate accommodations to support participation of swds in school and in work-based learning opportunities
- ➔ Be creative and flexible

CTE an Untapped Resource

- Engage students in career development:
  - develop self-awareness (interests, values, strengths, talents, abilities)
  - career exploration
  - future planning
- Determine CTE coursework that aligns with postsecondary goals
- Include the Programs of Study in the IEP aligned with a student's post school goals
- Use CTE industry standards to help determine the skills to be developed through the IEP
- Plan CTE enrollment and needed accommodations aligned with the IEP

Interagency Collaboration: Key Component in Secondary Transition

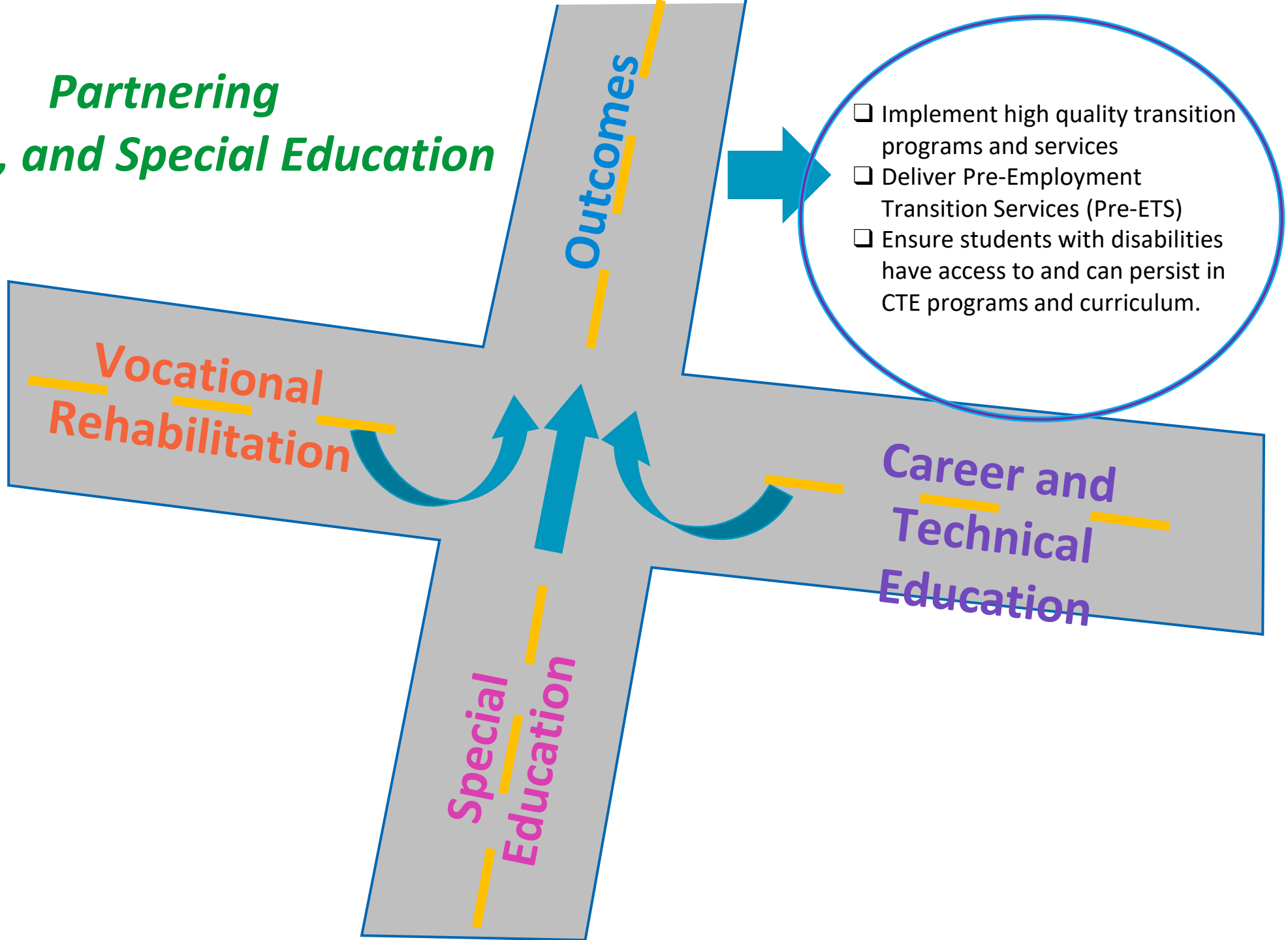
When students with disabilities access collaborative services during high school, they are more likely to experience positive post-school outcomes.

(Noonan, Gaumer-Erickson, & Morningstar, 2013; Test, Mazzotti, et al., 2009)

Interagency Collaboration Defined

- A process in which two or more agencies integrate their resources to provide services to meet the needs of students and adults with disabilities
- Involves:
  - Problem-solving
  - Problem identification
  - Plan development and plan implementation

Partnering VR, CTE, and Special Education

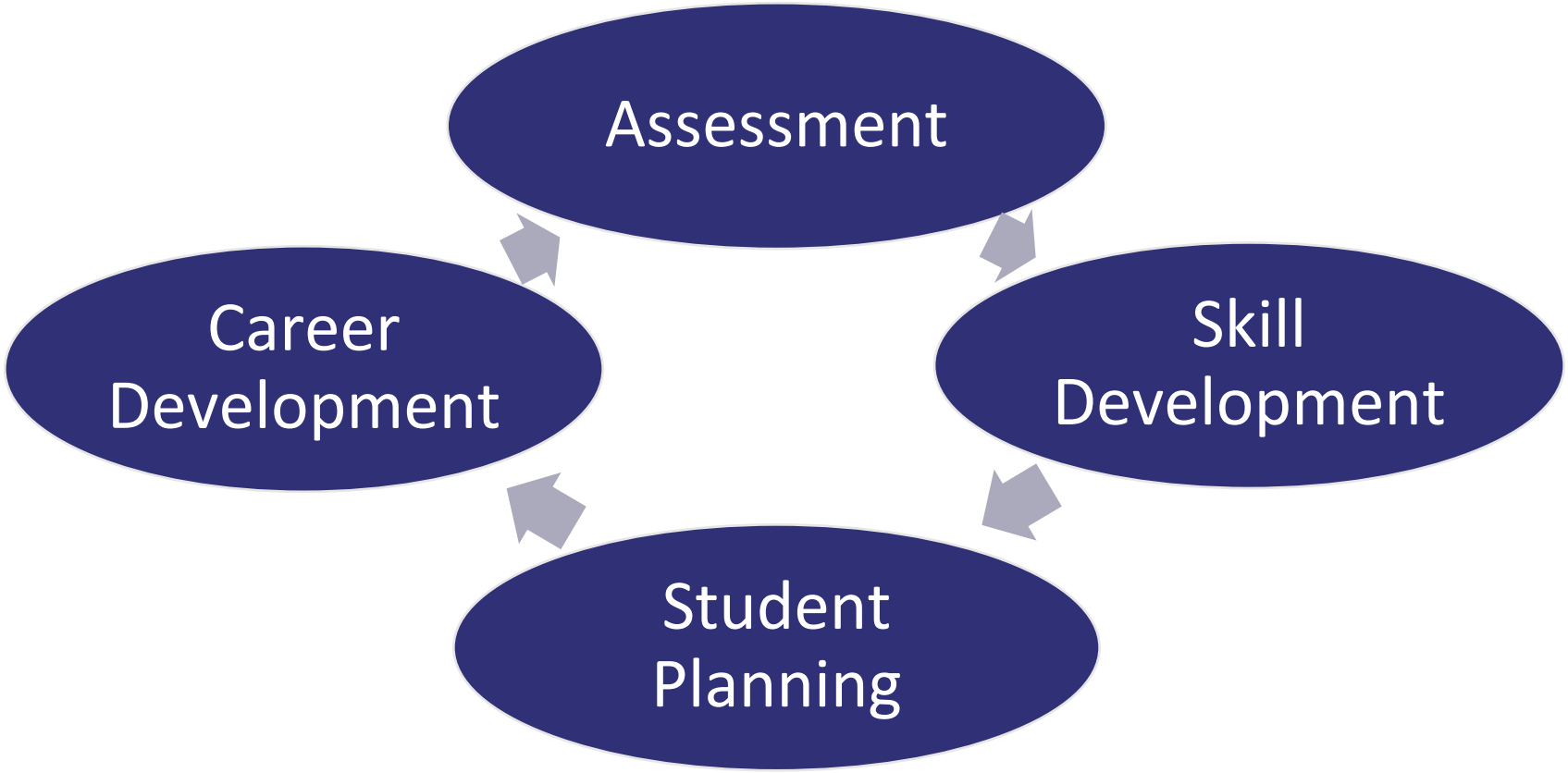


- ❑ Implement high quality transition programs and services
- ❑ Deliver Pre-Employment Transition Services (Pre-ETS)
- ❑ Ensure students with disabilities have access to and can persist in CTE programs and curriculum.

Interagency Teams: Who should be at the table?

- **Vocational Rehabilitation**
- Workforce Development
- **Special Educators**
- **Career Technical Educators**
- School administrators
- School counselors
- Employers (large/small)
- Disability Support Service Providers
- Parents/family representatives
- Student/Youth
- Human Service Agencies
- Community-Based Rehabilitation Agencies
- Juvenile Justice
- Faith-based Organizations
- Community Leaders

Shared Responsibilities



Creating a Common Language

- → Career Pathways
- → Skill development
- → Labor market information (LMI)
- → Measurable Skill Gain (MSG) and Credential Attainment
- → Student Led IEP
- → In-demand industry sectors and occupations
- → Work Based Learning (WBL)
- → Concentrators
- → Youth Leadership
- → Family Engagement

Strengthen Partnerships

- Ensure understanding of secondary CTE and special education legal requirements (specially designed instruction, accommodations, connection to outside agencies)
- Ensure knowledge of quality pedagogy
- Involve CTE and Vocational Rehabilitation professionals in transition planning and IEP development
- Ensure communication among professionals is provided in a systematic and timely manner
- Ensure CTE, Special Education and VR transition professionals are prepared to teach 21st century employability skills to SWD
- Ensure CTE, Special Education and VR professionals are prepared to coordinate work-based learning experiences for students with disabilities

(Adapted from Harvey et al., 2019)

Successful Outcomes of Collaboration

- ✔ Increased number of students gaining employment experiences
- ✔ Alignment of IEP and IPE goals
- ✔ Sharing of career assessment and planning information across agencies
- ✔ Increase in paid employment and wages
- ✔ Improved relationships with business community
- ✔ Aligned resources decreased duplication of service development and delivery

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Putting it in Action

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Critical Components

- Cross-Agency Collaborative Team
- Analysis of Transition Services
- Identify 'Essential Elements'
- Map Community Resources/Sequence of Services
- Curriculum Alignment
- Family and Student Engagement
- Shared Professional Learning Opportunities

State Level

- Set the vision and help focus effort
- Engage stakeholders
- Understand roles and responsibilities
- Develop and implement an Interagency Agreement
- Align state agency plans
- Continue to evaluate and refine
- Use data-based decision making
- Support local implementation

Sequence of Services

	Age 13	Age 14-16	Age 17-18	Age 19-21	Age 22-24
Student Outcomes					
Agency / Community Connections					
Roles and Responsibilities					
Education					
Vocational Rehabilitation					
Career Technical Education					

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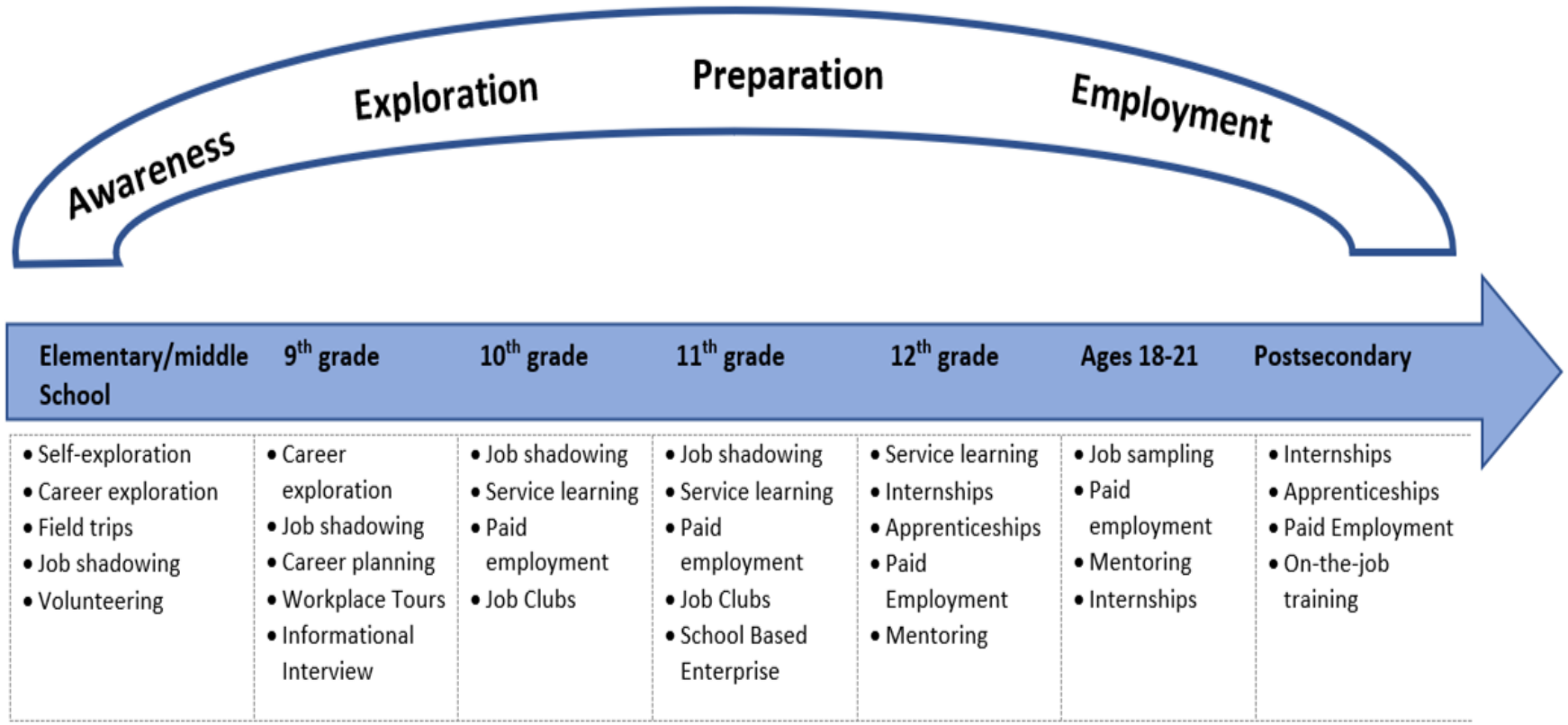
Roles and Responsibilities

	Age 13	Age 14-16	Age 17-18	Age 19-24
Student Outcomes	• Exploration of career preferences	• Completion of Career Readiness activities • Connected to appropriate agencies • HS course selection and activities support graduation and career choice	• Paid CIE experience • Post-secondary preparation • Connected to appropriate agencies • Community living opportunities have been identified	• Employed in a CIE or enrolled in post-secondary education • Enrollment in LEA program • Connected to appropriate agencies • Community living options have explored
Connections with Agencies (referral / eligibility)	• Provide brochure for CMH	• Refer to VR for Pre-ETS (MRS, BSBP) • Provide brochure for CMH	• Refer to MRS for VR services • Refer to BSBP for VR services • Refer to CMH	• Refer to MRS for VR services • Refer to BSBP for VR services • Refer to CMH
Roles & Responsibilities of:				
MRS	• Develop and provide brochures about VR (MRS / BSBP) that teachers share with families at IEP meetings	• Pre-ETS activities identified - Career interest - Industry tours - WBL experiences - Soft skills development • Provide information to IEP team • Connect with teachers, parents, students • Provide group presentations about VR and employment	• Open VR case as needed – provide VR services • Gather information from teachers for intake, eligibility, IPE development • Continue providing identified Pre-ETS • Career aptitude • WBL experiences, paid employment (summer work program)	• Open Vocational Rehabilitation (VR) case as needed – provide VR services, job development and placement, paid employment • Employment supports as needed • Participate on IEP team • Fall and Spring collaboration meetings to review student needs

Collaboration at the Local Level

- Support from local administration
- Build a local interagency team
- Agreed upon Purpose/Vision
- Goals and Strategies to operationalize Purpose, realize Vision
- Effective formal and informal communication structure
- Local Flow of Services developed from Resource Mapping
- Connect VR Counselors to all potentially eligible students with disabilities
- Annually review data, progress toward goals
- Include agency partners in local level program evaluation and planning
- Celebrate and share accomplishment, successes

WBL Continuum Leads to Competitive Integrated Employment



Mapping Tool for WBL Continuum

WBL Continuum Quick Check

	WBL Experiences	Elem/ Middle	High School				18-21 Program	Post-Secondary	Partners
	Grades	K-8	9th	10th	11th	12th			
Awareness	Career Related Competitions								
	In-school work experience								
	Workplace Tours								
	Informational Interview								
	Volunteering								
Exploration	Job Clubs								
	Job Shadows								
	Service Learning								
Preparation	School-based Enterprise								
	Mentoring								
	Unpaid work experience								
Employment	Internship								
	Apprenticeships								
	Paid Employment								
	On-the-job training								

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Collaborating at the Individual Student Level

- Student led planning
- Engagement of family
- Understanding of roles and responsibilities
- Process to coordinate student planning across agencies
- Alignment of student plans/activities
- Course of study supports employment interests
- Work based learning opportunities
- Paid work experience while in high school

Creating Access

CTE Program Inventory

Program Title _____ Instructor _____

Textbook Title/Author _____ Textbook Reading Level _____

Types of Assignments/Tests

1= Used Often 2= Used Less Frequently Blank = not used

Instructional Methods

Textbook_____
Worksheets_____
Lecture_____
Discussion_____
Audio/Visual Material_____
Recorded Material_____
Hands-on Experience_____
Demonstration_____
Other: _____

Assignments

Worksheets_____
Short papers_____
Term papers_____
Demo/lab projects_____
Oral reports_____
Group discussion_____
Computation_____
Word problems/math_____
Maps, charts, graphs_____
Other_____

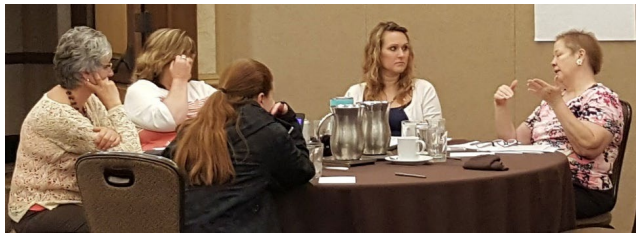
Structure

Directed_____

Test Format

Short Answer_____

Student Planning and Support



Positive Personal Profile

Future Life and Career Goals	Interests
Talents, Skills and Knowledge	Learning Styles
Values	Positive Personality Traits
Environmental Preferences	Dislikes
Work Experiences	Support System
Specific Challenges	Solutions and Accommodations
Career ideas and Possibilities to Explore	Career ideas and Possibilities to Explore

Data Collected and Shared

Student	Diploma/Certificate/ credits	Passing/failing	Post high school plans/ATC candidate	Community supports MRS-CMH-Other	Life courses/Job Club/Other	Questions about transition assessments/ tools?	Age of majority - does family need info?	Other	Employment	Action Plan/To Do

Partnering for Student Success

Student's Goal: To become a Welder

- VR Counselor identified Business need
- VR Counselor connected with CTE Teacher
- CTE Teacher developed personalized curriculum to meet Business need
- Special Education developed interventions to support student learning
- Student engaged in skill development
- Student employed upon graduation

Creating Post School Success

CTE
Floral Design

CTE-Horticulture

Paid
Summer
Work
Experience

Customized Unpaid
Work Experience

- CTE Advisory Board

Engagement in
Community & Independence

How do we sustain the partnership?

- ✔ Utilize communication and meeting structures
- ✔ Ongoing review of data and success stories
- ✔ Recognize contribution of team members
- ✔ Participation and engagement happens in multiple ways
- ✔ Plan for and replace team members as need arises

Links to Resources

- NTACT: C Quick Guide: Career and Technical Education and Secondary Students with Disabilities
- Work Based Learning Toolkit from cte.ed.gov
- Developing a College- and Career-Ready Workforce from the College & Career Readiness & Success Center at American Institutes for Research
- Guide for Educators for Collaborating with Vocational Rehabilitation

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IDEAs that Work

Office of Special Education Programs
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