NTACT CTE Perkins V Plan Collaboration Summit: Intersection of Success

December 3 - 4, 2019
Sheraton Resort Hotel, Anaheim CA
The CTE Perkins V Plan Collaboration Summit will provide an opportunity for interdisciplinary teams of state and local partners to collectively operationalize Perkins V plans for access, equity, and inclusiveness for students with disabilities.
Intended Outcomes

Participants will work in state and local interdisciplinary teams of special education, vocational rehabilitation, and career and technical education to develop a Perkins V implementation plan that:

– ensures students with disabilities access and can persist in career and technical education programs and curricula;

– fosters collaboration across building-level and agency partners;

– aligns federal, state, and local policy to practice across career and technical education, special education, and vocational rehabilitation; and

– supports teachers, and other school and agency professionals, in providing students with disabilities high quality, differentiated instruction for 21st century employability skills.
Perfect Opportunity

IDEA

Perkins/CTE

WIOA

ESSA
Who’s in the Room?

- **State Education Agency Representatives**
  - Special Education
  - Career and Technical Education
  - Vocational Rehabilitation

- **Local Education Agency Representatives**
  - Special Educator
  - Career and Technical Educator
  - Vocational Rehabilitation Counselor

- **Others**
  - Federal Partners
  - Technical Assistance Providers
12 States with CTE, SpEd, and VR Representation
Intersection of Success

- Special Education
- Career & Technical Education
- Vocational Rehabilitation
One size does not fit all
Meet the Federal Partners

• **Selete Avoke**, Senior Program Specialist, Secondary, Transition, and Postsecondary Team, *Office of Special Education Programs*

• **Marilyn Fountain**, Education Program Specialist, *Office of Career, Technical, and Adult Education*

• **David Guardino**, Associate Division Director, Secondary, Transition, and Postsecondary Team, *Office of Special Education Programs*

• **Genee’ Norbert**, Monitoring and State Improvement Team, *Office of Special Education Programs*

• **Casey Sacks**, Deputy Assistant Secretary for Community Colleges, *Office of Career, Technical, and Adult Education*

• **Mark Schultz**, Commissioner, *Rehabilitation Services Administration* and Assistant Secretary, *Office of Special Education and Rehabilitative Services*

• **Tonya Stellar**, State Team Facilitator, State Monitoring and Program Improvement Division, *Rehabilitation Services Administration*
Welcome TA Partners
Housekeeping

• Breaks & Facilities
• Lunch
• Zoom
• Resources and Materials – Agenda, Folder Contents, Voting Dots
• Alphabet Soup – OSEP, OSERS, OCTAE, CTE, ACTE, RSA, VR, IDEA, WIOA, Perkins V
Housekeeping

• WIFI Access
  – Domaine Name: NTACT CTE Collaboration Summit
  – Password: ntactcte2019

• Access to Summit Materials
  – Transitionta.org
    • Events: https://transitionta.org/events-details
      – Scroll to NTACT CTE Perkins V Plan Collaboration Summit
Crosswalk of the Legislations: IDEA, WIOA, Perkins V

Outcome:
Foster collaboration for access, equity, and inclusiveness for students with disabilities across building-level and agency partners
Crosswalk of the Legislations

- **Mark Schultz**, Commissioner, Rehabilitation Services Administration
- **Casey Sacks**, Deputy Asst. Secretary for Community Colleges, Office of Career, Technical, and Adult Education
- **Mark Schultz**, Assistant Secretary for Office of Special Education and Rehabilitative Services
Access and Equity in the Perkins V Plan:

Why This Matters - Identifying Shared Values for Access and Equity
Three States’ Stories

• Dale Matusevich, Education Associate for Secondary and Transition Services at Delaware Department of Education

• Dan Findley, Career and Technical Education Specialist: Industrial and Engineering Systems at Oregon Department of Education

• Lindy Foley, Director at Nebraska Vocational Rehabilitation
Career and Technical Education and Students with Disabilities: The Oregon Experience

Presented to:
NTACT CTE Perkins V Plan Collaboration Summit

Lauren Dressen, Oregon Department of Education
Dan Findley, Oregon Department of Education
James Foutch, Oregon Department of Education
Gabby Nunley, ODE | HECC | BOLI
Sally Simich, Oregon Department of Education
Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.
Overview of Work

**May 2018:**
- NTACT Capacity Building Conference
- Redrafting the Oregon Technical Assistance Action Plan

**May 2018-Present:**
- ODE analysts collaborate: Career and Technical Education and Students with Disabilities
- The Equity Case
- CTE learning and Post-School Outcomes (PSOs)

**June 2018-Present:**
- Continued data analysis
- Co-presentations

**Late Summer/Fall 2018-Present:**
- Professional Development delivered to CTE Regional Coordinators throughout Oregon

**2019-2020 Academic Year:**
- NAPE Cohort 4 project: Qualitative data collection in selected schools throughout Oregon
Cross-Office Collaboration

Partners

• Oregon Department of Education – Secondary Post-Secondary Transitions Team (SPST)

• Oregon Department of Education – Office of Student Services

• Higher Education Coordinating Commission– Office of Community Colleges and Workforce Development (HECC-CCWD)
Statewide Graduation Rate: 76.7% (2017)
Students Moving on to College (registration and attendance)

- Class of 2014: 52.79% Non-CTE, 83.51% CTE
- Class of 2015: 56.94% Non-CTE, 79.86% CTE
- Class of 2016: 78.50% Non-CTE, 78.50% CTE
Students Moving on to Employment (1 year post-school)

- Class of 2014:
  - Non-CTE Concentrators with Disabilities: 66.47%
  - CTE Concentrators with Disabilities: 80.56%

- Class of 2015:
  - Non-CTE Concentrators with Disabilities: 68.48%
  - CTE Concentrators with Disabilities: 80.63%

- Class of 2016:
  - Non-CTE Concentrators with Disabilities: 68.20%
  - CTE Concentrators with Disabilities: 84.04%
Students were asked: “While you were in school, did you learn to?”

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<thead>
<tr>
<th></th>
<th>CTE Concentrators with Disabilities</th>
<th>Non-CTE Concentrators with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Choices</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>Speak Up</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>Solve Problems</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Set Goals</td>
<td>72%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Thank you!

Dan Findley-CTE  
email: daniel.findley@state.or.us

Lauren Dressen-Data  
email: lauren.dressen@state.or.us

Sally Simich-Student Services  
email: sally.simich@state.or.us
Vocational Rehabilitation: Lindy Foley
Green Team Time #1

• Forming, Storming, Norming, and Performing
• Cornell Notetaking Guide
• Roles & Responsibilities
• 30 Minutes Work Time
Forming

- Stakeholders are excited to be part of team but may be wondering how they fit in
- Stakeholders ask a lot of question – they want to learn about the work
- Stakeholders learn their roles to ensure students can access and persist in CTE programs and curricula
- During this stage much of the work is defining the team; task accomplishment is low
- Stakeholders are building trust; may be reluctant to express concerns and fears

Storming

- Team is recognized and learns to work together, managing differences and conflicts
- Larger goals need to be broken down into smaller, achievable steps
- Team members develop task-related skills and group processes
- During this stage, team members are still determining potential goals, roles, and tasks
- Stakeholders continue to build trust and are more likely to express concerns and fears

Norming

- Teams have a unified, shared goal; collective and individual productivity increases
- Team members collaborate and coordinate to build the state’s intersection of success for students with disabilities
- Team members are more likely to express opinions regarding barriers or needed next steps
- Team members’ roles evolve to help students succeed in CTE programs and curricula

Performing

- Team members’ roles blur as goals are achieved with high productivity; team members celebrate successes
- Team members understand each other’s strengths and leverage those strengths to further achieve their goal(s)
- Team members utilize data-based decision making in continuous improvement model
- Team is nimble; plans for purposeful stakeholder engagement; targets systems-level goals

Team Time #1: Access and Equity

Outcome:
• Foster collaboration for access, equity, and inclusiveness for students with disabilities across building-level and agency partners

Critical Considerations | NOTES*
---|---
1. Have we identified our critical partners? Are we missing an entity from the conversation? Have we established an intentional relationship with our critical partners?

2. What are our shared values that support access and equity for students with disabilities within Career and Technical Education (CTE)?

3. As a team, have we outlined our respective and shared roles and responsibilities? Do all team members understand how they contribute to the success of students with disabilities within Career and Technical Education?

4. What is working for us relative to serving students with disabilities within the context of Career and Technical Education?

*Based on Cornell Note Taking Strategy

Team Roles and Responsibilities

<table>
<thead>
<tr>
<th>Special Educator</th>
<th>Career &amp; Technical Educator</th>
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<table>
<thead>
<tr>
<th>Vocational Rehabilitation Counselor</th>
<th>Other Critical Stakeholder/s</th>
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Materials
Perkins V Plan Implementation: Developing a Shared Understanding of each Program’s Language and Accountability Measures

Outcomes:

Ensure students with disabilities can access and persist in CTE programs and curricula; and

Support teachers, and other school and agency, professionals in providing students with disabilities high quality, differentiated instruction for 21st century employability skills.
SpED-CTE-VR Network

Purpose: Facilitation of State-to-State sharing and learning to improve outcomes for youth and young adults with disabilities

CTE Webinar Series
Co-sponsored by Penn State, NTACT, and ACTE CTE
Best Practices: Programs that work, models toward success
December 19, 2019 · 12:00/3:00 ET
For more information visit EVENTS at www.transitionta.org
Needs Assessment Questions

1. What **barriers** do **districts** in your state **encounter** to ensure students with disabilities have access to and persist in career and technical education?

2. Describe any **strategies** in your state that **support** the participation of students with disabilities in career and technical education.

3. What are your **state's technical assistance needs** for increasing students with disabilities' access to and retention in career and technical education?

4. Please share **suggestions**, comments, ideas that would support the NTACT Special Education - Career & Technical Education - Vocational Rehabilitation Network.
Needs Assessment Results: Respondents (n=32)

SpED: 18
VR: 6
CTE: 6
Other: 2
Topics of Identified Need

- Strategies to crosswalk IDEA, WIOA, and Perkins: 20
- Examples of leveraging resources across SpED, VR, CTE: 19
- Evidence-based and promising practices (EBPPs): 18
- Cross-walking curriculum and Pre-ETS activities across...: 17
- Data collection, data sharing and data use across SpEd...: 16
- Alignment with labor and workforce development...: 15
- Students with disabilities' engagement and retention...: 13
- Creative problem-solving for SpED, VR, CTE...: 12
- Professional development across SpED, VR, CTE: 9
- Stakeholder engagement strategies across SpED, VR,...: 8
- Family engagement strategies across SpED, VR, CTE: 6
- Evaluation techniques as strategies across SpED, VR,...: 5
Barriers for students with disabilities accessing and persisting in CTE:

Student
- Entrance Exams
- Requisite Skills
  - Lack Knowledge about Choices

School
- Staff’s Lack of Knowledge
- Access Barriers

District
- Access Barriers
- Performance Criteria

State
- Wait lists for regional schools
- Systems barriers
- Access Barriers
Strategies that Support Students’ Participation in CTE

- Collaboration and Relationship Building
- Professional Development and/or Technical Assistance
- Leadership
- Information Sharing
- Specialized Program Development or Support
- Policy Initiatives
State's technical assistance needs for increasing SWD access to and retention in CTE:

- Knowledge Gain and Resources
- Program Development
- Policy Development or Revisions
- Retention Strategies
- Cross State Sharing
Suggestions, comments, & ideas that would support NTACT’s Special Education - Career & Technical Education - Vocational Rehabilitation Network.

Cross state sharing
Federal Panel

• **Marilyn Fountain**, Education Program Specialist, *Office of Career, Technical, and Adult Education*

• **Genee’ Norbert**, Monitoring and State Improvement Team, *Office of Special Education Programs*

• **Tonya Stellar**, State Team Facilitator, State Monitoring and Program Improvement Division, *Rehabilitation Services Administration*
Lunch and Purple Team Time #2

- Forming, Storming, Norming, and Performing
- Cornell Notetaking Guide
- State Sharing
- Lunch Logistics
- 1 hour and 45 minutes
State Sharing
Rethinking How We do Business: Maximizing Flexibility and Innovation through collaborative partnerships

Outcomes:

States learn innovative methods of collaboration and discuss ways to leverage resources and maximize flexibility in funding sources to support students with disabilities’ success in career and technical education.

States learn strategies to engage families and other stakeholders.
Flash Panel

Leverage Resources
Ohio SPED/VR/CTE

Ohio Department of Education and Opportunities for Ohioans with Disabilities (OOD) Data Sharing Agreement

Pre-Employment Transition Services added to OOD fee schedule 10/1/19

New Provider Qualifications:

- 1 year experience working with students with disabilities
- In-person training with OOD
- Curriculum approved by OOD

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amy.szymanski@education.ohio.gov
brenna.bartlett@education.ohio.gov

Perkins V Equity Labs
Flash Panel

Shared Staffing
Blended funds by Oregon Department of Education and Oregon Vocational Rehabilitation

Transition Technical Assistance Network

- 8 Full Time Transition Network Facilitators
- 3 Full Time Pre-Employment Transition Services Coordinators
- 3 Full Time Pre-ETS/TNF Support Specialists
- 1 Full Time Oregon Commission for the Blind Transition Specialist

For more information contact: Sally Simich
Flash Panel

Stackable Credentials for Students
Flash Panel

Engaging Families & Other Stakeholders
Maryland’s Accomplishments to Date

- Secondary Transition “System”- collective agreement at table (Shared Vision and Layer of Trust)
- Redefining roles (agency, education, Providers, families) and looking at disability in a broader scope (infrastructure, MOUs)
- Professional Learning Opportunities- Across Agencies- Ongoing Process
- Flow of Services & Agency Linkage- TRACKER
- Increased efforts of aligning systems that serve mutual consumers
- Branding representing all partners (expanding)- PRODUCTS

State Agencies’ Collaborative of Maryland - 2019
Flash Panel

Examples from Other States
Pink Team Time #3

• Forming, Storming, Norming, and Performing
• Cornell Notetaking Guide
Thank You & Wrap-Up

Two Post-It Notes:

1. Stick one ‘A-ha’ from today on the flip chart
2. Stick one thing that needs to be changed for tomorrow on the flip chart

Start Wednesday at 8:30
Adjustments
Perkins V Plan Implementation: Accountability and Reporting

**Outcome:**
Determine areas for efficiency in accountability and reporting – align federal, state, and local policy to practice across career and technical education, special education and vocational rehabilitation
Federal Partners

• **Marilyn Fountain**, Education Program Specialist, *Office of Career, Technical, and Adult Education*

• **Genee’ Norbert**, Monitoring and State Improvement Team, *Office of Special Education Programs*

• **Tonya Stellar**, State Team Facilitator, State Monitoring and Program Improvement Division, *Rehabilitation Services Administration*
Yellow Team Time #4

- Forming, Storming, Norming, and Performing
- Cornell Notetaking Guide
- State Sharing
- 45 Minutes
21st Century Employability Skills - Supports for Teachers and Professionals across Systems, Schools, and Students

**Outcome:**
Determine the professional development needed to build an intersection of success
Considerations for Professional Development

• Universal Design for Learning
• Accommodations and Modifications
• Transition Services
• Pre-Employment Transition Services
• Effective Practices and Predictors of Post-School Success
• Agency Partners’ Roles and Responsibilities
Universal Design for Learning

- **Defined**: “a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”
  ~Center for Applied Special Technology (CAST, 2010)

- **Importance**: addresses barriers to learning and allows students flexibility while still meeting the same learning goals
Accommodations and Modifications

• **Defined:**
  - **Accommodations:** “alterations to environment, curriculum format, or equipment that allows a student to gain access to the curricular content”
  - **Modifications:** “changes in the curriculum that may be made for students who are unable to comprehend all of the curricular content as identified in their IEP”

(Section IV: How can students with disabilities plan to access postsecondary education and training?)

• **Importance:**
  - Both help students access and make progress in the general curriculum
Transition Services “a coordinated set of activities for a child with a disability that ...

(a) is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:
• postsecondary education,
• vocational education,
• integrated employment (including supported employment),
• continuing and adult education, adult services, independent living, or community participation; and

(b) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
• instruction,
• related services,
• community experiences,
• development of employment and other post-school adult living objectives, and, if appropriate,
• acquisition of daily living skills and provision of a functional vocational evaluation” (IDEA, 2004; 20 U.S.C. 1401(34))

Importance: Help prepare students for further education, employment, and independent living
Pre-Employment Transition Services

• **Defined:** Group of services required under WIOA
  - Job exploration counseling
  - Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
  - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  - Workplace readiness training to develop social skills and independent living
  - Instruction in self-advocacy

• **Importance:** Increase alignment of student planning
Effective Practices and Predictors of Post-School Success

• **Defined:**
  – **Predictors:** in-school experiences (e.g., systems, programs, and general practices and skills) that help students be successful after high school; derived from correlation research studies.
  – **Practices:** instructional strategies or curricula that help students develop specific skills; derived from experimental research studies.

• **Importance:**
  – ESSA (2015), WIOA (2014), and IDEA (2004) each include an expectation that scientific and/or research-based, and/or evidence-based and promising practices will be used
  – When educators use practices that research has shown to be effective, student’s perform better (Cook, Tankersley, & Harjusola-Webb, 2008)
Agency Partners’ Roles and Responsibilities

• **Defined:**
  – **Roles:** positions team members assume in the project or process
  – **Responsibilities:** team members’ tasks or duties

• **Importance:** Clearly defined roles and responsibilities of each agency partner is a characteristic of interagency collaboration.
Professional Development Matrix

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Career &amp; Technical Education</th>
<th>Special Education</th>
<th>Vocational Rehabilitation</th>
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<tbody>
<tr>
<td>Universal Design for Learning (UDL)</td>
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<td>Access and retention</td>
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<td>Starting early – Middle School</td>
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<td>Cross-disciplinary training</td>
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<tr>
<td>Accommodations and supports</td>
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<td>Instruction in soft skills and occupational-specific skills</td>
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<tr>
<td>In-school and community-based learning experiences</td>
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<tr>
<td>Career development instruction</td>
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<td></td>
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<tr>
<td>Family engagement &amp; involvement</td>
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<tr>
<td>Other</td>
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Blue Team Time #5

- Forming, Storming, Norming, and Performing
- Cornell Notetaking Guide
- State Sharing
- 1 hour
State Sharing
Wrap-up and next steps across partnerships

Outcome:
Define TA needs that NTACT can facilitate (e.g., at CBI, other mechanisms- targeted and universal TA)
Identifying TA Needs
Closing Remarks, Announcements, & What’s Next

• SPED-CTE-VR Network CoP: Jan 31, 2020, 10am PT
• NTACT Capacity Building Institute: May 5-7, 2020 in Charlotte, NC
• States can request Targeted TA – time limited – from NTACT; we will assess and prioritize resources
• Evaluation
Thank You!
Find us on:

#transitionta

www.transitionta.org

Sign up for our listserv here