Promoting Career and Technical Education for Students with Disabilities

CAPE - Youth

CENTER FOR ADVANCING POLICY ON EMPLOYMENT FOR YOUTH

November 9, 2021
Housekeeping

• Closed Captioning is available at https://www.streamtext.net/player?event=CFI-CSG
• Please submit any questions (including about technical issues) in the chat and Council of State Government (CSG) staff will get back to you as soon as possible
Opening Remarks

Taryn Williams, Assistant Secretary of the U.S. DOL Office of Disability Employment Policy
Introduction to CAPE-Youth

The Center for Advancing Policy on Employment for Youth (CAPE-Youth) seeks to improve employment outcomes for youth and young adults with disabilities by helping states build capacity in their youth service delivery and workforce systems.
“Promoting Career and Technical Education for Students with Disabilities: State Strategies Developed During the COVID-19 Pandemic”

By: Colleen E. McKay, MA, CAGS, Marsha Langer Ellison, PhD, & Emma L. Narkewicz, MPA, University of Massachusetts Chan Medical School
What is CTE?

• Educational programming that includes:
  • A sequence of academic and career-oriented courses
  • Opportunities to gain work experience
  • Career preparation for jobs in skilled trades, applied science and modern technologies

• Available in over 98% of public school districts

• Offered by high schools, career centers, community and technical colleges, four-year universities and more
The Importance of CTE for Students with Disabilities (SWD)

• Helps SWDs prepare for college or careers
  • SWDs who participate in CTE have improved graduation rates and employment outcomes

• Federally mandated
  • Perkins V requires states to develop plans for recruiting special populations into CTE programs and measuring progress
  • The Workforce and Innovation Opportunity Act (WIOA) requires greater coordination and collaboration between workforce development systems and CTE
CTE Access Challenges for SWDs

- Physical accessibility of facilities
- Lack of settings & supports required by students’ individualized education programs (IEPs)
- Difficulty completing entry assessment requirements
- Lack of training for CTE instructors on supporting SWDs
- Inflexible attendance policies
Due To COVID-19

- Pivot to remote platforms has been challenging because CTE programs typically:
  - Provide learning through an on-site and in-person setting
  - Use special equipment or models to deliver instruction
  - Rely on a required minimum of in-person hours for credentialing
Additional Access Challenges Due To COVID-19 (Cont’d)

• Challenges:
  • Inability to provide hands-on instruction
  • Lack of resources for educators to adapt to virtual environment
  • Difficulty modifying accommodations for virtual environments

• Consequences:
  • Postponed or cancelled work-based learning experiences
  • Reduced opportunities to obtain in-person credentialing hours
  • Waived requirements, leading to lack of credentials
Suggested State Strategies

1. Strengthen **interagency collaboration** to maximize resources, address inequities and streamline CTE service provision

2. Utilize federal funding to **leverage and provide technology** to expand access to CTE for SWDs

3. Offer **stackable credentials** to facilitate employment opportunities

4. Increase CTE instructors’ capacity to serve SWDs, through **professional development** opportunities

5. Improve **data collection** efforts to identify and address CTE access challenges for SWDs
Strengthening Interagency Collaboration

• Strengthen collaboration between agencies to connect, partner and share resources to improve outcomes for SWDs in CTE

• **State Example:** PIPEline to Career Success for Students with Disabilities is a partnership between various Delaware agencies (i.e., Education, Labor, Health and Social Services) and the National Alliance for Partnership in Equity focused on identifying participation and performance gaps for SWDs in CTE
Leveraging & Providing Technology

• Transfer CTE curricula to remote platforms
  • E.g., video tutorials, simulations and virtual field trips
• Provide technology & Wi-Fi to help students access new resources
• Leverage federal funding
  • E.g., American Rescue Plan Act (ARPA), Elementary and Secondary School Emergency Relief (ESSER) Fund & Perkins V funding

• **State Example:** Iowa created a [website](http://example.com) with resources for remote learning for CTE educators and students that includes interactive learning objects, virtual labs and simulations
Offering Stackable Credentials

• Provide stackable or micro-credentials to allow flexibility and multiple entry and exit points for students whose educational pathways are interrupted

• **State Example:** Idaho uses the badging/micro-certification platform “SkillStack®” to validate student skills utilizing industry and disciplinary defined standards
Increasing Capacity of CTE Instructors

• Provide resources and professional development to support CTE instructors in serving SWDs

• **State Example:** The Washington (WA) Office of Superintendent of Public Instruction offers a range of resources to support educators (including CTE educators), including a resource list of professional development opportunities to support SWDs and a [Handbook on Inclusionary Practices](#)
Improving Data Collection Efforts

• Collect and analyze data on SWD participation in CTE (including by subgroups) to increase access and equity

• **State Example:** Wisconsin’s statewide data collection system - “[WISEData](#)” - streamlines data collection processes for state and federal reporting and allows districts to access a data dashboard to inform quality improvement and decision-making at the local level
WA Office of Superintendent of Public Instruction

Dr. Tania May, Director of Special Education

Renee Lafreniere, CTE Pathways Project Coordinator
Supporting Students with Disabilities in CTE in Washington State

Tania May, Ed.D.
Director of Special Education
tania.may@k12.wa.us

Renee Lafreniere
CTE Pathways Program Coordinator
renee.lafreniere@k12.wa.us
Our Problem of Practice

Over 25% of students with disabilities in Washington state are not engaged in any post-secondary activities one year after leaving high school.

Class of 2020 Graduation Pathways

All Students

- No Pathway: 25.6%
- State Assessment: 66.5%
- CTE Pathway: 9.8%
- CIA/Alternate Pathway: 3.4%
- ASVAB Pathway: 2.9%

Students with Disabilities

- No Pathway: 41.5%
- State Assessment: 22.6%
- CTE Pathway: 10.9%
- CIA/Alternate Pathway: 26.9%
- ASVAB Pathway: 1.5%

POP: 25% of Students with Disabilities are not engaged in post-secondary activities one year after leaving high school.

- Staff lack knowledge
- CTE not always on IEP team
- Low expectations for students with IEPs
- Limited transition assess/curric.
- Funds needed for adaptive materials
- Funds needed for job coaching
- Segregated settings
- Lack of access to CTE
- Behavioral support needs
- Transition training needs
- Differentiation training needs
- Students/Families need info
- Access to SpecEd & CTE data
- Limited IEP Progress Monitoring
- Focus on compliance vs outcomes
- AT/Tech access needs
- Transportation needs
- Safety training/support needs
- Limited IEP Progress Monitoring
- Focus on compliance vs outcomes
- Expressivity needs
- AT/Tech access needs
- Transportation needs
- Safety training/support needs
- Differentiation training needs
- Students/Families need info
- Access to SpecEd & CTE data
- Limited IEP Progress Monitoring
- Focus on compliance vs outcomes
- AT/Tech access needs
- Transportation needs
- Safety training/support needs
Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans

• Appendix A: The Transition Team Members and Roles
• Appendix B: Sample HSBP and IEP Transition Plans
  • Case Study of a 10th grader using a CTE Course Sequence
  • Case Study of an Adult Student using the WA-AIM
• Appendix C: High School Education and Training Opportunities
• Appendix D: Post-Secondary Education and Training Opportunities
• Appendix E: Post-Secondary Employment Options
• Appendix F: Post-Secondary Outcomes (Indicators 1, 2, 13, and 14)
• Appendix G: IEP Transition Planning Checklist for Educators
• Appendix H: Transition Planning Checklist for Students
• Appendix I: Transition-Planning Resources
Appendix B:
Sample High School and Beyond Plans and Aligned IEP Transition Plans

10th Grader using a CTE Pathway

Adult Student using WA-AIM
Resources to Support Students with Disabilities in CTE

Center for Change in Transition Services (CCTS) Inclusionary Practices Project
As part of OSPI’s Inclusionary Practices Project, CCTS is supporting partnerships between Special Education and Career Technical Education (CTE) classrooms.

Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans
Provides general information and guidelines to educators, staff and administrators to facilitate a student's seamless transition from school to post-secondary activities.

Case Study: HSBP and IEP Transition Plan for a 10th Grade Student Using a CTE Graduation Pathway

HSBP and IEP Transition Plan Case Study: CTE Pathway Webinar
High School and Beyond Planning for a 10th grader with disabilities using a CTE Course Sequence

- Sherrie’s goal for after graduation is to become a graphic designer or computer programmer
- Meaningful course selection tied to her goals for career preparation end exploration for each of her career interests
- CTE equivalencies free up schedule space for more electives and also meet subject area graduation requirements

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>GR 9</th>
<th>GR 10</th>
<th>GR 11</th>
<th>GR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9 (1.0)</td>
<td>English 10 (1.0)</td>
<td>English 11 (1.0)</td>
<td>Creative Writing (1.0)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I (1.0)</td>
<td>Geometry (1.0)</td>
<td>Algebra II (1.0)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science (1.0)</td>
<td>Biology (1.0)</td>
<td>AP Computer Science</td>
<td>Principles (1.0)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History (1.0)</td>
<td>US History (1.0)</td>
<td>Career (0.5)</td>
<td>Psychology (0.5)</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>PE (0.5)</td>
<td>Health (0.5)</td>
<td>Fitness for Life (1.0)</td>
<td></td>
</tr>
<tr>
<td>&quot;Arts or PPR&quot; or &quot;PPR&quot;</td>
<td>Visual Communications (1.0)</td>
<td>Media Arts/Web Design</td>
<td>Technology (1.0)</td>
<td></td>
</tr>
<tr>
<td>World Language or PPR</td>
<td></td>
<td>Commercial Art (1.0)</td>
<td>CAD Drafting and Design (1.0)</td>
<td></td>
</tr>
<tr>
<td>Career Technical - CTE</td>
<td>Graphic Design (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>Advisory (0.25)</td>
<td>Advisory (0.25)</td>
<td>Advisory (0.25)</td>
<td>Yearbook 1 (1.0) Computer Application (1.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yearbook II (1.0)</td>
</tr>
<tr>
<td>TOTAL CREDITS: 24</td>
<td>6.25</td>
<td>6.25</td>
<td>6.25</td>
<td>6.25</td>
</tr>
</tbody>
</table>
How to Learn More and Get Support

OSPI Secondary Transition Web Page

• Guidelines for Aligning High School and Beyond Plans & IEP Transition Plans
• Technical Assistance and Data Resources

Please reach out to our state team with any questions:

• Tania.May@k12.wa.us – OSPI Director of Special Education
• Renee.Lafreniere@k12.wa.us – OSPI Career and Technical Education
• Alexandra.Toney@k12.wa.us – OSPI Special Education Transition
• Kim.Reykdal@k12.wa.us – OSPI Graduation and HSBP
• ccts@seattleu.edu – Center for Change in Transition Services
Thank you
No one is better situated to speak to the problems within CTE and education in general than the very students and families experiencing depressed outcomes; their expertise will guide us to the solutions we need.

With an asset perspective, students' cultural differences are perceived as beneficial to the learning environment, as opposed to a deficit perspective, when cultural differences are perceived as detrimental.

An equity lens understands that institutions are not neutral and that inequitable outcomes strongly predicted by group membership (e.g., ability, race, language) are signs of biased mechanisms.
Four Modules

EXPLORE

SELECT

DISCOVER

ORGANIZE

ACT

Reflect on the results.

Repeat to broaden the impact.

EVALUATE

EVALUATE

EVALUATE

EVALUATE

©2021
Program Improvement Process for Equity

- Year-long professional development program
- 3.5 days of training face-to-face; ten 90 min. virtual sessions
- Monthly technical assistance meetings
- Diverse team development
- Inclusion of students on the team
- Data collection, visualization and gap analysis
- Root cause action research
- Strategy implementation and evaluation
Review
Research
Summary

Available at napequity.org
What are our Pilot Sites saying?

“Provides an organized structure for accomplishing the work.”

“Aligns the goals of the district to the PIPEline initiative.”

“Stakeholder engagement is good because teachers/businesses want to better understand how to work with this population of students.”

“Evidence of the work provides stakeholders with proof of real impact for students.”

“Focuses effort among different departments within the school district central office and aligns to the School Success Plan.”
How are our Pilot Sites doing?

- Increased students with disabilities enrollment in CTE programs aligned with their IEP goals from 72 to 133 students in one year.
- Reduced the percentage of students with disabilities enrolled in CTE programs that did not match their IEP goals from 38.7% to 19.4%.
- Increased the percentage of students with disabilities approved for CTE immersion from 0% to 7.9%.
- Increased work-based learning participation for students with disabilities from 0% participation to 3%.
- Increased students with disabilities enrollment in Early Childhood Education from 10% to 19%.
- Increased the percentage of students with a disability who receive an industry credential from 0% to 2%.
Cross Agency Collaboration

• The Key to making it all work
• Relationships, trust, communication
• Outside Agencies ARE team members
  – Division of Vocational Rehabilitation
  – Division on Developmental Disabilities Services
  – Division for Visual Impairments
Agency Collaboration Impacts

- Shared funding
- Impacting each other’s data
- Data sharing agreements
- Agency personnel in front of LEA staff earlier and across more environments
- Improved communication across agencies
What Are We Seeing

• Instructional Technology
  – Graphic Organizers for CTE teachers

• Professional Development
  – District wide PD for CTE teachers about IEPs, Accommodations and Modifications
  – Lesson planning workshops for CTE teachers with a focus on students with disabilities (SWD)
  – Joint presentations with agency and LEA personnel to Chamber of Commerce and community
Continued Impacts (1 of 3)

PIPEline brought School administrators and CTE staff to the table with State Agencies

- Common goal to increase work-based learning for students with disabilities.
- School Strengths - Strong relationships with student and family, access to IEP team members and support services, oversee student schedule, lesson planning and delivery
- School Challenges - staff time available to support students with disabilities in WBL, expertise of staff in providing WBL and employment readiness to SWD.
Continued Impacts (2 of 3)

- DVR Strengths - Expertise of supporting SWD in work-based learning, business engagement, coordinating natural supports and accommodations

- DVR Challenges with WBL- getting referrals and coordination with students schedules/IEP goals.

- Collaborate to create a new WBL Specialist to provide Pre-ETS Services to promote competitive integrated employment.
Continued Impacts (3 of 3)

- Expand services
  - Students in 18 to 21 programming

- Students will be supported to develop relevant and transferable skills and knowledge so that they are better able to make knowledgeable career preparation decisions, and they are ready to perform and effectively compete in a global economy.
Continued Impacts (Cont’d)

- Position will be a district employee under CTE program, but the jointly created job description and MOU provide framework for service delivery and supervision, by both VR and the LEA.
  - Implement work-based learning in Career and Technical Education Pathways
  - Provide Pre-ETS services
- Position will support students with disabilities across all three High Schools
How can NAPE help you?

- Professional Development
- Research and Evaluation
- Technical Assistance
- Public Policy and Advocacy

Realize the potential of every student: Access, Equity, and Diversity

©2021
NAPE’s Products and Services

**In Person**
- Professional Development Workshops
- Long-term Educational Equity Programs
- Keynote Addresses
- Guest Speakers/Panelists
- Consulting Services
- Professional Learning Communities

**In Hand**
- Infographic Posters
- Turnkey Implementation Toolkits
- Equity Workbooks
- STEM Kudos Note Cards
- STEM Career Interest Cards
- Policy Reports

**Online**
- Virtual Workshops
- Webinars
- Perkins Data Dashboard Development
- Custom Online Course Development
- Consulting Services
- Professional Learning Communities

©2021
“Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has.” ~Margaret Mead
PIPEline to Career Success for Students with Disabilities

Mimi Lufkin
CEO Emerita
National Alliance for Partnerships in Equity
mimilufkin@napequity.org

Dale Matusevich
Education Associate, Secondary and Transition Services
Delaware Department of Education
dale.matusevich@doe.k12.de.us
What is SkillStack®?

SkillStack® is Idaho's microcertification platform that allows educators to validate skills that lead to industry-relevant digital badges and/or college credit.

skillstack.idaho.gov
**EDUCATORS**

**Assess & Validate**

Idaho’s secondary (high school) and postsecondary (higher education) educators validate skills in SkillStack®

**Required Skills:**
- Formulate a strategy for developing a climate of mutual trust
- Identify and meet employee motivational needs
- Participate in and identify the four stages of team development
- Write and communicate performance expectations
- Lead supportive and corrective coaching sessions

**DEMONSTRATE & EARN**

Leading Others
Issued 1/25/2020

**Required Skills:**
- Formulate a strategy for developing a climate of mutual trust
- Identify and meet employee motivational needs
- Participate in and identify the four stages of team development
- Write and communicate performance expectations
- Lead supportive and corrective coaching sessions

**BUILD YOUR PORTFOLIO**

- Crop Production
- Food Storage
- Cooking Methods
- Knife Skills
- Managing Processes

**LEARNERS**

**EXPORT, DOWNLOAD, & SHARE**

- Badgr Backpack
- Facebook
- Twitter
- LinkedIn
- Email
- Webpage
- Future Employers
- Colleagues
- Potential Clients
- And more!
How digital badges work

Idaho State Board of Education Policy III. E. 1. a
viii. Microcertification
A credential in a narrowly focused area within career-technical education (CTE) or academic program that confirms mastery of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.
Idaho educators are using SkillStack® to:

- Measure, assess, validate, and track student growth
- Encourage students to become lifelong learners
- Improve program delivery and quality
- Enhance industry certifications

Examples of a current SkillStack® uses:

<table>
<thead>
<tr>
<th>Idaho Department of Correction</th>
<th>US &amp; ID Department of Labor, ID Workforce Development Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Re-entry skills - <a href="#">Skill Stack - Idaho Department of Correction</a></td>
<td>• State Apprenticeship Expansion, Equity, and Innovation grant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idaho Department of Juvenile Corrections</th>
<th>Secondary (High School) CTE Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Youth career exploration</td>
<td>• Credit articulation and assessment validation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postsecondary Institutions</th>
<th>Workforce Training Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Badges that stack to certificate/degree pathways</td>
<td>• Wage progression and local industry needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boise State University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employee professional development</td>
<td></td>
</tr>
</tbody>
</table>
Contact Us

Heather Luchte
heather.luchte@cte.idaho.gov
Director of Performance Management and Idaho SkillStack®

Taylor Stump
taylor.stump@cte.idaho.gov
Idaho SkillStack® and Performance Management Coordinator

Find user guides, posters, and additional resources at https://skillstack.idaho.gov
Contact CAPE-Youth

Questions?

Contact Us
CAPEYouth.org
info@capeyouth.org
egurney@csg.org