Collaborative Initiatives across Career and Technical Education, Vocational Rehabilitation and Special Education: Three State/Local Stories

March 8, 2018
Welcome - AGENDA

• Features of Zoom & webinar structure
• Upcoming webinars
• Learning Objectives for today’s webinar
• Poll for your role
• Introduction of state/local partners
• State stories: Delaware, Arkansas, & Nevada
• Resources & contact information
FEATURES OF ZOOM

• You are muted throughout the webinar – use the Chat (technical issues) or Q&A (content) options
• You DO NOT need to enter your name and affiliation again via Chat
• Options for viewers are available when you hover over the bottom of your screen
• The webinar will be recorded and posted
• You’ll receive an email after today’s event for your any other written feedback
TECHNOLOGY PROBLEMS?

Use the **CHAT** feature

1. Find Chat at top left of the screen
2. Click **Chat**
3. Type your question
CONTENT QUESTIONS?

Use the Q&A feature

1. Find Q&A at top left of the screen.
2. Click Q&A
3. Type your question
HANDOUTS & RECORDINGS

• This webinar is being recorded.
• The PowerPoint and handouts will be at www.transitionTA.org – under “Events”.
• The recording of today’s webinar will be available at www.transitionTA.org by Monday, March 12.
UPCOMING “Ask the Expert”

Learn how to use Video Modeling to Support Student Success

Drs. Ryan Kellems and Vidy Munandar

April 5, 2018 at 3:00pm ET

Registration link coming soon!
RECORD!
Collaborative Initiatives across Career and Technical Education, Vocational Rehabilitation and Special Education: Three State/Local Stories

March 8, 2018
Learning Objectives

• Attendees will gain knowledge of:
  • predictors and evidence-based and promising practices specific to interagency collaboration across CTE, VR, and SpEd;
  • effective strategies to build partnerships between CTE, VR, and SpEd; and
  • tools, resources, and practical solutions to use with addressing common barriers at the state and local levels.
What is your role?
The need for collaboration: what we know

Related to career preparation, youth with disabilities:
• are less likely than their peers without disabilities to receive an academically rigorous curriculum in high school;
• face course failure and drop-out rates nearly double the rates for students without disabilities;
• experience national graduation rates of only 63%, compared to 83% for students without disabilities.
The need for collaboration: what we know

• Estimated 85% of students with disabilities should be able to master general education content if they receive adequate supports, including accommodations, modifications, and counseling.

• When given demanding curricula and instruction, students with disabilities tend to have fewer absences and have better postsecondary outcomes.
The need for collaboration: what we know

• CTE teachers identify collaboration with special educators and VR counselors as a key facet of their success in serving all youth.

• Best practices and resources for collaboration and student development will support self-determination, career exploration, culture, and course offerings of high school that lead to postsecondary education and training as well as employment (NTACT, 2017).
The imperative for cross-disciplinary collaboration has never been greater.

With the right supports, the path to meaningful careers is attainable for all youth, including those with disabilities.

Let’s hear from three states who are currently immersed in this effort!
Three state/local stories...

• Establishment of partnership between CTE-VR-SpEd
• Focus of collaboration
• Successes
• Barriers/challenges and problem solving
• Suggested strategies, resources
Collaboration in Delaware

DE Dept of Education (Secondary/Transition & Career and Technical Education/STEM); DE Division of Vocational Rehabilitation (Dept of Labor); Division of Developmental Disabilities Services
State & local partners - Delaware

- Dale Matusevich, Secondary Transition Services, DOE
- Sandi Miller, Transition Coordinator, DVR
- Lisa Stoner-Torbert, Policy Advisor for CTE, DOE
Bringing multiple stakeholders together (for info sharing; strategic planning and professional learning)

• Transition Cadres (monthly)
• Statewide LEA/Cross-Stakeholder meetings (3 per year)
• Customized Employment/WBL Intensive “Boot Camp” Training (quarterly)
• NTACT Intensive Cross-Stakeholder Sessions (including families)
• Cross-disciplinary training on “reaching the diverse learner” and “universal design for instruction” – sponsored by DE State Education Association
• Youth Leadership Forum
• New Initiative with the National Alliance for Partnerships in Equity (NAPE)
Guiding all partners/stakeholders to agree on the big picture
What’s ‘top of mind’ for CTE teachers to support students with disabilities for success in their courses and programs?
From informal surveys and focus groups

We found:

• These professionals are open and receptive to having diverse students, including those with disabilities, in their courses and programs.

• They are optimists who believe everyone has talents to contribute to our communities.

• They fully understand the complex needs many youth face in our society today.
They identified the following challenges:

• Gap between many students’ basic academic skill levels and demands of courses
• Insufficient support to students AND the CTE teachers serving them
• Classes too full, too large & inadequately staffed
• Teachers feeling ill-prepared; lacking essential tools and strategies re: accommodations, modifications, class-room management
• Systemic constraints (e.g., “walls” between Gen Ed, Spec Ed, CTE, Counselors, & Administrators; poor communication; insufficient info re: student strengths and needs; inadequate guidance of students into areas of interest)
• Lack of useful professional learning
They told us what it would take to address these concerns

• Co-teachers and paraprofessionals (similar to supports to Gen Ed)
• More useful and timely information about individual students (ex. IEP at-a-glance; profiles)
• Training and easy-to-use (“practical”) resources re accommodations/modifications
• Time for collaborative planning; shared learning across partners
• Make CTE course enrollment meaningful for degree completion as well as for career development (renewed perception of CTE as rigorous as other academic subjects; not merely an “elective.”)
• Increase collaboration among community organizations and employers – and the school
Working towards success

• Focusing on CTE Pathways and data
• Ensuring equal access to CTE Pathways
• Internships/apprenticeships/work-based learning opportunities
• Collaborating with DVR to assist with supports
PIPEline to Success for Students with Disabilities
A Collaborative Implementation of Research-Based Strategies in Career and Technical Education

This initiative will take the National Alliance for Partnerships in Equity (NAPE) capacity-building model implemented in 30 states -- designed originally to increase the number of young women enrolling and succeeding in CTE/STEM programs, and men in non-traditional programs -- and apply it to the goal of increasing the successful enrollment, matriculation, graduation, and transition to postsecondary education/training and employment of students with disabilities through career and technical education (CTE).
Our contact information:

- Dale Matusевич – Delaware Department of Education
  (Secondary & Transition Services, Exceptional Children Resources)
  dale.matusевич@doe.k12.de.us

- Sandra Miller – Delaware Department of Labor
  (Division of Vocational Rehabilitation)
  sandra.j.miller@state.de.us

- Lisa Stoner-Torbert – Delaware Department of Education
  (Policy Advisor, Career and Technical Education)
  lisa.stoner-torbert@doe.k12.de.us
Collaboration in Arkansas
Arkansas Transition Services, Arkansas Rehabilitation Services, and Career and Technical Education
State & local partners - Arkansas

• Bonnie Boaz, Transition Coordinator, Arkansas Transition Services
• Sonja McMurray, Associate Director, Career and Tech Ed, Special Projects
• Maryanne Caldwell, Transition Coordinator, Arkansas Rehabilitation Services
Collaboration in Arkansas

• Arkansas Transition Services
• Arkansas Rehabilitation Services
• Career and Technical Education
Establishing our partnership

• Initially, collaboration wasn’t necessarily among all of our groups:
  • Typical collaboration: providing information about agencies, different camps/programs (but not really collaborating)
• Applying as an Intensive State required better and more frequent collaboration...
Focus of our collaboration

• Through our work with NTACT our focus became a little more clear:
  • What work can we share to help improve outcomes for students with disabilities? We did an infrastructure analysis, logic model, TA plan...
    • What programs exist? JAG, CTE classes, CIRCLES participation, Opportunities for Work-Based Learning through Arkansas Rehabilitation Services, Transition Classes
    • Opportunities to have more conversations that allow us to move forward (CORE Team meetings, Cadre meetings, etc.—meetings to address those concerns)
Successes

• Engaging in conversations, talking about our available programs and how we can support students, planning for the future
• Career Coach program – providing support to students in special education is a focus of the program this year
• More regular communication and updates – through CORE meetings, Cadre meetings
• Stronger awareness of programs: career coaches, JAG, Arkansas Career Training Institute, Arkansas Transition Services, camps, Arkansas Interagency Transition Partnership, Work-Based Learning Programs through Arkansas Rehabilitation Services
College Bound Arkansas
JAG Program
Barriers and working to overcome...

• Trying to get on the same page among all our agencies—aligning priorities
• Providing supports to all students
• Simply coming out of silos and really figuring out how we can connect and fill in gaps to best meet the needs of all
Shareworthy material

• Regular meetings – our Core Team meetings is where we really talk and brainstorm ideas. If you don’t have a “Core Team” find a way to meet regularly to talk about the programs that exist among your agencies and how you can work together.

• Survey – we worked together to develop a survey on the knowledge of transition practices, assessments, curricula.

• ACT Council meeting – it not only raised awareness of some needs within students with disabilities and ACT, but it brought people and agencies together who have not been together before.

Our contact information:

• Sonja Wright-McMurray – Arkansas Department of Career Education, Career and Technical Education
  – Sonja.mcmurray@arkansas.gov

• Maryanne Caldwell – Arkansas Rehabilitation Services
  – Maryanne.caldwell@arkansas.gov

• Bonnie Boaz – Arkansas Transition Services
  – Bonnie.boaz@arkansas.gov
Collaboration in Nevada
Lyon County School District & NV Department of Education, Bureau of Vocational Rehabilitation, & Career and Technical Education
State & local partners - Nevada

- C.J. Fields, Transition Coordinator, Lyon County SD (LCSD)
- Marva Cleven, Special Education Director, LCSD
- Jennifer Kane, NDE
- Marina McHatton, CTE
- Mechelle Merrill, BVR
Local Infrastructure Analysis
Local Infrastructure Analysis
Immediate outcomes from NTACT meetings

- Dedicated paraprofessionals in LCSD CTE programs - funded through state competitive CTE grant
- Southern and Northern Nevada cross-disciplinary training for CTE teachers and special educators
- Development of Lyon County School District Transition Coordinator position using braided funding
CTE/Special Education Cross-Disciplinary Training

Dr. George Tilson
Current local transition initiatives

• Development of digitally accessible Transition Assessment database – available to all secondary teachers on Google Drive
• Development of LCSD Parent Transition Guide
• Evening Parent Transition Workshops in all major service areas (2 per area in the spring of 2018) - in collaboration with Vocational Rehabilitation
Current local transition initiatives

- Area team Customized Employment trainings funded by a grant from the Nevada Governor’s Council on Development Disabilities, with parent participation
- Development of high school career readiness courses
- Development of Vocational Rehabilitation/LCSD-funded summer camp to create online Pre-ETS modules using LCSD students with disabilities
- Creation of Pre-ETS documentation capability in IEP development system
IEP Pre-ETS documentation

**Pre-Employment Transition Services**

- Job Exploration Counseling
- Work-Based Learning Experiences:
  - In-School
  - After-School
  - Internships
- Counseling On Opportunities For Enrollment In:
  - Comprehensive Transition Programs
  - Postsecondary Educational Programs
- Workplace Readiness Training In:
  - Social Skills
  - Independent Living Skills
- Self-Advocacy Instruction

*If any of the above are checked, it would then provide a text box for the teacher to type in details regarding the Pre-ETS services that were provided.*
Want college credits and access to a high-demand, high-skill, high-wage career?

What is Career and Technical Education (CTE)?
- CTE is a course of study in an occupational area open to all students that:
  - Focuses on hands-on and project-oriented learning
  - Prepares students to be both college and career ready
  - Provides a variety of work-based learning experiences
  - Provides Pre-Employment Transition Services (Pre-ETS)
  - Teaches employability and leadership skills

What are CTE program areas and example occupations?
- Occupational Areas
  - Agriculture, Food, Natural Resources, and Related sciences (dairy farmer, farm laborer)
  - Business, Marketing, Finance, and Administration (accountant, business owner, office manager)
  - Education, Human Services, and Related Services (school counselor, school nurse, social worker, teacher)
  - Health Science & Public Service (nurse, paramedic, personal care aide)
- Information Technology (cybersecurity, database administrator, web designer)
- Skilled & Technical Sciences (automotive technician, engineer, welder)

How do I get into a CTE program of study?
- Attend CTE Magnet or Signature program presentations and apply in 8th grade, if available
- Talk with your counselor about CTE courses offered at your school
- Register with your counselor for a hands-on course

Students participating in CTE:
- Are prepared for high-demand, high-skill, high-wage occupations
- Demonstrate college and career readiness
- Earn CTE endorsement on diplomas and CTE Certificate of Skill Attainment
- May receive college credits upon completion
- Score higher on high stakes tests
- With Individualized Education Programs (IEP), graduate with standard diploma at higher rates

NTACT
National Technical Assistance Center on Transition

Something to share...

CHECK OUT CTE!

We’re here to help!
We help students write career plans and choose an occupation that is right for you. Our VR will work with you, your family, and your school to set up a plan to get you where you want to go.

Where do I start?
1. CONTACT VR: Learn more about the program and services you may be eligible to receive. The TVI will help you complete an application for VR. You will be contacted by your VR counselor or by calling the VR office directly.
2. GET TO KNOW YOUR VR COUNSELOR: Your VR counselor will be your go-to person for everything you need from VR. Your VR counselor can help you explore different careers and jobs available in your community that best match your strengths, abilities, and interests.
3. KNOW WHAT’S AVAILABLE: Here are some of the services VR can provide:
- Assistive technology needed for work
- Job coaching
- Job search
- Transportation
- Work-ready services

4. PARTICIPATE IN VR. VR provides instruction and work experience called Pre-Employment Transition Services (Pre-ETS) for students to explore employment options.

When should I start the VR process?
Currently, VR services start no later than 1 year before the age of 21. However, if you want to start a Career and Technical Education (CTE) program, services may start as early as age 14 so VR can provide you with support during the program. Just remember:
- It is up to you and your IEP team to start the VR process.
- VR is here to help you when you are ready.

NTACT
National Technical Assistance Center on Transition

Go to college
Attend a technical or trade school
Get a job

A career is waiting for you.
Nevada team’s contact information:

- C.J. Fields, Transition Coordinator, Lyon County SD (LCSD) cjfields@lyoncsd.org
- Marva Cleven, Special Education Director, LCSD mcleven@lyoncsd.org
- Jennifer Kane, NDE jskane@doe.nv.gov
- Marina McHatton, CTE mmchatton@doe.nv.gov
- Mechelle Merrill, BVR MWMERRILL@nvdetr.org
Open discussion

• Questions from participants
• State & local partners
YOUR FEEDBACK

Please take 5 minutes to tell us what you think.....

Watch for a follow-up email tomorrow
With this link to survey

https://ntactcte2018.questionpro.com
Invites You to...

- Explore our website:  www.transitionta.org
- Sign up for our listserv:  http://uncc.surveyshare.com/s/AYASDJ
da
- Follow us on Facebook:  at transitionta
- ...and on Twitter:  at transitionta
- ...and on Pinterest:  at transitionta
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