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.

Career & Technical Education (CTE) Brief

"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

Additional Access Challenges 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](#) 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
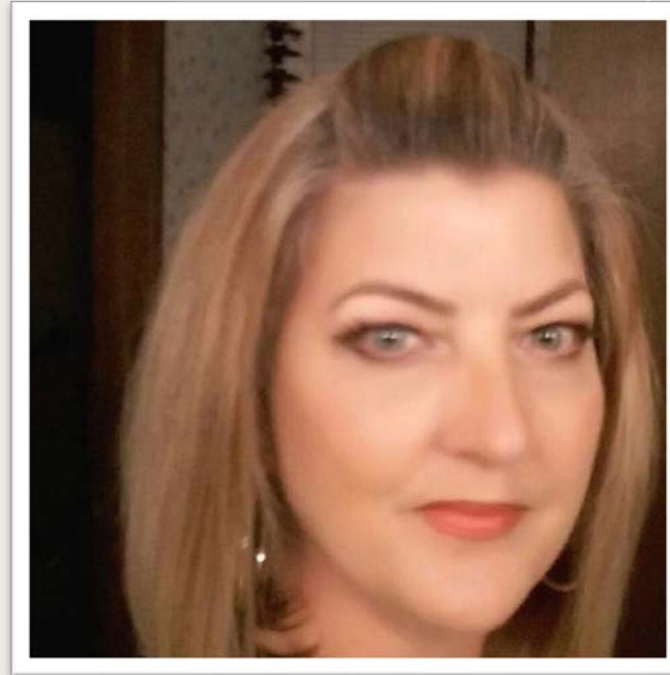
Renee Lafreniere, CTE Pathways Project Coordinator

Supporting Students with Disabilities in CTE in Washington State

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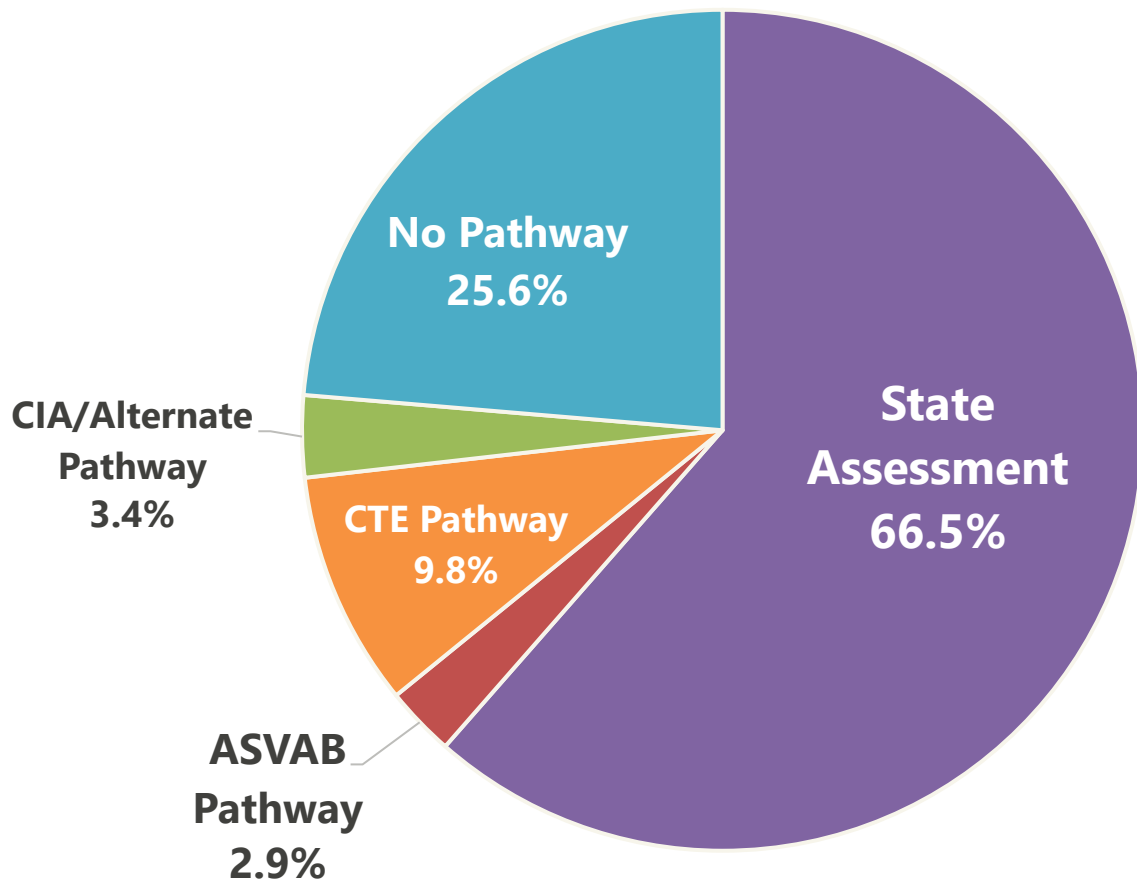
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Our Problem of Practice

Over 25% of students with disabilities in Washington state are not engaged in any post-secondary activities one year after leaving high school.
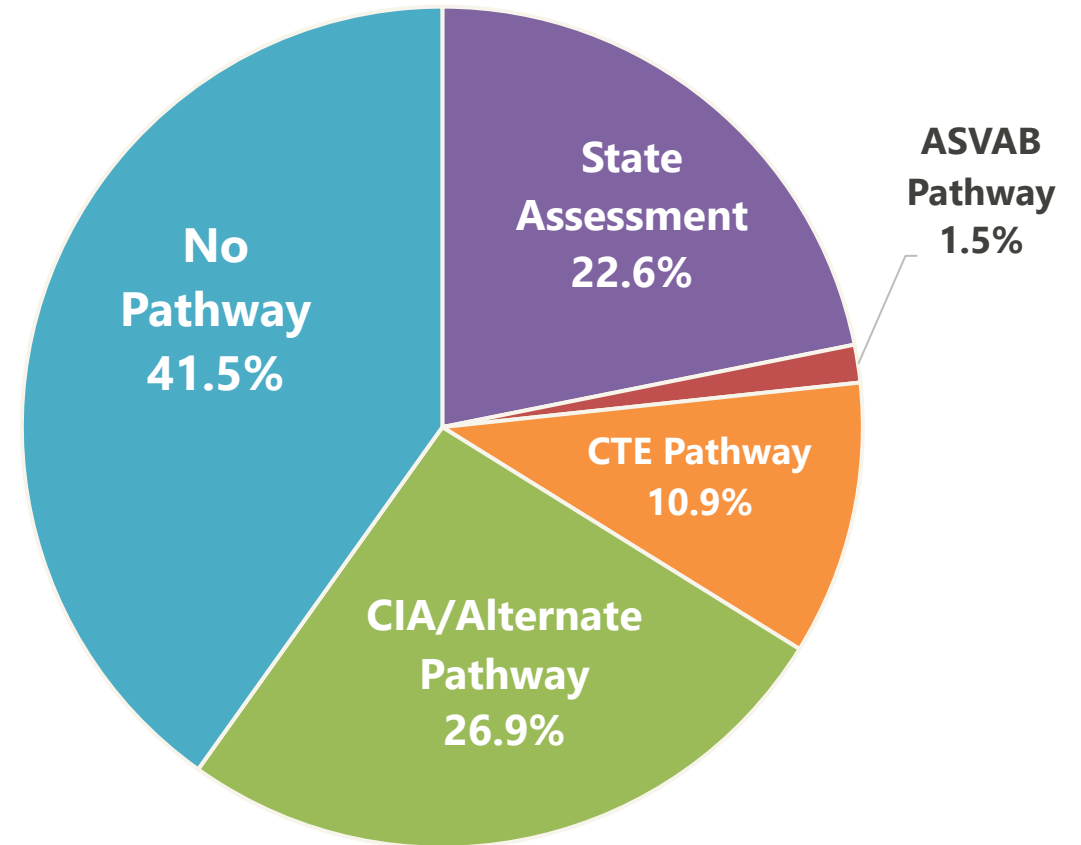
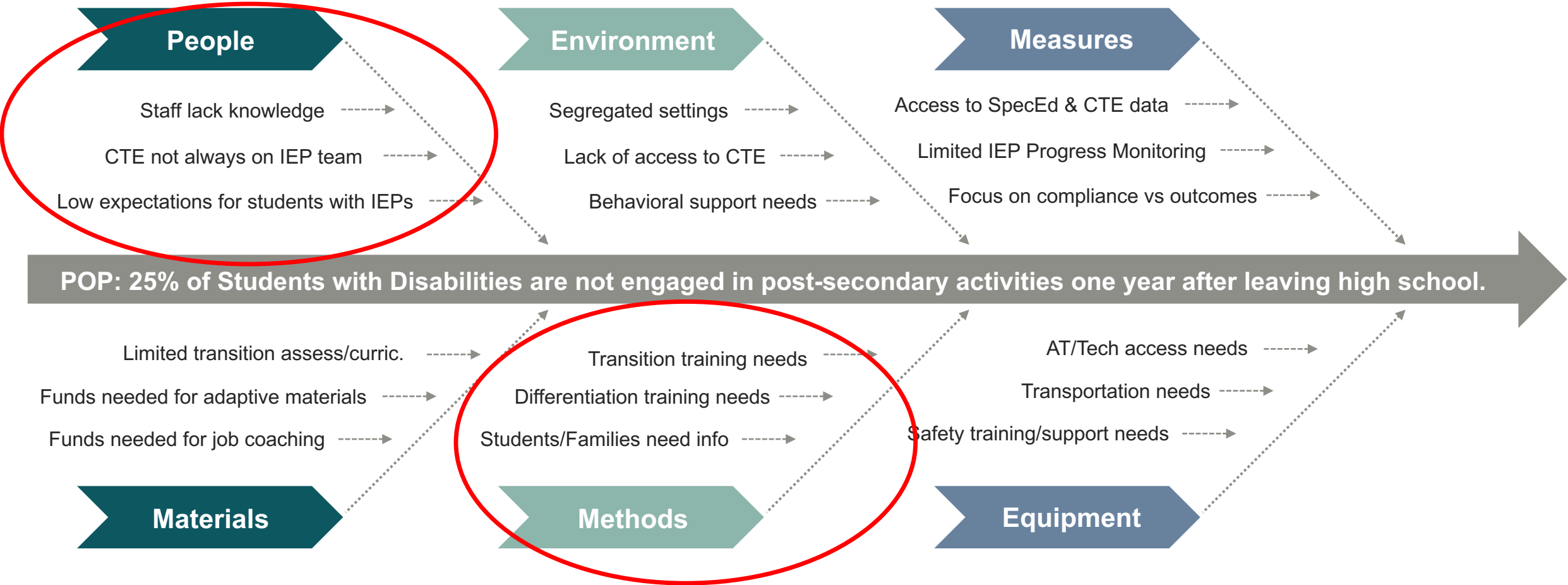**Source:** *CCTS Indicator B14 Post-School Outcome Report, 2018-19 - PDF*. **(2021, January 20).**
Seattle: Center for Change in Transition Services.

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Class of 2020 Graduation Pathways

All Students

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

Students with Disabilities

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

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Source: Graduation Pathways Dashboard, retrieved January 19, 2021.

Fishbone: Barriers to Post-School Engagement

People
- Staff lack knowledge
- CTE not always on IEP team
- Low expectations for students with IEPs

Environment
- Segregated settings
- Lack of access to CTE
- Behavioral support needs

Measures
- Access to SpecEd & CTE data
- Limited IEP Progress Monitoring
- Focus on compliance vs outcomes

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

- Limited transition assess/curric.
- Funds needed for adaptive materials
- Funds needed for job coaching

Materials

- Transition training needs
- Differentiation training needs
- Students/Families need info

Methods

- AT/Tech access needs
- Transportation needs
- Safety training/support needs

Equipment

Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans

Guidelines for Aligning
High School & Beyond Plans (HSBP)
and IEP Transition Plans

For questions or feedback regarding this resource, please contact speced@k12.wa.us

- **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

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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

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
English Credits required for Graduation = 4	English 9 (1.0)	English 10 (1.0)	English 11 (1.0)	Creative Writing (1.0)
Mathematics Credits required for Graduation = 3	Algebra I (1.0)	Geometry (1.0)	Algebra II (1.0)	
Science Credits required for Graduation = 3	Physical Science (1.0)	Biology (1.0)		AP Computer Science Principles (1.0)
Social Studies Credits required for Graduation = 3		World History (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)
Health and Fitness Credits required for Graduation = 2	PE (0.5) Health (0.5)	Fitness for Life (1.0)		
***Arts** or PPR Credits required for Graduation = 2*	Visual Communications (1.0)	Media Arts/Web Design Technology (1.0)		
***World Language** or PPR Credits required for Graduation = 2*			Commercial Art (1.0)	CAD Drafting and Design (1.0)
Career Technical - CTE Credits required for Graduation = 1	Graphic Design (1.0)			
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Yearbook 1 (1.0) Computer Application (1.0)	Advisory (0.25) Yearbook II (1.0) Personal Finance (1.0)
TOTAL CREDITS: 24	6.25	6.25	6.25	6.25

- 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

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

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PIPEline to Career Success for Students with Disabilities

Mimi Lufkin, CEO Emerita, National Alliance for Partnerships in Equity

Dale Matusevich, Education Associate for Secondary and Transition Services, Delaware Dept. of Education

GROUNDED ACTION

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.

EQUITY PRINCIPLES

ASSET ORIENTATION

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.

SYSTEMS ARE NOT NEUTRAL

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.

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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

NAPE

Review Research Summary

Available at napequity.org

PIPEline to Career Success for Students with Disabilities
ROOT CAUSES & STRATEGIES

NAPE
National Alliance for Partnerships in Equity

Authors: Carol Burbank, PhD and George Tilson, EdD
A Publication of the National Alliance for Partnerships in Equity Education Foundation ©2019

NAPE

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."

NAPE

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%.

NAPE

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

N A P E

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.

N A P E

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.

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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

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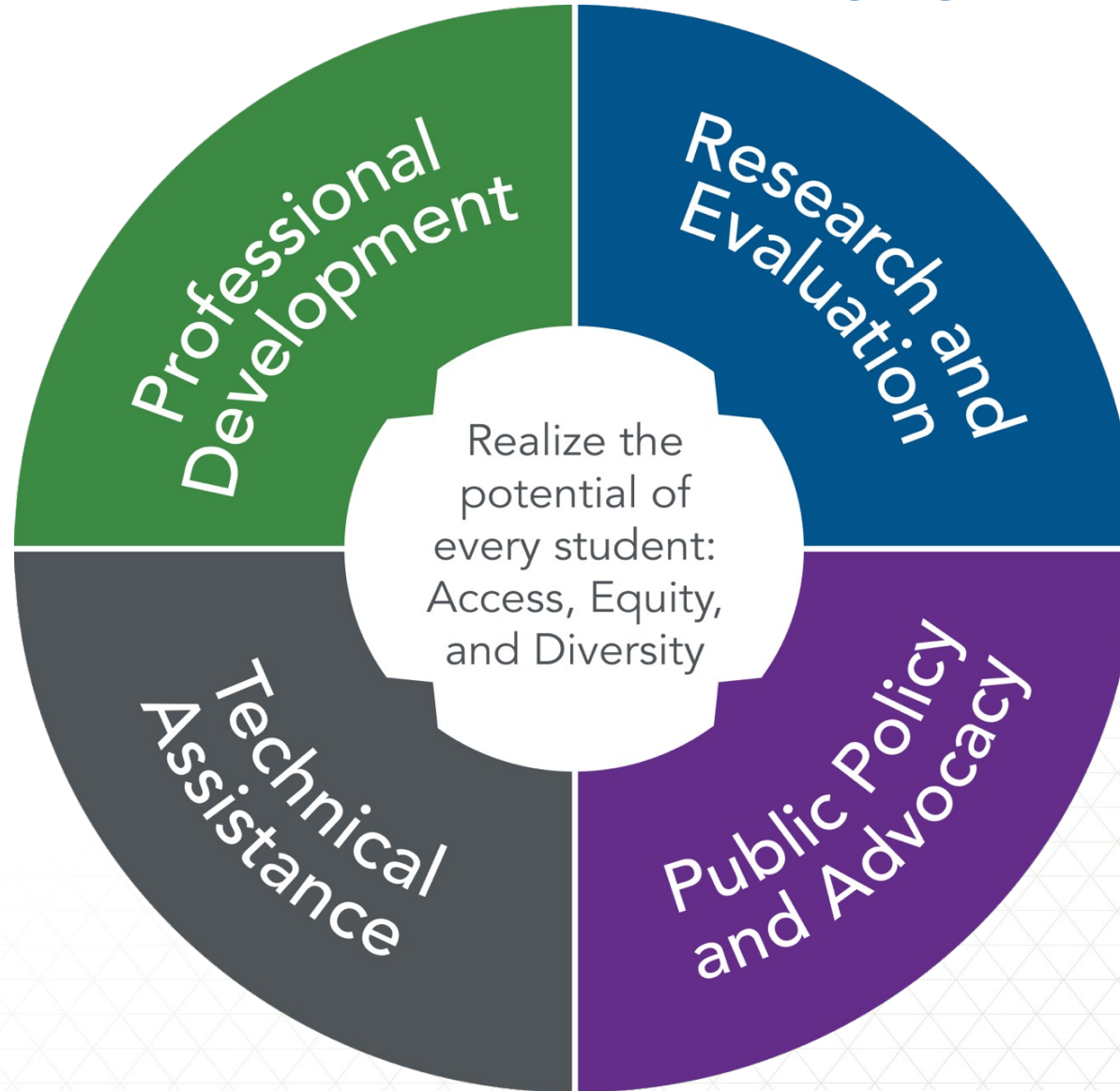
NAPE's Products and Services

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

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"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

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PIPEline to Career Success
for Students with Disabilities

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Idaho Division of Career Technical Education

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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

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:

Idaho Department of Correction
- Re-entry skills - [Skill Stack - Idaho Department of Correction](#)

Idaho Department of Juvenile Corrections
- Youth career exploration

Postsecondary Institutions
- Badges that stack to certificate/degree pathways

US & ID Department of Labor, ID Workforce Development Council
- State Apprenticeship Expansion, Equity, and Innovation grant

Secondary (High School) CTE Pathways
- Credit articulation and assessment validation

Workforce Training Centers
- Wage progression and local industry needs

Boise State University
- Employee professional development

Contact Us

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

Contact CAPE-Youth

Questions?

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