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 #1
August 29, 2019 3:00 – 4:30 pm EST

CTE for Students with Disabilities:
A Framework for Understanding

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Agenda

- Welcome and “Ground Rules”
- Introduction of Panel Members
- Background of Workforce Development
- Occupationally Specific Training and CTE Concentrators
- College and Career Readiness (CCR) and ESSA, Perkins, IDEA, WIOA
- Perkins V (2018) and ACTE Mission and Vision – Special Populations
- What does this all mean in “real life” – Perspective from the Field
- Q & A
- Wrap Up

A Framework: CTE for Students with Disabilities in Secondary Education

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Background

- Relationship of Education and Economics
  - Education -> Workforce Development
  - Workforce Development -> Economic Competence/Competitiveness
- Perkins Legislation: Special Populations
  - Including individuals with disabilities (ADA definition)
- IDEA 1990: Transition Mandate
  - Transition Goals: PSE/training, employment, independent living

IDEA (2004)

- Special Education §300.39
- Free Appropriate Public Education (FAPE) §300.101
- Least Restrictive Environment (LRE) §300.114
- Individualized Education Programs (IEP) § 300.22, §300.112
- IEP Team §300.23, §300.301
- Transition Services §300.43

IDEA mandates that secondary SWD 16 years or older (younger where deemed appropriate) have transition services included in their individualized education program (IEP) that specifies postsecondary goals appropriate to education and training, employment, and if appropriate, independent living skills (34 CFR § 300.320(b)(1)(2))

Postsecondary goals delineated in the IEP are based on the student's individual needs accounting for their strengths, interests, and preferences (20 U.S.C. §1400-14)

The federal regulations define transition services to mean a coordinated set of activities for a child with a disability that are a results-oriented process and meet academic and functional needs (34 CFR § 300.43 (a). 20 U.S.C. 1401(34)

Federal Register Part II Department of Education 34 CFR Parts 300 and 301. (2006). *Assistance to states for the education of children with disabilities and preschool grants for children with disabilities: Final rule*. Washington, DC: U.S. Printing Office.

Perkins V (2018)

Perkins V maintains secondary, post-secondary, and adult education services and the focus on CTE program improvement (Advance CTE, 2018)

Purpose Sec. 2. (20 U.S.C. 2301 – PL 116-6)

- Develop challenging academic and technical standards for high skill, high wage, in-demand occupations
- Integrate instruction (POS) and link secondary and postsecondary education for CTE students
- Support partnerships (CTE, local workforce investment boards, business and industry)
- Increase employment opportunities for under employed and unemployed, including individuals with disabilities

As part of the local application process, local entities must complete a comprehensive local needs assessment that includes, among other activities, an access and equity gap analysis for special populations, including students with disabilities

Local applicants must evaluate their ability to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency

The legislation calls for educators to receive professional development related to students with disabilities; this includes providing CTE educators with knowledge and skills to provide instruction and academic support services, including positive behavioral interventions, MTS, and use of accommodations

Defines key terms within the law to include….

- *CTE Concentrator* – secondary level CTE is a student who has completed at least 2 courses in a single career and technical education program or program of study
- *CTE Participant* – secondary level CTE is a student who completes not less than one course in a career and technical education program or program of study

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

[As Amended Through P.L. 116–6, Enacted February 15, 2019]

(12) CTE CONCENTRATOR.—The term ‘‘CTE concentrator’’ means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study;

(48) SPECIAL POPULATIONS.—The term ‘‘special populations’’ means—

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women; (E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

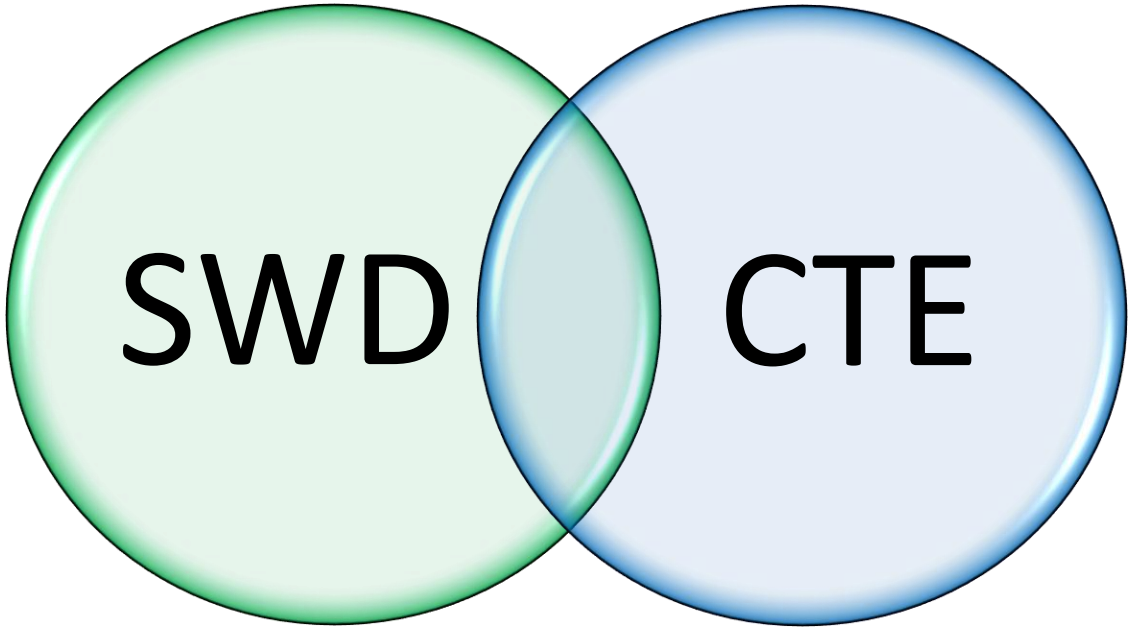
(I) youth with a parent who—
(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

(55) WORK-BASED LEARNING.—The term ‘‘work-based learning’’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Access and Equity:

A Framework for Understanding Secondary CTE for Students With Disabilities and Occupationally Specific Training



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Aligning ESSA/ Perkins/ WIOA/ IDEA: Promoting Career Readiness in All Classrooms

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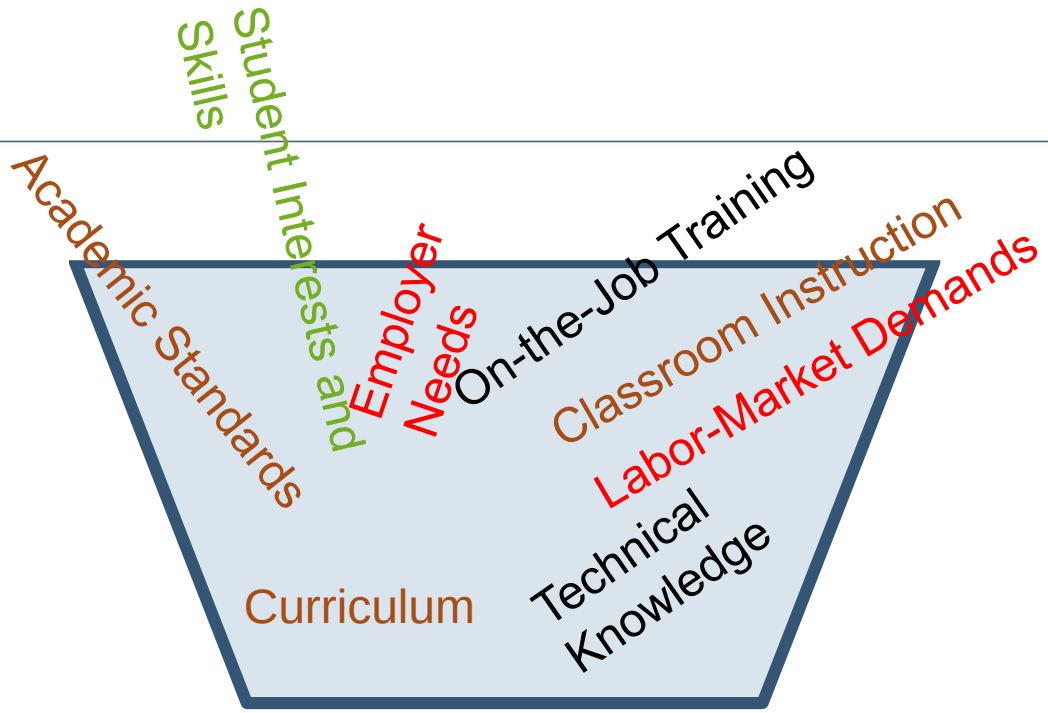
What is the CCRS Center?

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

AIR
American Institutes for Research

www.ccrscenter.org CCRSCenter@air.org

Who?	What?	How?
State education agencies (SEAs) and local education agencies (LEAs)	Build SEA and LEA capacity to implement college- and career-readiness policies.	Provide technical assistance, including targeted and intensive support.

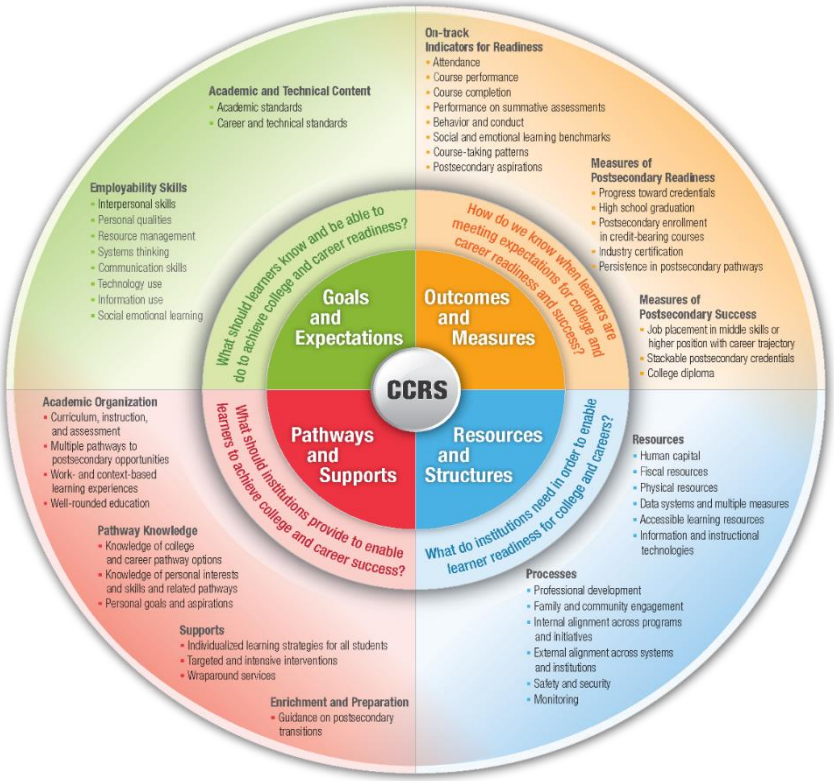


Aligned Education-to-Workforce Pipeline

Federal Laws Supporting Alignment

	ESSA	Perkins V	IDEA	WIOA
Population	Students in public K-12	CTE participants in public schools and students in technical and community colleges	Individuals with disabilities birth through 21	Adult job seeker/ dislocated/ incumbent Out of school youth
Purpose	Equal access to a well-rounded K-12 education	Support academic and technical achievement of CTE students	Support special education and related services, early intervention services, and personnel preparation and development.	One-stop career center connects adults/youth to job training programs
Agency	State Educational Agency	• State Educational Agency • State Postsecondary Agency (10 states) • State Workforce Investment Board (1 state) • Career, Technical, Agricultural Education Agency (1 state)	State Educational Agency	• State Workforce Investment Board • State Labor or Workforce Development Agency • State Educational Agency • State Postsecondary Agency

Methodology

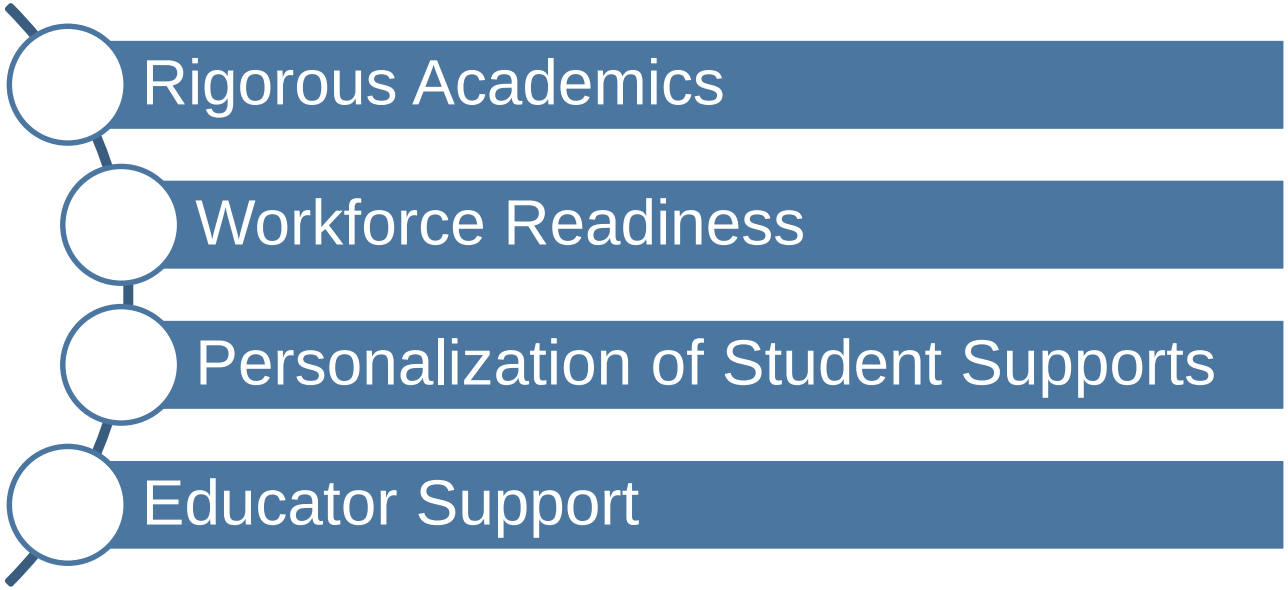


500 pages

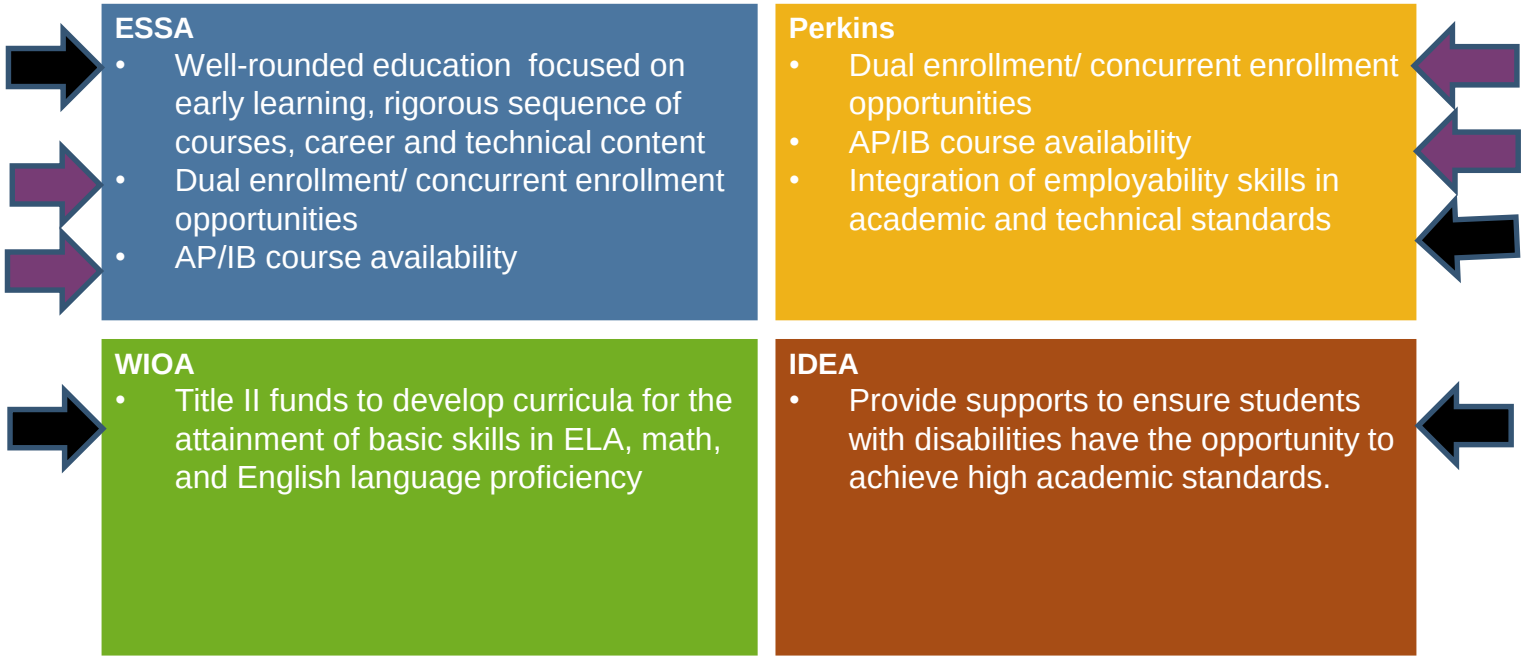
Inter-rater calibration of coded material

- Feedback from:
- State CTE Directors
- OCTAE
- Two state reviewers

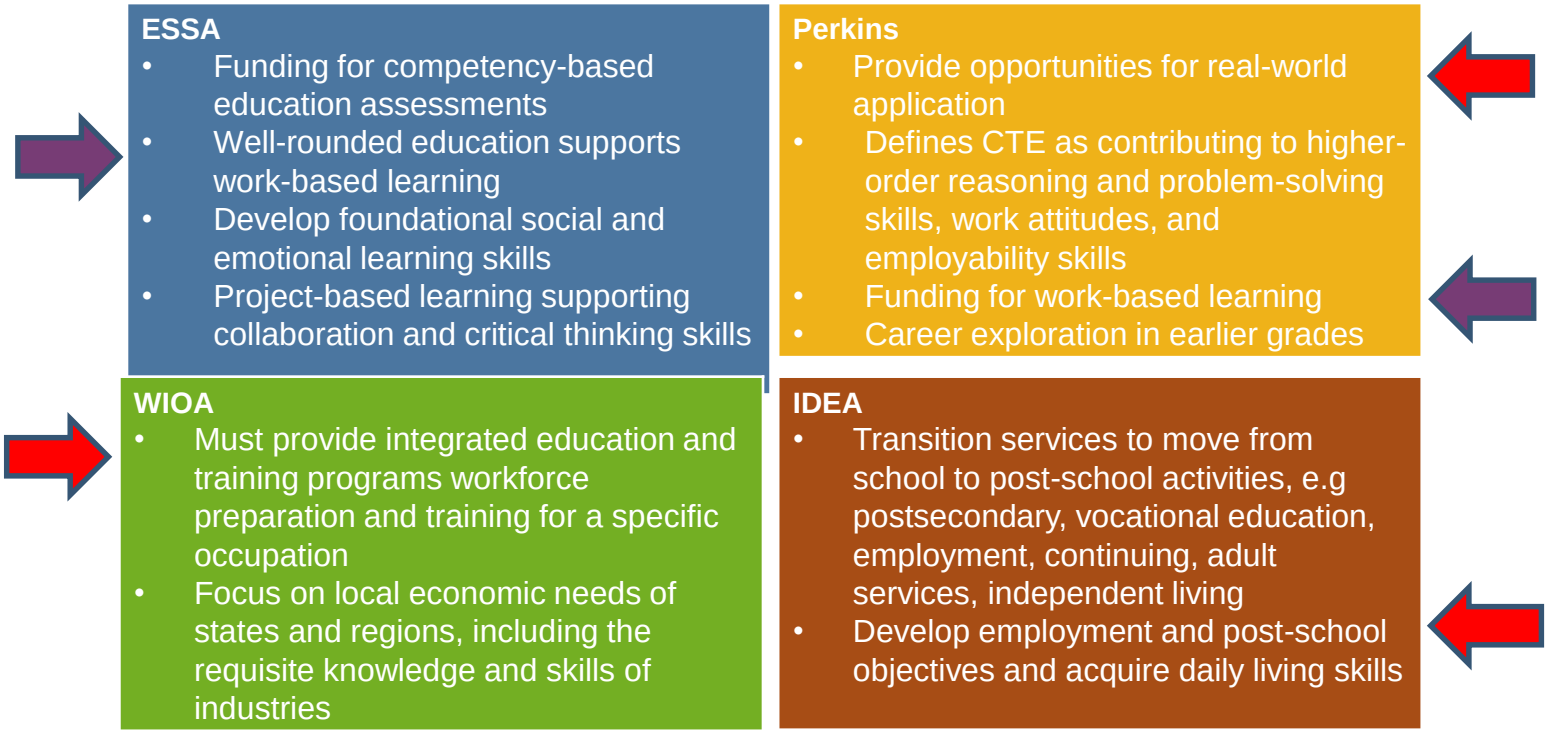
Where did we find opportunities for alignment?



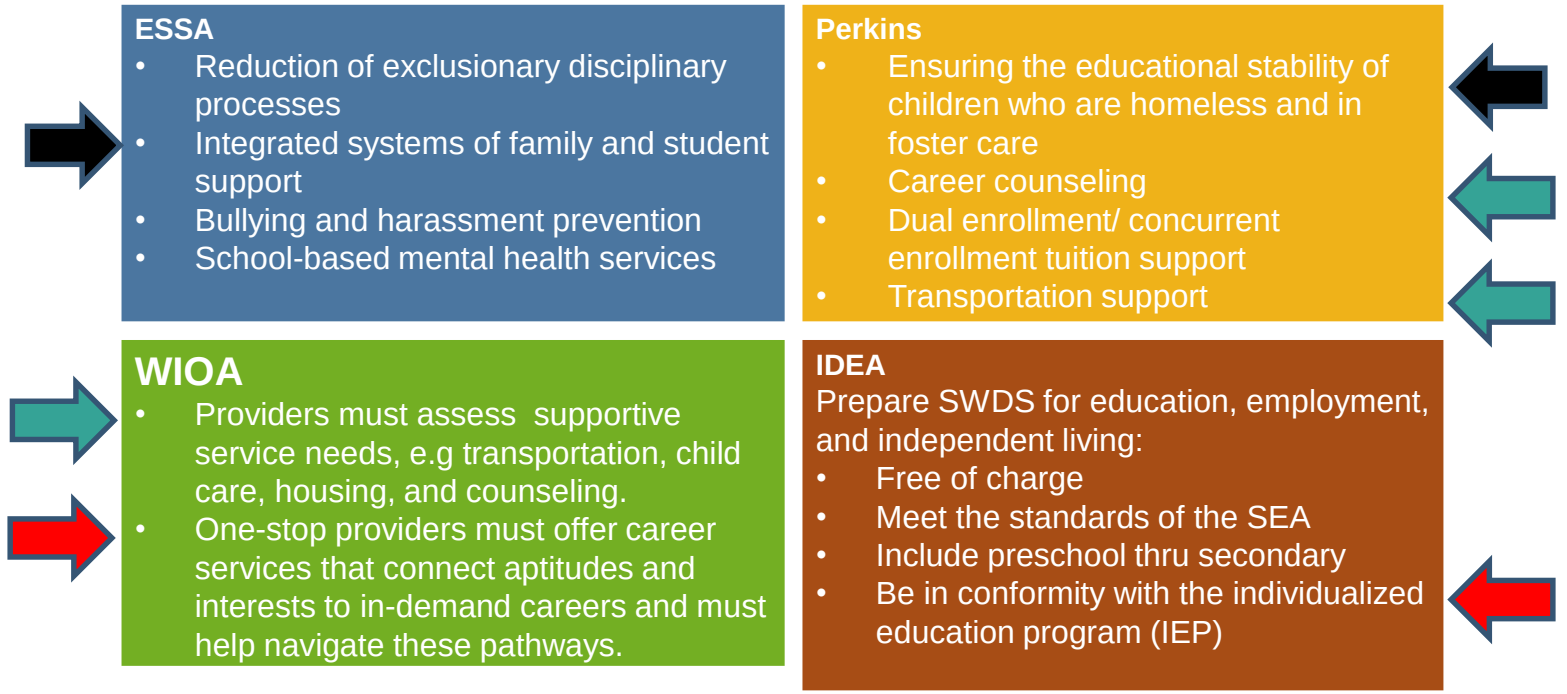
Rigorous Academics



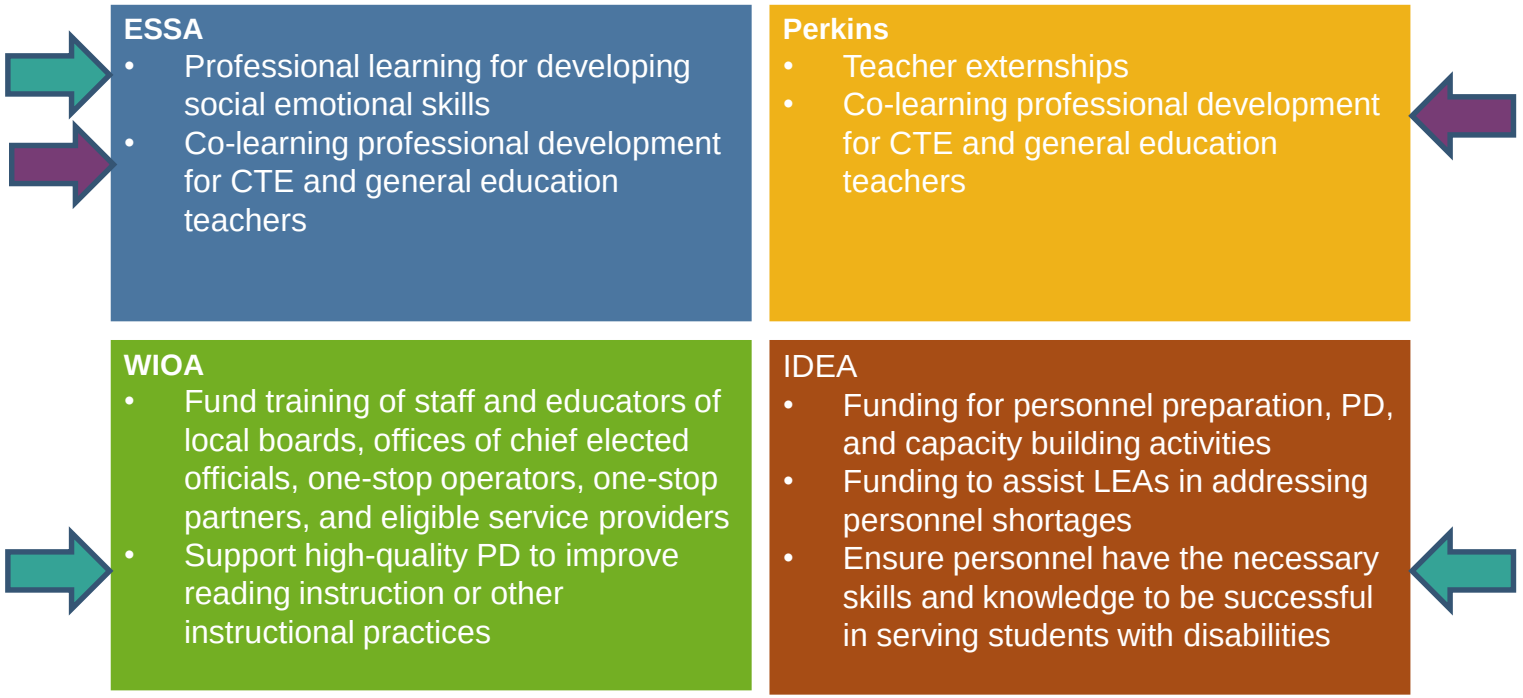
Workforce Readiness



Personalization of Student Supports



Supporting Educators



ACTE, Perkins V and CTE for Students with Disabilities

Catherine Imperatore

Association for Career and Technical Education

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About ACTE

- Mission to provide educational leadership in developing a competitive workforce
- Largest national education association of CTE professionals
  - Teachers, administrators, guidance counselors, students, government officials, affiliated organizations and corporate partners
- Leader in legislative and regulatory issues impacting CTE

ACTE Divisions Representing Professionals From All Facets of CTE

What We Do

- Position development
- Direct lobbying
- Technical assistance
- Coalition building
- Resource development
- Education and training
- Publications
- Other Activities
- Federal Advocacy
- Networking and professional development
  - In-person
  - Online
- Job Bank

Through comprehensive outreach efforts, ACTE ensures policymakers and the public hear from the CTE community!

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Perkins V Purpose & Themes

- Several purposes, including “increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities ...”
- Builds on current success
- Requires data-driven decision-making
- Increases stakeholder involvement (especially business and industry)
- Revises accountability indicators
- Enhances efforts to serve special populations

Perkins V Definitions

- New definitions linked to WIOA: career pathways, in-demand industry sectors or occupations, and recognized postsecondary credentials
- New definitions linked with ESSA: dual or concurrent enrollment, evidence-based practices, and universal design for learning
- Other significant definitions
    - Career and technical education
    - Program of study
    - CTE concentrator
    - Special populations

Special Populations

- ***Individuals with disabilities***
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who—(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title)

Perkins V – Secondary Indicators

- *Graduation:* Four-year adjusted cohort graduation rate (with an option to include the extended-year rate)
- *Academics:* Proficiency in challenging state academic standards as measured by ESSA assessments (English, math, science)
- *Transition:* Percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, a service program, the Peace Corps or are employed
- *Gender equity:* Percentage of CTE concentrators in programs that lead to non-traditional fields
- *Program quality:* At least one indicator of program quality
  - Attainment of recognized postsecondary credential (as defined in WIOA)
  - Attainment of postsecondary credit in the CTE program
  - Participation in work-based learning
  - May include any other measure that is statewide, valid, reliable and comparable

Indicators apply only to concentrators

Perkins V Provisions for SWD

- Local Perkins grant recipients can use funds to coordinate with other education and workforce development programs, including WIOA and IDEA
- Requirement to use state leadership funds on individuals in state institutions (such as correctional institutions, juvenile justice facilities or institutions for students with disabilities) has been expanded to “up to 2 percent”
- New set-aside has been added requiring states to spend funds on recruiting special populations into CTE programs
- Funds can be used for educator professional development related to students with disabilities
- Comprehensive local needs assessment focuses on equity gaps and the needs of special populations

What Must be Addressed in the Comprehensive Local Needs Assessment?

Student performance on federal accountability indicators, **disaggregated**	How programs are aligned to **labor market needs**	Whether programs are of sufficient **size, scope and quality** to meet all students' needs
Progress toward implementing programs and **programs of study**	Efforts to improve recruitment, retention and training of **faculty and staff**	Progress toward **improving access and equity**

Who Must Be Involved?

1. representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
2. representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
3. representatives of the State board or local workforce development boards and a range of local or regional businesses or industries
4. parents and students
5. ***representatives of special populations***
6. representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
7. representatives of Indian Tribes and Tribal organizations in the State, where applicable
8. any other stakeholders that the eligible agency may require the eligible recipient to consult

Progress Toward Improving Access and Equity

- A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
  - strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
  - providing programs that are designed to enable special populations to meet the local levels of performance
  - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency

Guiding Questions

- Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?
- Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- What efforts have been made to recruit and retain diverse populations of learners into your programs, including students with disabilities?
- What barriers currently exist that prevent students with disabilities from accessing your programs?
- How are students with disabilities performing in your programs?
- What accommodations, modifications and supportive services do you currently provide to ensure the success of students with disabilities? Which ones are most effective? Which ones are underutilized?
- What opportunities exist in your local labor market for students with disabilities?

Questions adapted from ACTE's CLNA Guide for Local Leaders *and Advance CTE and ACTE's* State Guide to Developing the CLNA Template

Local Application

1. Results of the needs assessment
2. Courses and activities to be supported by Perkins, including at least 1 state-approved program of study
3. Description of career exploration/career guidance and counseling to be provided in collaboration with workforce agencies and other partners
4. Description of academic/CTE integration activities
5. ***Description of activities for special populations***

Local Application

6. Description of work-based learning opportunities
7. Description of how students will be provided an opportunity to gain postsecondary credit while still in high school
8. Description of how the eligible recipient will coordinate with the state and higher ed institutions to support the recruitment, preparation, retention, and training, including professional development, of educators
9. ***Description of how the eligible recipient will address disparities or gaps in performance among subpopulations***

ACTE Quality CTE Program of Study Framework

- Evidence-based set of standards defining high-quality CTE
- Program-level
- Includes a companion self-assessment

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High-quality CTE Elements

- Standards-aligned and Integrated Curriculum
- Sequencing and Articulation
- Student Assessment
- Prepared and Effective Program Staff
- Engaging Instruction
- ***Access and Equity***
- Facilities, Equipment, Technology and Materials
- Business and Community Partnerships
- Student Career Development
- Career and Technical Student Organizations
- Work-based Learning
- Data and Program Improvement

Access and Equity

a. The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.

b. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.

c. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.

d. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.

e. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.

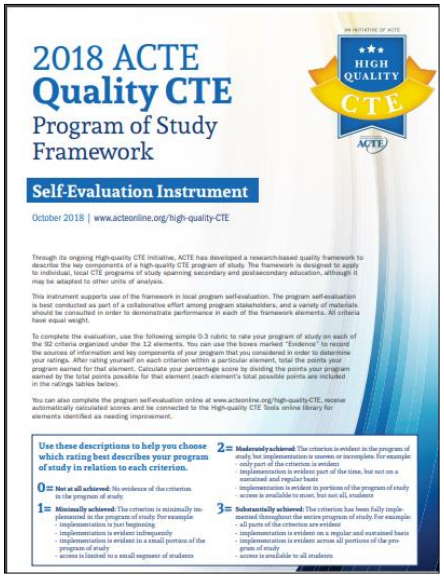
f. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.

g. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations.

Relationship to CLNA Components

Student performance on federal accountability indicators, **disaggregated**	How programs are aligned to **labor market needs**	Whether programs are of sufficient **size, scope and quality** to meet all students' needs
Progress toward implementing programs and **programs of study**	Efforts to improve recruitment, retention and training of **faculty and staff**	Progress toward **improving access and equity**

Self-evaluation - Print



2018 ACTE
Quality CTE
Program of Study
Framework

Self-Evaluation Instrument

October 2018 | www.acteonline.org/high-quality-CTE

Through its ongoing High-quality CTE initiative, ACTE has developed a research-based quality framework to describe the key components of a high-quality CTE program of study. The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis.

This instrument supports use of the framework in local program self-evaluation. The program self-evaluation is best conducted as part of a collaborative effort among program stakeholders, and a variety of materials should be consulted in order to demonstrate performance in each of the framework elements. All criteria have equal weight.

To complete the evaluation, use the following simple 0-3 rubric to rate your program of study on each of the 92 criteria organized under the 12 elements. You can use the boxes marked "Evidence" to record the sources of information and key components of your program that you considered in order to determine your ratings. After rating yourself on each criterion within a particular element, total the points your program earned for that element. Calculate your percentage score by dividing the points your program earned by the total points possible for that element (each element's total possible points are included in the ratings tables below).

You can also complete the program self-evaluation online at www.acteonline.org/high-quality-CTE, receive automatically calculated scores and be connected to the High-quality CTE Tools online library for elements identified as needing improvement.

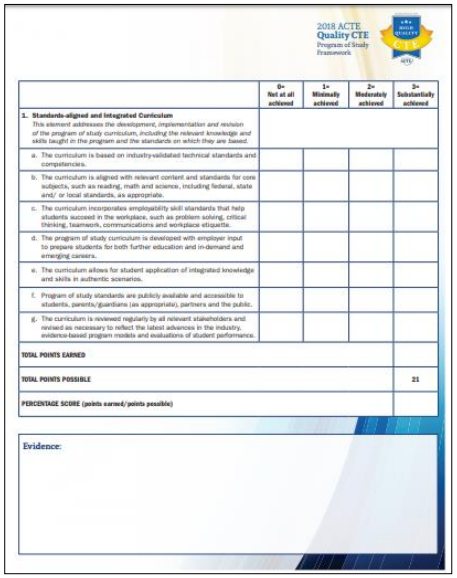
Use these descriptions to help you choose which rating best describes your program of study in relation to each criterion.

0= Not at all achieved: No evidence of the criterion in the program of study.

1= Minimally achieved: The criterion is minimally implemented in the program of study. For example:
- implementation is just beginning
- implementation is evident infrequently
- implementation is evident in a small portion of the program of study
- access is limited to a small segment of students

2= Moderately achieved: The criterion is evident in the program of study, but implementation is uneven or incomplete. For example:
- only part of the criterion is evident
- implementation is evident part of the time, but not on a sustained and regular basis
- implementation is evident in portions of the program of study
- access is available to most, but not all, students

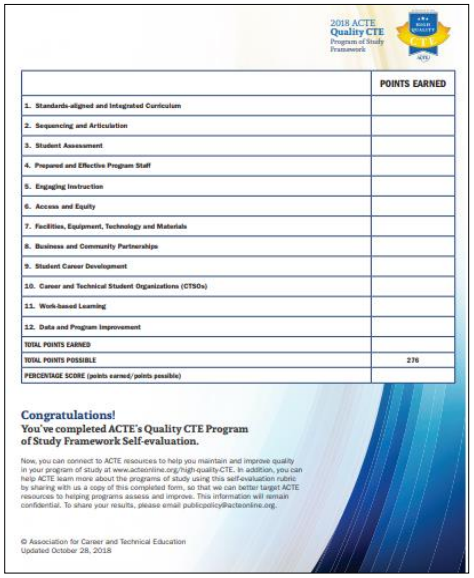
3= Substantially achieved: The criterion has been fully implemented throughout the entire program of study. For example:
- all parts of the criterion are evident
- implementation is evident on a regular and sustained basis
- implementation is evident across all portions of the program of study
- access is available to all students



2018 ACTE Quality CTE Program of Study Framework

	0= Not at all achieved	1= Minimally achieved	2= Moderately achieved	3= Substantially achieved
1. Standards-aligned and Integrated Curriculum *This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.*				
a. The curriculum is based on industry-validated technical standards and competencies.				
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/ or local standards, as appropriate.				
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.				
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.				
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.				
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.				
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.				
TOTAL POINTS EARNED				
TOTAL POINTS POSSIBLE				21
PERCENTAGE SCORE (points earned/points possible)				

Evidence:



2018 ACTE Quality CTE Program of Study Framework

	POINTS EARNED
1. Standards-aligned and Integrated Curriculum	
2. Sequencing and Articulation	
3. Student Assessment	
4. Prepared and Effective Program Staff	
5. Engaging Instruction	
6. Access and Equity	
7. Facilities, Equipment, Technology and Materials	
8. Business and Community Partnerships	
9. Student Career Development	
10. Career and Technical Student Organizations (CTSOs)	
11. Work-based Learning	
12. Data and Program Improvement	
TOTAL POINTS EARNED	
TOTAL POINTS POSSIBLE	276
PERCENTAGE SCORE (points earned/points possible)	

Congratulations!
You've completed ACTE's Quality CTE Program of Study Framework Self-evaluation.

Now, you can connect to ACTE resources to help you maintain and improve quality in your program of study at www.acteonline.org/high-quality-CTE. In addition, you can help ACTE learn more about the programs of study using this self-evaluation rubric by sharing with us a copy of this completed form, so that we can better target ACTE resources to helping programs assess and improve. This information will remain confidential. To share your results, please email publicpolicy@acteonline.org.

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www.acteonline.org/high-quality-CTE

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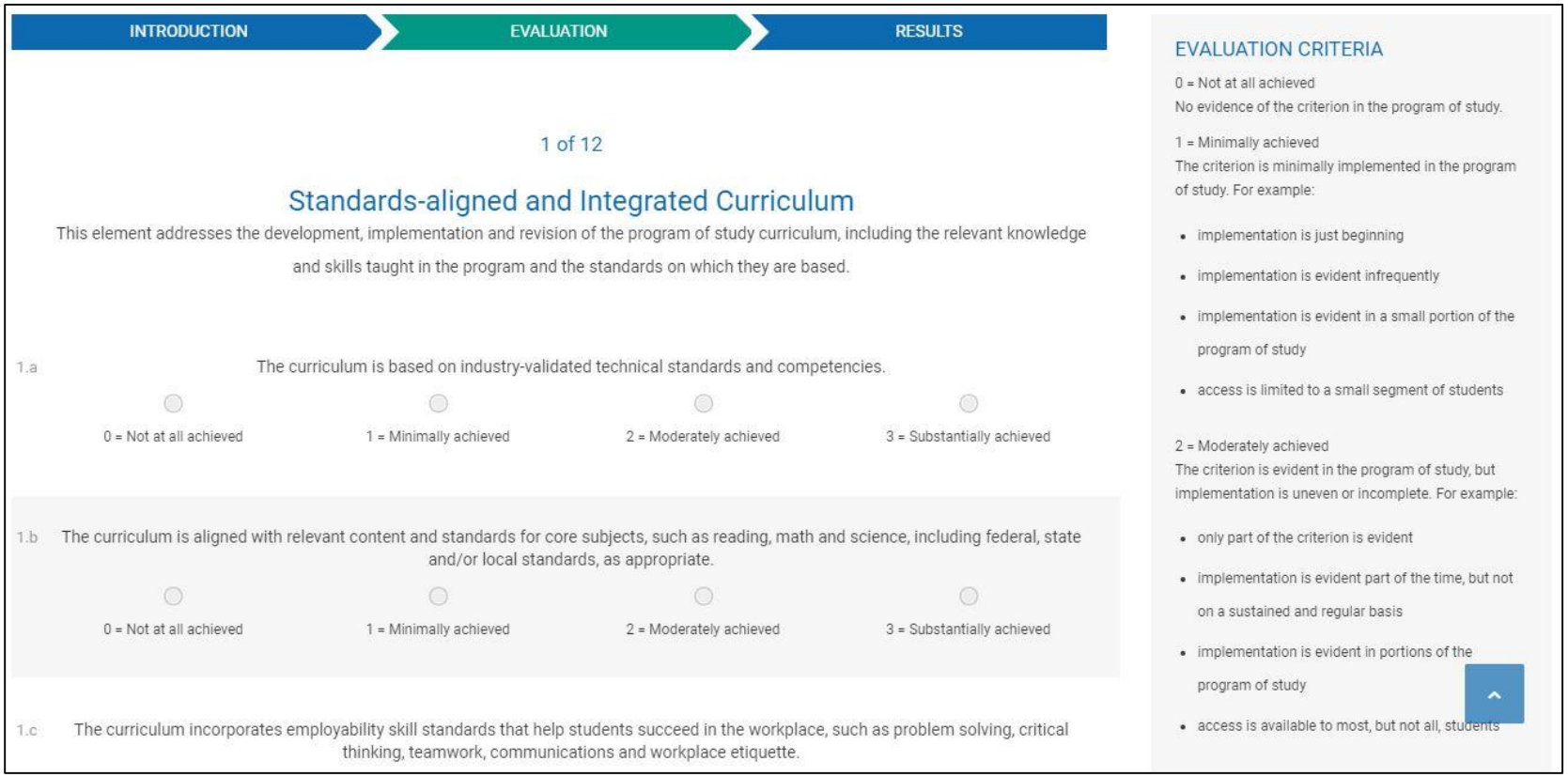
Self-evaluation - Online



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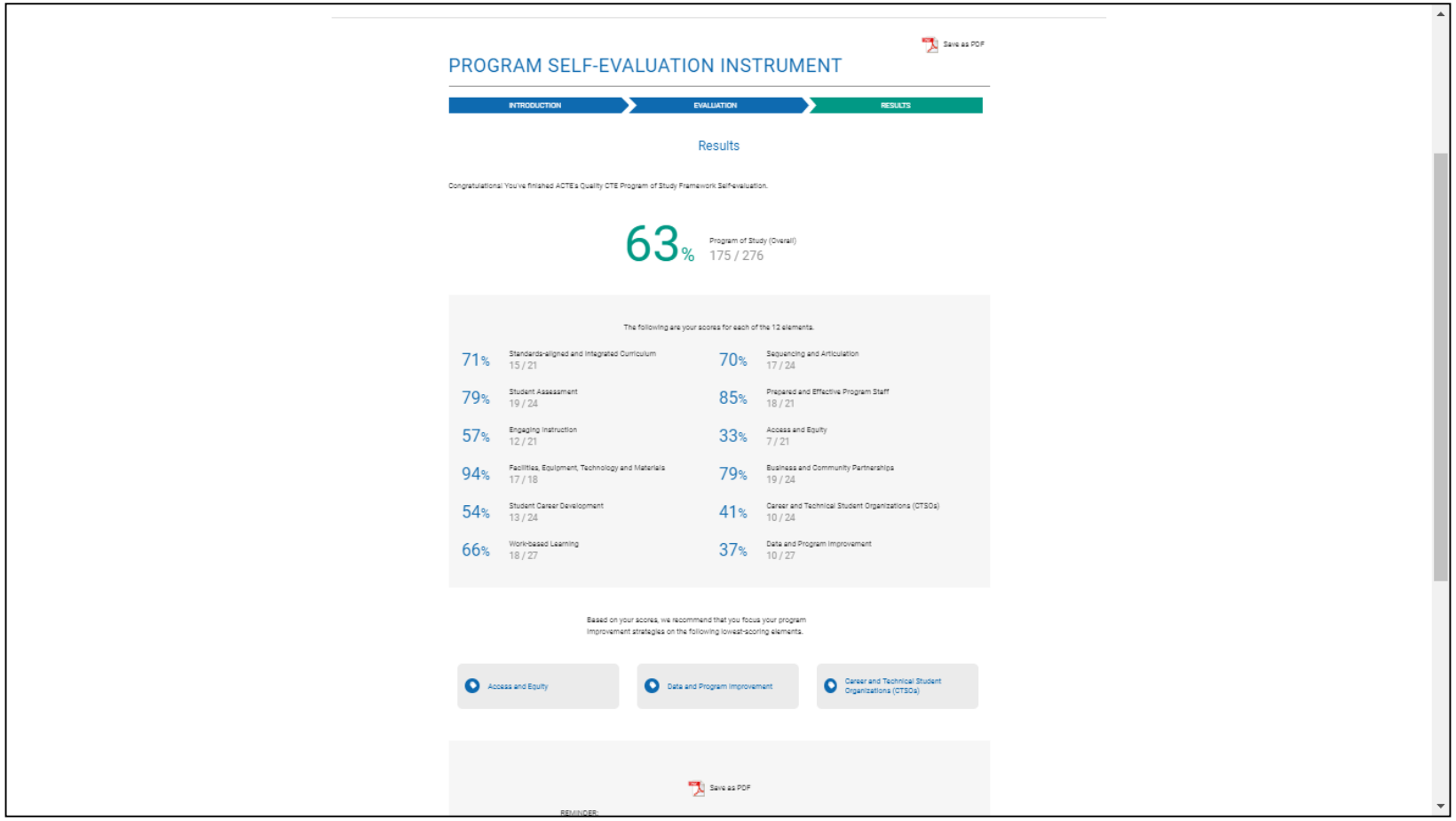
Self-evaluation - Online



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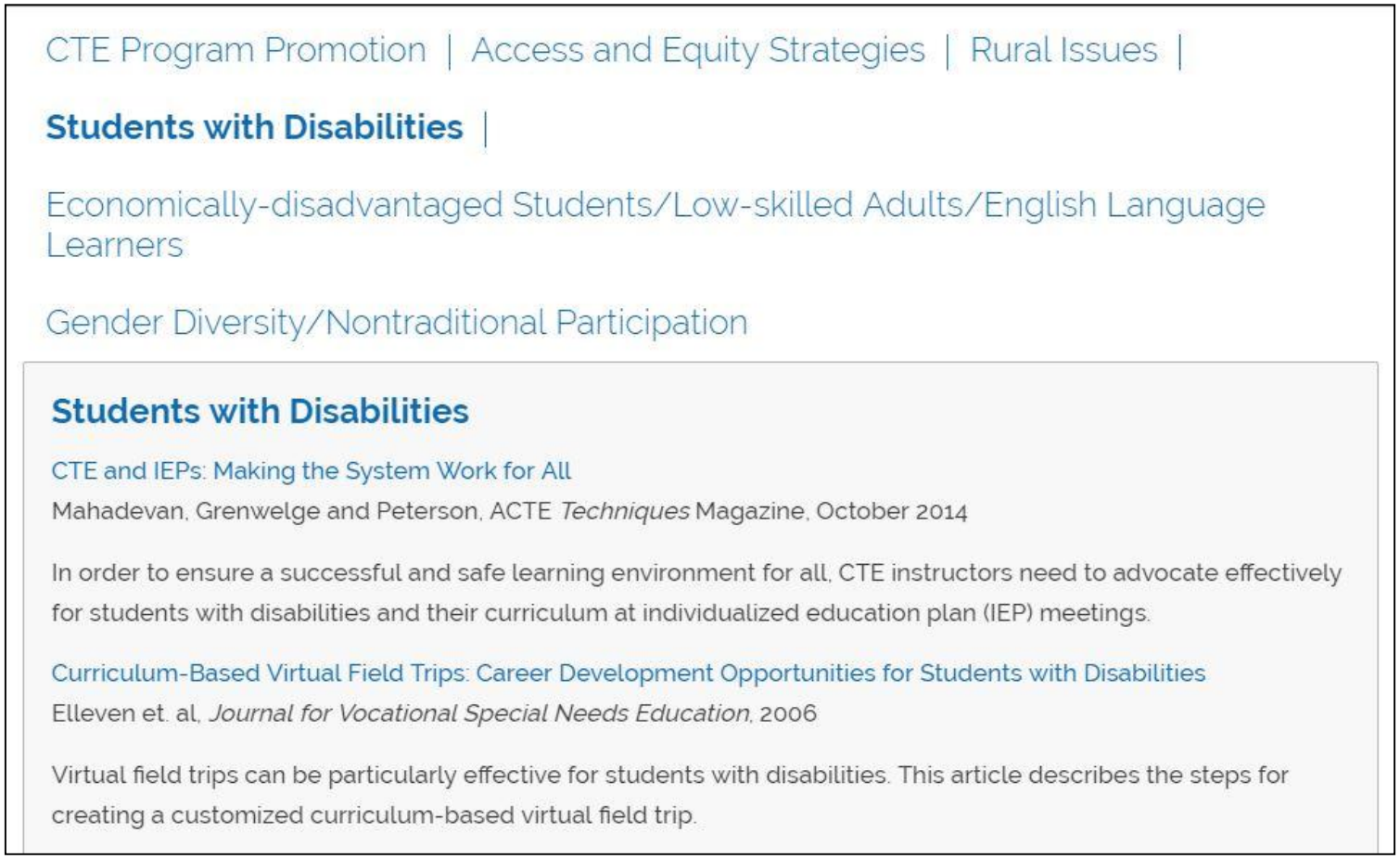
Resources on Each Element



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For More Information

- ACTE Online
- Special Populations Section
- Perkins V Resources
- High-quality CTE Framework and Tools

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Special Education and CTE at Area 31 Career Programs

Patrick A. Biggerstaff, Ed.S., MBA
Director of CTE and Adult Education
(Indianapolis, IN)

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Overview of Area 31

- Serving 11 school districts, home school, private school
  - Urban, suburban, and rural
- 1,500 students in 3-hour, secondary CTE programs
- 17,000 total secondary enrollments
- Evening CTE programs for adult learners
- 10-12% students with special needs
- 30+ programs
  - Dual credits
  - Certifications
  - Early College

Enrollment Process (Interest and Readiness)

1. Students apply online at their convenience
2. Home school counselors must approve/verify
3. Applications sent to Area 31
   - Data regarding abs, GPA, test scores, credits earned
   - No data on race, gender, special needs
4. Applications sorted and reviewed by Committee
5. Placement decisions are determined
6. Special Education Coordinator works with home schools to identify students with IEPs and arrange necessary supports.
7. Students are notified of enrollment

Role of the Perkins Special Education Coordinator

- Serves on Enrollment Committee
- Provides push-in and pull-out services for identified students
- CTSO Coach (FFA, HOSA, SkillsUSA)
- Coordinates meetings with CTE teachers and TORs from all sending schools
- Joins CTE teachers at IEP meetings
- Offers professional development (e.g. legal, procedural) to CTE teachers
- Member of Crisis Intervention team (Pro-ACT)

In 2018-19, 95% of Area 31 students with identified special needs earned all high school credits for the CTE programs in which they enrolled.

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4 Modules:

Supply Chain/Logistics

Automotive Service

Construction Trades

Horticulture

- Transformational, career & technical education experience for students with disabilities
- Students gain essential knowledge and skills that will prepare them for career pathways post-commencement
- Features simulated labs, business visits, and other work-based learning experiences

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THRIVE CTE

PennState College of Education

NTACT National Technical Assistance Center on Transition

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THRIVE CTE

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Dare to Dream Celebration

THRIVE

WE ARE WAYNE!
GREAT SCHOOLS
GREAT COMMUNITY

Students

Daredevil – shows courage when taking risks

Dreamchaser – plans and works toward long-term goals

Peer Mentor – values and befriends students with disabilities

Adults

Administrator

Advocate

Community Member

Educator

ParaEducator

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Time for you to ask questions…

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