Connecting Through Collaborations in Arkansas

Capacity Building Institute
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NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

arkansas Transition services

Arkansas Division of Workforce Services
Arkansas Rehabilitation Services

& Division of Services for the Blind

ARKANSAS CTE A DIVISION OF THE ARKANSAS DEPARTMENT OF EDUCATION CAREER AND TECHNICAL EDUCATION

Collaboration and Partnership

Better Together!

- We know that we can better serve OUR students with disabilities when we work together!
- This means we have to understand our work within our agencies AND understand the goals we are all working toward.
- From NSTACT to NTACT to NTACT: the Collaborative, our partnerships have evolved, as our work has evolved.
- We are all working toward the same outcomes for our students – SUCCESS!

Past Collaborations

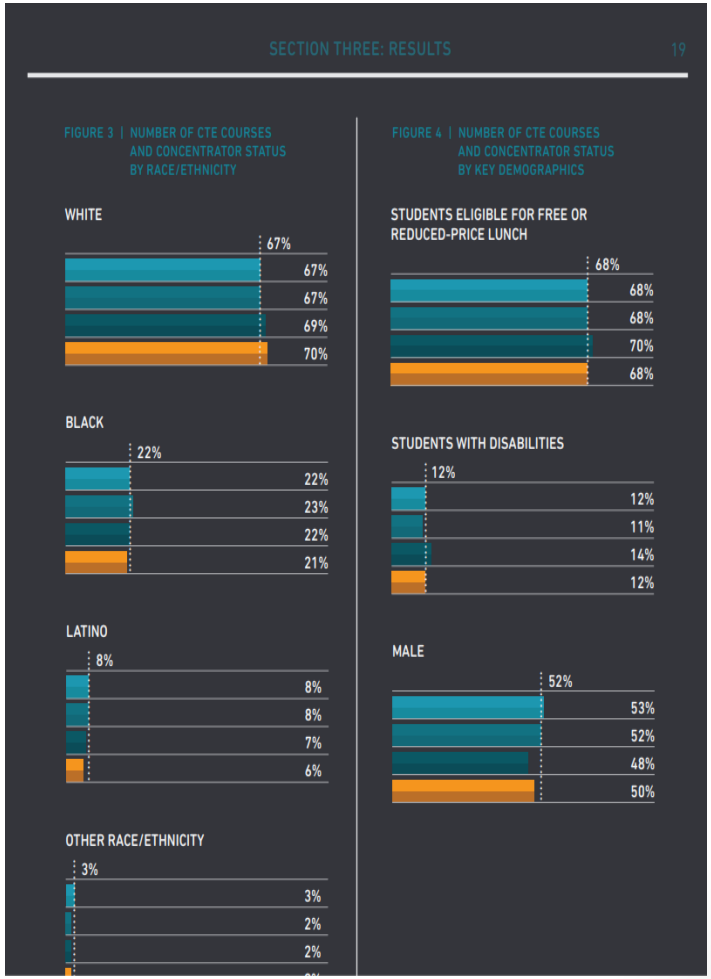
- WIOA Facts Sheet - how Pre-ETS are facilitated by VR and LEAs
- WIOA Crosswalk - how CTE, VR, Special Education performance measures align
- CTE Survey - look for survey, Bonnie will ask Val
- ACT Council work
- Universal Design for Learning trainings with special education, vocational rehabilitation and career and technical education team members
- Inclusion Films Film Camp
- Work Based Learning programs
- Co-Teaching in CTE classes
- Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)
- Capacity Building Institute

Current Collaborations

- CTE Summer Camps
- Perkins Innovation and Modernization Grant
- Advance CTE Recruitment Strategies Project
- Seamless Transition in AR (STAR)
- Inclusion Films Film Camp
- Work Based Learning
- CIRCLES

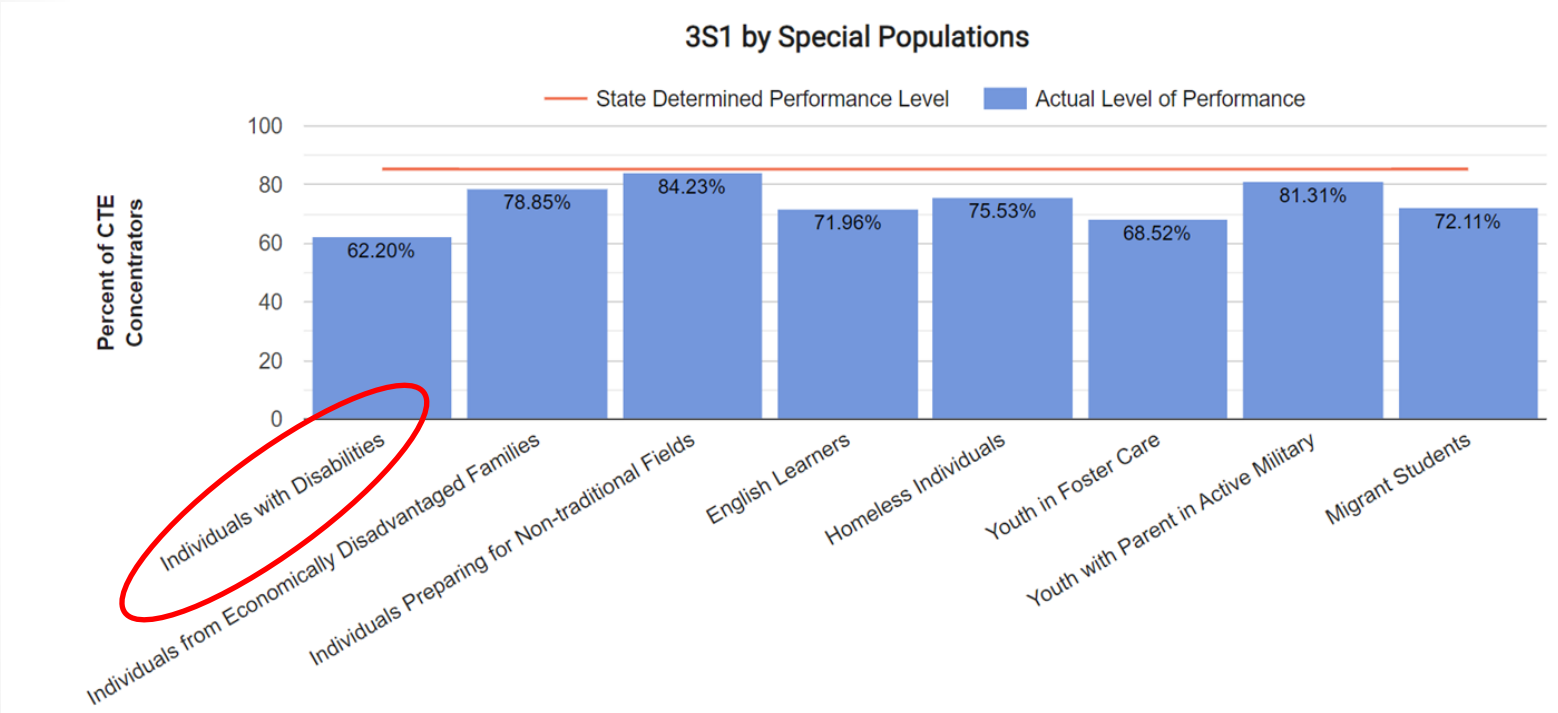
CTE Learners with Disabilities: Concentrators Underrepresented

Students with disabilities make up about **12 percent of the high school population**, but are overrepresented (14 percent) among those taking seven or more CTE courses, suggesting there might be some directing of students with disabilities into more CTE coursework. Said another way, on average, a student with a disability takes half a class more in CTE than his or her peers without disabilities (Daugherty, 2016).



Dougherty, S. (2016).Career and technical education in high schools: Does it improve outcomes? Fordham Institute.

CTE Learners with Disabilities: Lowest Postsecondary Placement Rates



*Some secondary indicators are not applicable for all states or data were not available for these indicators

Recruitment Strategies Project Priorities

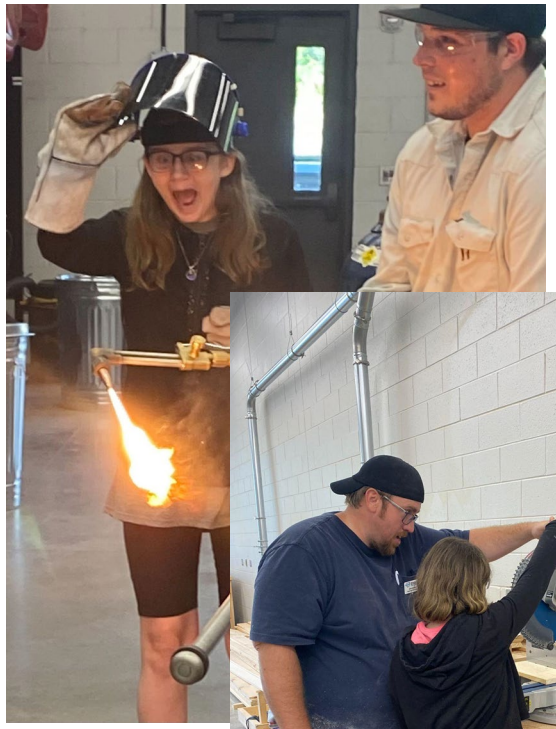
- CTE Summer Camp Expansion
- Building a **Recruitment Message for CTE Learners** with Disabilities
- **Professional Development Opportunities** for Career Counselors, Career Navigators, and CTE Teachers

Career & Technical Education Exploration Camp

- Collaboration with Arkansas Rehabilitation Services, CTE, and Arkansas Transition Services

- Partnership with a local Secondary Center:
  Saline County Career & Technical Center

- Partnership with Benton & Bryant School Districts



Career & Technical Education Exploration Camp Info

- Camp is for students entering their Freshman year (9th grade)

- 1 week camp Monday-Friday 9:00-3:30

- Benton & Bryant identified students with career interest in CTE

- The schools established a transition class for 9th grade students

Camp Structure

Hands on Experiences

Nursing: proper handwashing techniques & CPR
Welding: Proper equipment handling, techniques of welding, & cutting metal
Automotive Technology: Simulated oil change, tire change, and learning how to wire
Construction: Proper equipment handling, techniques of construction, BUILDING a birdhouse

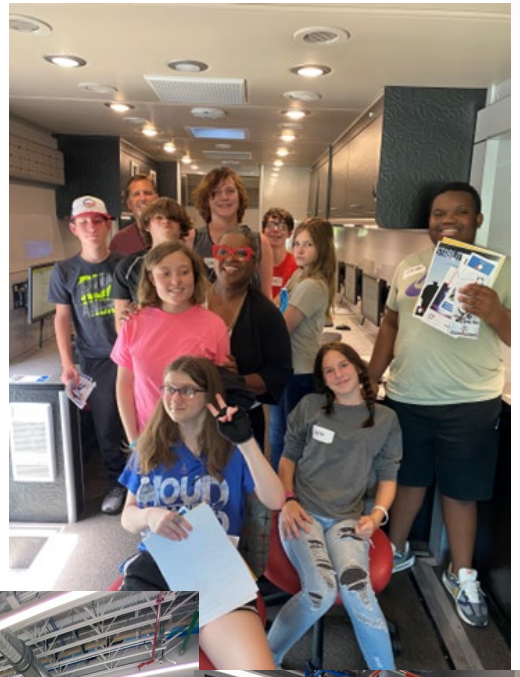
Exploration

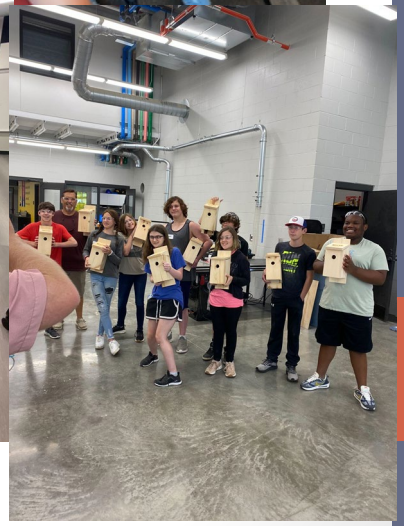
- **Morning**: Hands on exploration in CTE areas
  Afternoon: Classroom & other activities
- Students did career exploration through web-based programs
- Students participated in a self-determination workshop
  (self determination Inventory + College & Career Readiness 4 transition (CCR4T)
- Students did career exploration activities
- Student learned about work-based learning opportunities

Connections

- Presentation by Professionals working in the industry
- Workforce Services & Mobile Unit
- Tour of the local community college Three Rivers
- Competitions & fun graduation ceremony at end of camp
- Connecting with the students throughout the school year
- prioritizing students for CTE Pathways

Career & Technical Education Exploration Camp Pics





PIM Grant - Overview and Purpose

- The **Career Connected High Schools (CCHS)** Grant program is a **$25 million dollar grant** to build capacity among K12 education, postsecondary education, and workforce development systems to expand access to career-connected high school programs for more students.
- **19 grants representing 17 states were selected**
- The purpose of the **Perkins Innovation and Modernization grant** program is to identify, support, and rigorously evaluate evidence-based and innovative strategies and activities to **improve and modernize career and technical education (CTE) and ensure workforce skills taught in CTE programs** funded under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V), align with labor market needs.

Arkansas' PIM Grant

- The **Arkansas Department of Education's Division of Career and Technical Education** aims to **expand access to career-connected high schools** for career and technical education (CTE) students enrolled in seven (7) Arkansas school districts. This project seeks to expand the Career Coach model and incorporate the four keys to success focusing student learning in **three (3) programs of study: Agricultural Power, Structural, and Technical Systems; Construction; and Teaching and Training**.
- Absolute Priority Consideration (Population): English Learners, Learners from Low-Socioeconomic Backgrounds, and **Learners with Disabilities**
- **Competitive Preference:** Partnerships with an **HBCU** and **Hispanic-Serving Institution**

PIM Grant - Four Keys to Unlocking Career Success for Students

Career Guidance and Navigation

Dual Enrollment

Workforce Credentials

Work-Based Learning

Seamless Transition in Arkansas (STAR)

The goal is to create a systemic approach for key agents of change in Arkansas transition (ADE-OSE, ARS, CIL's) to actively partner and use cohesive services delivery model ensuring seamless transition process for youth with disabilities

- AR was Awarded Disabilities Innovations Fund Grant
- Collaborative effort between ADE-OSE, VR, CIL, and our Rural communities in South AR

STAR GOALS

GOAL 1	GOAL 2	GOAL 3
Expand high quality career, post-secondary education, and independent living for youth in high need, rural areas of AR	Develop and refine an innovative and accessible model for collaboration & training for service system partners	Foster grassroots community supports through representative Career Councils & Youth Leaders and Transition Navigators

STAR ACTIVITIES

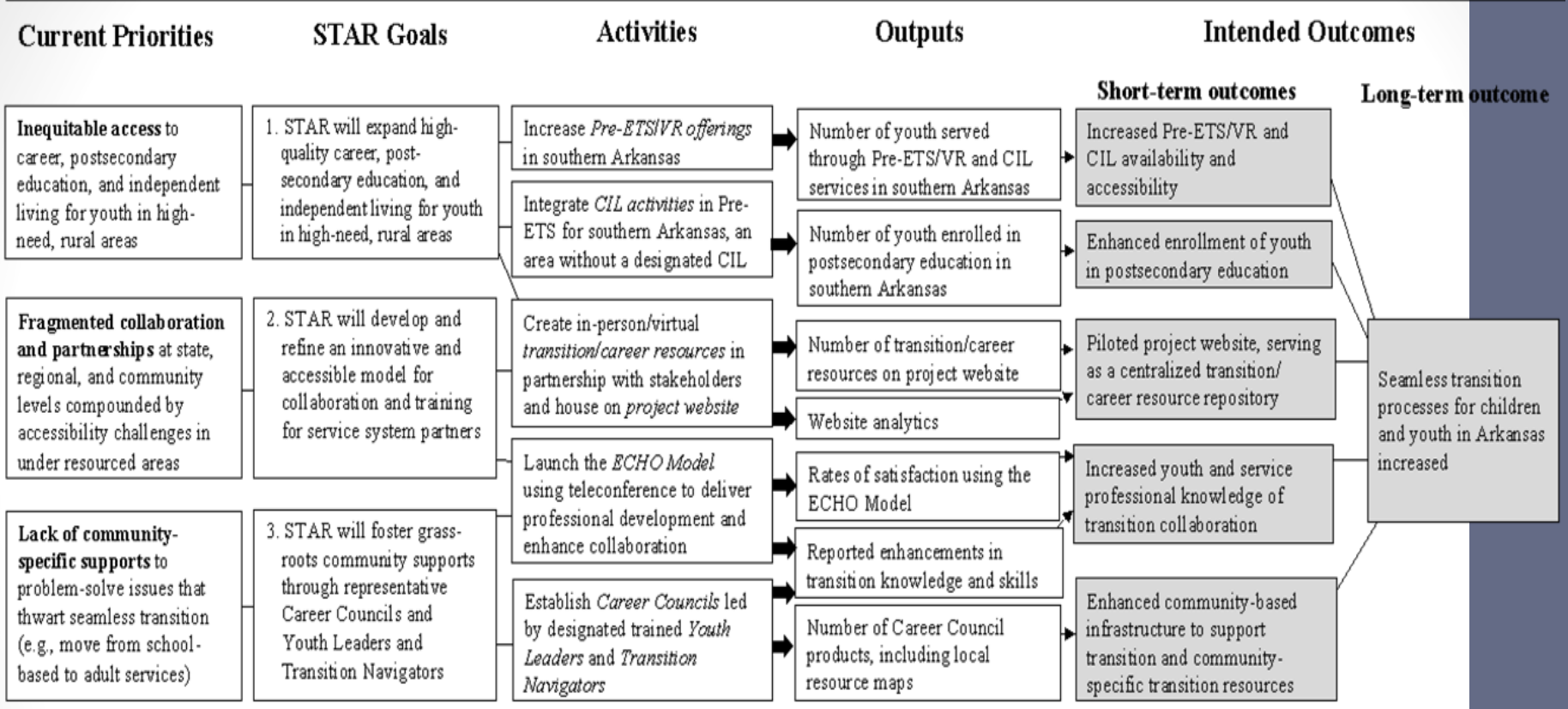
1. Increase Pre-ETS/VR offerings in South AR
   (includes South, South West, & South East AR)
1. Integrate CIL activities in South AR, in an area with no access to a CIL
2. Create in-person/virtual transition/career resources in partnership with stakeholders and house on project website
3. Launch ECHO Model using teleconference to deliver professional development and enhance collaboration
4. Establish Career Councils led by designated trained youth leaders and transition navigators

Intended Outcomes of STAR

1. Increase Pre-ETS/VR and CIL availability and accessibility
2. Enhanced enrollment of youth in postsecondary education
3. Piloted project website, servicing a centralized transition/career resource repository
4. Increased youth and services professional knowledge of transition collaboration
5. Enhanced community-based infrastructure to support transition and community specific transition resources

Seamless Transition for ARkansas (STAR) Goal

Create a *systemic approach* for key agents of change in Arkansas transition (ADE-OSE, ARS, CILs) to actively partner and use a cohesive service delivery model, ensuring *seamless transition processes* for children and youth with disabilities



Possible Evaluation Questions

To what degree did the project target key priorities in Arkansas transition?	To what degree were project goals achieved?	To what degree were project activities conducted as intended?	To what degree were the expected project outputs realized?	To what degree did the project improve youth service professional knowledge of collaboration?	To what degree did the project increase coordinated transition processes in Arkansas?

Note. ADE-OSE = Arkansas Department of Education, Office of Special Education; ARS = Arkansas Rehabilitation Services; CILs = Centers for Independent Living

Inclusion Films Film Camp

Opportunities for Students

- To be on a college campus
- To have work experiences
- To work on a team
- To make new friends
- To learn about some of their strengths
- To try new things
- To have experts as mentors
- To advocate for themselves

Opportunities for Collaboration

- Funding
- Camp Staff
- Camp Planning
- Sharing programs with students
- Premiere attendance

A day at Film Camp

- Interviews behind the camera
- Writing scripts
- Pitching the film
- Incorporating props
- Designing costumes
- Makeup
- Acting
- Camera
- Lights
- Clapperboard
- Editing
- Sound

All Day Learning

- Film terminology
- Interview skills
- Writing
- Taking direction
- Evaluation
- Learning to have fun
- Social
- Hygiene
- Communication
- Problem solving
- CTE courses
- VR programs/camps

Work-Based Learning in Arkansas

ARS (VR) Pre-ETS Work-Based Learning Programming

- In Collaboration with local High Schools across the state to implement Pre-ETS

+

ATS Transition Class

- Focus on post-school goals within the transition plan, and can be as diverse as the needs of students.
- Includes support to move toward inclusion in post-school employment, education/training, and in the community.

→

Collaboration results in students with disabilities gaining work ready skills that:

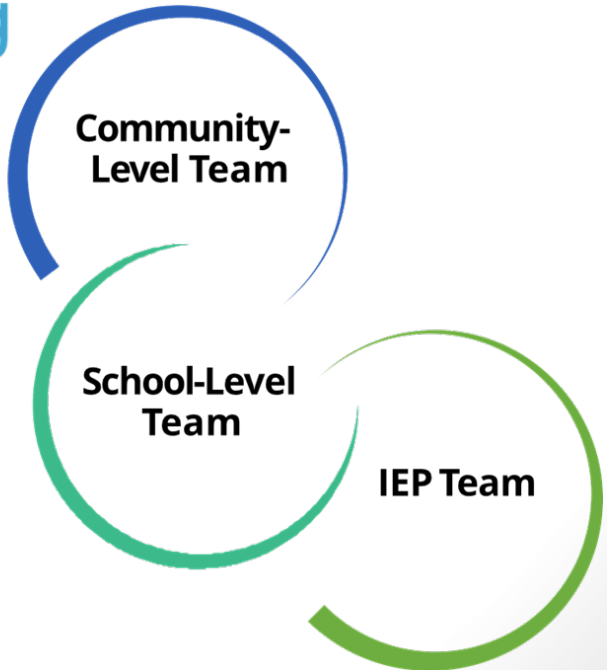
1. Lead to increased positive Post-School Outcomes
2. Link them to VR services while in HS
3. Allow students to explore occupations and discover news interests and strengths while building resume through WBLE

CIRCLES

Building Collaborative Partnerships

Three-Team Model of Interagency Collaboration to Support Transition Planning

Enhancing Postschool Outcomes for Students with Disabilities



CIRCLES

History

BEGAN

In North Carolina

- 1990
- 1 SLT

CONTINUED

In Arknasas

- Attempted 2014
- Restructured 2016
- 4 Pilot Schools
- 3 Schools Continuing
- Collecting DATA!

STUDENT PARTICIPATION

Imact

- Increased levels of IEP participation
- Increased self-determination
- Felt better prepared for job and college

FAMILY, COMMUNITY, & SCHOOL

Impact

- Increased levels of collaboration
- Greater family engagement with school
- Businesses learning about students earlier

THE DATA

Students participating in CIRCLES

- Demonstrate increased levels of IEP participation
- Higher levels of self-determination
- Reported CIRCLES helped them prepare for a job and college

Schools and community service providers reported high levels of collaboration

Parents felt greater engagement with the school to help them prepare their child for life after high school

CIRCLES

BUILDS COLLABORATIVE PARTNERSHIPS!!!

Interagency collaboration is a predictor of positive post-school outcomes

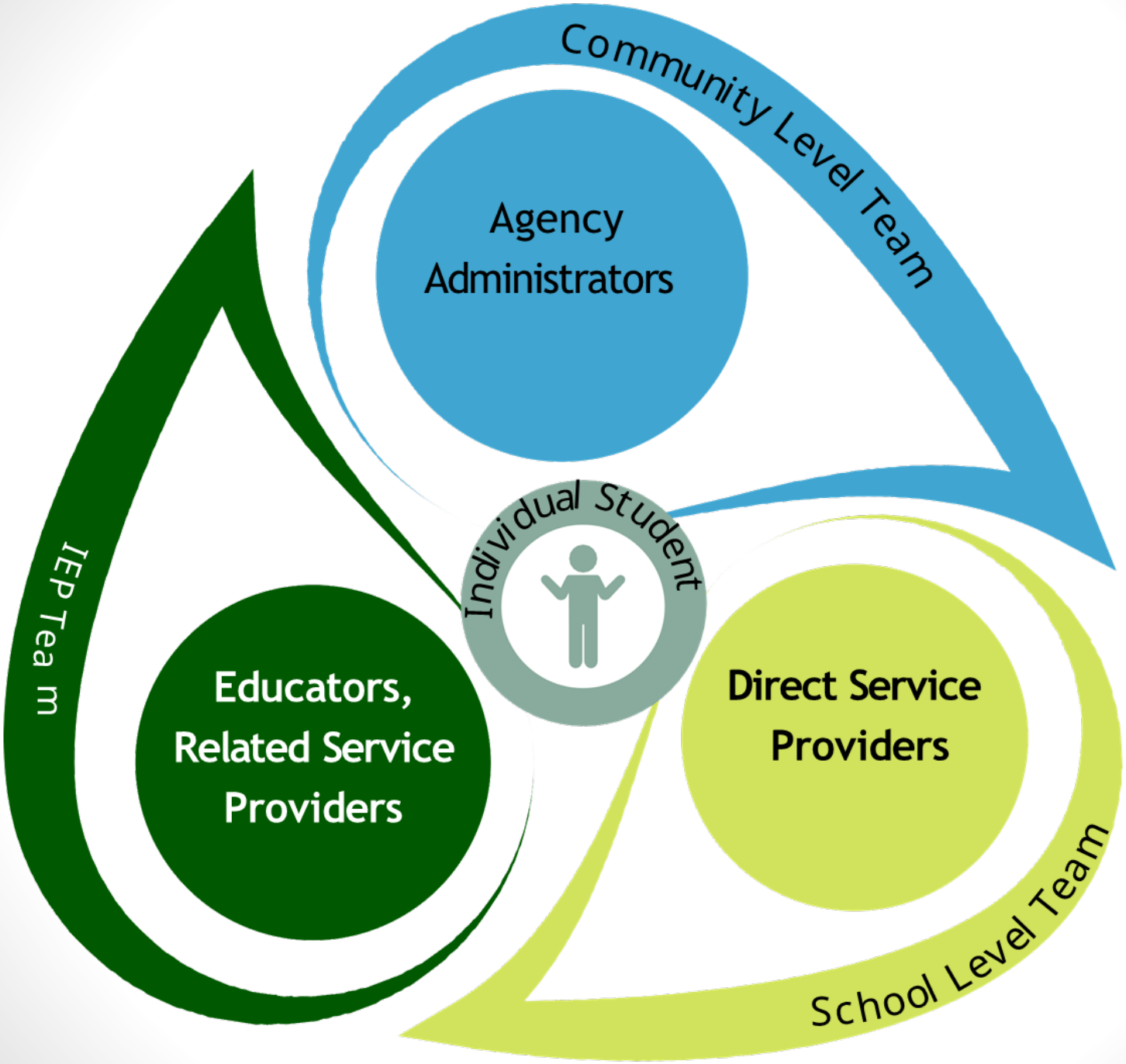
(Test et al., 2009; Mazzotti et al., 2016, 2021)

The only research-based model to facilitate interagency collaboration

(Rowe et al., 2021)

Supports transition services under IDEA & Pre-ETS under WIOA

(IDEA, 2004; WIOA, 2014)


Community Level Team
Agency Administrators
Individual Student
IEP Tea m
Educators, Related Service Providers
Direct Service Providers
School Level Team

Our Contact Information

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THANK
YOU