# Career Technical Education for Students With Disabilities Webinar Series

Co-Hosted by:

Penn State College of Education, Workforce Education and Development,
The National Technical Assistance Center on Transition (NTACT), and
The Association for Career & Technical Education (ACTE)

*Webinar Series #2*
*September 19, 2019 3:00 – 4:30 pm EST*

## Effective Partnerships: Communication and Collaboration, Professional Practice

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## Agenda

- Welcome and "Ground Rules"
- Introduction of Panel Members
- Background on Relationships and Professional Practice
- Knowledgebase of of Stakeholders concerning Transition Predictors and need for Professional Development
- Perspective and current practices in a CTC setting in PA and PA Special Populations Organization
- Perspective and current practices in a Technology Center in OK and ACTE Special Populations organization - New and Related Services
- What does this all mean in "real life" – Perspective from the Field
- Q & A
- Wrap Up

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# Special Education and CTE: Communication & Professional Practice

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# Historically

- 1998-2011 (softly addressed CTE and Special Education Collaboration)
  - Identified the need for CTE and special education to plan together (Wonacott, 2001)
  - Research around interagency and interdisciplinary collaboration (Kohler and Field, 2003)
  - Began to look at disconnect and goals of collaborative planning (Test, et al., 2006)
  - Recognized specific areas of disconnect between CTE and special education (Hall, 2007)
  - Confirmed CTE need for instructional strategies to meet individual IEPs (Koch, Cotton, & Harvey, 2007)

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# CTE & Special Education: Perceptions

(exploratory study, Schmalzried & Harvey, 2014)

- Though the importance is acknowledged, communication between CTE teachers and special education teachers typically occurs only when there is a concern and at inconsistent times.
- Both CTE teachers and special education teachers feel that they do not have adequate information about each other's programming and needs.

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# CTE & Special Education: Perceptions

- CTE teachers, special education teachers, and guidance counselors agree that more professional development is needed regarding disabilities, accommodations, and modifications.
- CTE teachers want to provide appropriate accommodations, but need guidance from special education staff related to student's IEPs and specific needs IN the CTE setting.

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## CTE & Special Education: Perceptions

- Though the importance of CTE staff participation in IEP meetings and planning is agreed upon, CTE is not typically involved in decision making for CTE program placements for students with disabilities.

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## Conclusion

*More organized efforts related to collaboration and communication between CTE and secondary education is needed to meet the needs of both entities and provide the most appropriate services for students*

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# Special Education Transition predictors for post-school success: Findings from the Field

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## What was Analyzed in Indiana

- 16 evidenced-base transition predictors base on Dr. Test's research
- Analyzed the Knowledge, Usage, Effectiveness, and Level of Agreement
- Participants were special education directors, assistant directors/coordinators, special education teachers

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# What we Know

- Work-study programs help SWD develop skills to enter competitive market
- Interagency collaborations are available to assist student and families
- Transition programs that incorporate academic and vocational coursework hold promise for student
- Occupation specific instruction contributes to greater transition outcomes
- Paid employment leads to successful employment
- CTE is a strong predictor of post secondary success

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# What as Learned

- General understanding of the predicators
- However; the study showed the lack of understanding of work-study programs
- Special educators reported they do not use or know if their school had work study programs
- Secondary special educators did not use specific programs of study
  - i.e. curriculum focused pathway
  - Employment/work experiences
  - Intra-agency collaboration

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# What we Learned

- High school SWD are being serviced in a restrictive special education setting
- Behavioral, social, communicative, functional skills are underemphasized
- Practitioners need to include self-determination and self-monitoring goals
- SWD should enroll in a minimum of four CTE classes
- Should include experiences in real jobs
- Strong CTE programming in secondary setting is key

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# Ways to Improve

- Pathways in Indiana
- Implement/develop team approach to transition planning
- Connections to VR, ARC, community stores
- Collaboration with CTE programs
- Provide support to student, schools, families
- Creating curriculum for classes that engage students in work related activities
- Continue to develop/implement ways to improve transition opportunities

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# Collaborative Practices that Work

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# SUN Tech

- 1 year, all day CTC ; serving 5 sending districts.
- Class of 2019: 326 students currently; 91 IEPs
- Class of 2018: 274 students; 65 IEPs
- Serves three counties in the central part of the state; mostly rural, one small city.

**Class of 2019**

- 50% in a job related to their program
- 33% continuing education in a related field
- 5% cont. ed. in unrelated field
- 4% in job not related to field
- 8% military
- 218 Industry Certifications earned
- 6 National SkillsUSA competitors, 1 Gold, 1 Silver Medalist
- 1 National HOSA Competitor
- 51 Students earned 377 college credits to our local college

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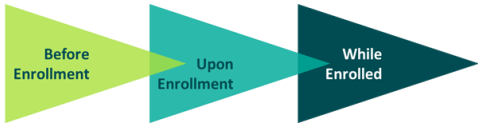
# SUN Tech




- Transition Council
- Advisory Committee
- VIP Tours & Situational Assessment
- Transition Clinics & IEP Meetings AT Sending Districts
- IEP Meetings
- Para-Educator Support
- Para/Instructor Relationship
- Transition Clinics
- Correspondence with Sending District Staff
- Relationships with other CTCs/Staff

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# Collaborating with Districts & Community Agencies

- **Transition Council**
  - Includes members of community agencies, sending districts, state and local agencies, and other stakeholders.
  - Meet 2-3 times a year and plan a student transition conference held at a local university every other year
- **Special Education Advisory Committee**
  - Includes Transition Coordinators and Special Ed. Directors at sending districts, Voc. Rehab. Coordinator, CareerLink Representative, Transition Consultant, and others…
  - Meet 2 times per year to make decisions about budget, professional development, recommendations for technology, discuss best practices, law changes, etc.

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# PREP WORK: Prior to Attending SUN Tech

Before Enrollment

- **VIP Tours**
  - 9th graders
  - Visit SUN Tech for a small group tour
  - Afterwards:
    - Students identify a few programs that interest them and complete an informal inventory
    - These forms are used at sending district to discuss exploration, planning, and electives.
- **Situational Assessments**
  - 10th or 11th graders
  - Students attend 1-2 programs & spend a half day in each program.
  - Instructors complete an informal assessment reflecting on student performance.
  - SA are copied and one copy is kept at SUN and 1 sent back to district
  - Districts use the results to help students identify areas of need, strengths, and decide if the program is "right" for them, etc.

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# PREP WORK: Prior to Attending SUN Tech

Before Enrollment

- **Transition Clinics at Districts**
  - Student-centered individualized group meetings.
  - I attend all clinics to discuss SUN Tech and also share other information that I may know and recommendations I may have for a student/family.
  - Establishes familiar face, relationship early on, connection to SUN Tech for student/family.
- **IEP Meetings at Districts**
  - We attend those who the LS Teachers or Transition Coordinators recommend that we attend. (10/year average)
  - Help provide information to parents and students about expectations and help prepare students for success.

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# RESULTS OF PREP WORK

- Increased number of appropriately placed students
- Improved relationships with Program Instructors
- Improved relationships with sending district staff
- Sending District staff learn about our programs and expectations of our programs.

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# IEP Meetings at SUN Tech

Upon Enrollment

**IEPS**

- We write and hold our own IEPs
- Meetings are held at SUN Tech
- Attended by the CTC instructor & Para Educator
- LEA from Sending District
- We have 95% attendance of parents/students at SUN ATI

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# Results of Holding Our Own IEP Meetings

- Appropriate Accommodations (prepared for industry and college)
- NOCTI Assessments and supports allowable
- Para-Educators are included
- Attended by Program Instructor
- Opportunity to establish relationship with instructor/parent/student
- Identify possible barriers (financial needs, related service needs, instructor concerns, etc.)
- Identify concerns or make changes prior to start date

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While Enrolled

# Support & Relationships

- Para-Educators assigned to 2-3 programs depending on needs and numbers
- Paras usually work in the same program year to year.
- Paras become valued member of the IEP Team
- Paras receive ongoing training each year through conferences and online.
- LS Teachers provide support and oversight for/of the paras and provide additional supports for those students identified as high need.
- LS Teachers maintain knowledge of programs, industry requirements and instructor needs.
- LS Teacher maintain contact with districts (related service providers, transition coordinators, etc.)
- Professional development is offered to instructors as needed (autism, behavior, etc.)

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While Enrolled

# Transition Clinics

- Student-centered planning meetings
- Students lead the meetings
- Agencies, teacher, parents/guardians, and student are invited.
- Half an hour meeting; brainstorming session
- Talk about future plans, barriers, problem solve, next steps, notes are taken and shared with all after the meeting.
- Results: next steps, enrollment in services, programmatic changes, new ideas or suggestions, setting up job shadows, etc.

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# Connections Beyond Ourselves

- Active involvement in our state PA Association of Career & Technical Education Special Populations
  - Making connections with others in Special Ed and CTCs across the state.
- Membership in ACTE
  - Resources available online

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# Resources

- Transition Council Information
- VIP Tours
- Situational Assessments
- IEP Meeting Checklist
- Transition Clinics

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# Effective Partnerships: Communication and Collaboration

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# Communication and Collaboration

- Stakeholders
- Transition Program (T18-21)
- Vocational Rehabilitation
- Community Agencies
- Individual Career and Academic Plan (ICAP)
- Career and College Ready
- OkACTE
- ACTE

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# Individual Career and Academic Plan (ICAP)

- Multi-year process
- Intentionally guides students and families
- Develops:
  - Awareness
  - Knowledge
  - Attitudes
  - Skills to create
- IEP plus ICAP

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# Career and College Ready

**Right Student, Right Program, Right Time**

- Training
- PLTW
- Trades

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# Work-based Learning

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# OkACTE and ACTE

- OkACTE/Education Services Special Populations (ESSP)
- ACTE/ Special Populations
- Perkins Legislation
  - Non-traditional
  - Out-of-workforce students
  - Students with disabilities
  - Economically disadvantaged

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# Resources

- okcareertech.org
- ok.careerguide.com
- okacte.org
- acteonline.org
- okrehab.org

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