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)
Archived: Webinar Series

- **August 29, 2019**: Webinar 1. CTE for Students with Disabilities: A Framework for Understanding
- **September 19, 2019**: Webinar 2. Effective Partnerships: Communication and Collaboration, Professional Practice
- **October 16, 2019**: Webinar 3. Classroom Supports: Universal Design for Learning, Differentiated Instruction
- **November 21, 2019**: Webinar 4. Classroom Management: Behavioral Supports, Motivation, Reflective Teaching
- **December 19, 2019**: Webinar 5. Best Practices: Programs that Work, Models of Success (i.e., CTE, SPED, VR, WIOA)
FEATURES OF ZOOM

• You are muted throughout the webinar
• Options for viewers are available when you hover over the bottom of your screen
• The webinar will be recorded and posted with Closed caption available
• You’ll receive an email after today’s event for feedback and evaluation—Please Complete!
HANDOUTS & RECORDINGS

• This webinar is being recorded.
• The PowerPoint and handouts will be at
  • [www.transitionTA.org](http://www.transitionTA.org) – under “Events”
  • [https://www.ctelearn.org/](https://www.ctelearn.org/)
• The recording of today’s webinar will be available at
  • [www.transitionTA.org](http://www.transitionTA.org) and
  • [https://www.ctelearn.org/](https://www.ctelearn.org/) approximately 10 days after webinar.
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
Career Technical Education for Students With Disabilities
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Webinar Series #5
December 19, 2019 3:00 – 4:30 pm EST

Toward Best Practices: Programs that Work, Models Toward Success
Agenda

• Welcome and “Ground Rules”
• Introduction of Panel Members
• Background on a Program Model, Collaboration and Partnerships, and Professional Practice in a CTE setting in PA
• The Importance of Agency Partnerships and the Potential regarding Post School Outcomes
• Working toward Best Practices: Effort, Energy, and Approaches with Strategic Partners
• What can States do and the Need for Policy Development: What is Happening in OH
• Q & A
• Wrap Up
Berks Career & Technology Center (BCTC)

- Total Enrollment: about 1,800 students
- Special Education Population: about 40%
- Model: Part-time/Non-comprehensive
- 38 Programs Total
- Two campuses, Sixteen Sending Districts

Director: James A. Kraft, Ed.D
Work Partners
Intergovernmental Agreement (2014)

- Work Partners is an intergovernmental agreement between Berks Career & Technology Center (BCTC) and the PA Office of Vocational Rehabilitation (OVR).

- The objective of the program is to provide school-to-work transition services and Pre-Employment Transition Services (PETS) to OVR eligible and potentially eligible youth with disabilities currently enrolled in approved training programs at BCTC.
CIP Code: 19.9999 (Family & Consumer Sciences).

Two instructors with two instructional assistants.

Instructional areas serving approximately 60 students.

Students complete a semester-long exploratory period, then choose a career pathway.

Rely on instructors/career trainers to identify strengths and weaknesses within career objectives.

Program emphasizes job readiness, skill acquisition, and work experiences.
Work Partners Core Team

• School-to-Work Coordinator*
• Three Full-Time Career Trainers*
• Classroom Instructors and Instructional Assistants
• OVR Counselors and Transition Supervisors
• BCTC Educational Facilitators + Sixteen Sending District Transition Coordinators
• Work Partners Steering Committee

*compensated by the OVR/BCTC grant
Assess student strengths, and potential barriers to get a job

Address employability skills, one-on-one or in the classroom

Monitor for success, remediate if necessary

Assist students in applying, interviewing, and onsite, if possible

Job Readiness Process
Classroom: Employability Training

• Group instruction
• One-on-one instruction or remediation
• Hands-on activities
• Employment videos
• Enhance and supplement CTC program instruction

Evaluate Job Opportunities; Demonstrate Communication Skills; Demonstrate Proper Grooming & Dress; Work as Part of a Team; Identify & Describe Safety Practices & Procedures; Describe Characteristics of a Responsible Employee; Identify Co-op Goals, Policies, & Procedures; Prepare & Maintain a Budget; Identify & Describe Worksite Accommodations
Job Coaching/Supported Employment

“Allisyn” – Painting & Decorating

“Nick” – Masonry

Support: Memory, Customer Service, Self-Confidence, and Money Skills

Employer Support: Communication Needs, Interpreter, and Texting
“Brittney” – Service Occupations

Initial Support:
Two weeks onsite, task assessment/demonstration, attention to detail, time management, & transportation

Follow-Up: Re-assessment of tasks, creation of color-coded checklist, and addressing time management through new checklist

**KEY**
- **SECTION “A”** (MONDAY)
- **SECTION “B”** (TUESDAY)
- **SECTION “C”** (WEDNESDAY)

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<thead>
<tr>
<th>Monday</th>
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<tr>
<td>1. Clean Windows and Viscum (7:00 – 8:00)</td>
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<td>2. Polish Woodwork in SECTION 6 (8:00 – 8:30)</td>
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<td>3. Clean Booth Seats and Covers (8:30 – 8:45)</td>
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<td>4. Clean HALF of Table Base, Legs, and Chair (8:45 – 9:20)</td>
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<tr>
<td>2. Polish Woodwork in SECTION 8 (8:00 – 8:30)</td>
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<td>3. Clean Perimeter of Restaurant (8:30 – 10:00)</td>
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<td>4. Clean All Hand Dryers in Restrooms (10:00 – 10:30)</td>
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<td>1. Clean Windows and Viscum (7:00 – 8:00)</td>
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<td>2. Polish Woodwork in SECTION C (8:00 – 8:30)</td>
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<td>3. Clean OTHER HALF of Table Base, Legs, and Chair (8:30 – 10:20)</td>
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<tr>
<th>Extra Tasks</th>
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<tr>
<td>1. Wipe Down All Restroom Tile Walls</td>
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<td>2. Wipe Down Walls Leading Into and Out of Kitchen</td>
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Individualized Preparation

- “Alexis” – Service Occupations
- Sign Language Videos of select employment-related phrases.
- “I’m confused”, “Help me”, “What do I do next?”, “Where is the emergency exit?”, co-workers names, etc.
Steps Toward Employment

• Exploratory Experiences

• Job Shadows

• Internships (Paid or Unpaid)

• Competitive, Integrated Employment
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<th>Work Partners Expansion (2017 – Present)</th>
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<tbody>
<tr>
<td>Advertising Art &amp; Design Technology</td>
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<tr>
<td>Automotive Collision Repair Technology</td>
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<td>Building Construction Occupations</td>
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<td>Carpentry</td>
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<td>Culinary Arts</td>
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<td>Dental Technology</td>
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<td>Diesel Technology</td>
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<td>Early Childhood Education</td>
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<td>Electrical Occupations</td>
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<td>Printing Production Technology</td>
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<td>Horticulture</td>
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<td>IT Networking</td>
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<td>Masonry</td>
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<td>Painting &amp; Decorating</td>
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<td>Plumbing &amp; Heating</td>
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Overcoming Challenges to Achieve Success

**Initial Challenges**
- Implementing a new initiative into already successful program areas
- Learning agency language & state/federal mandates
- Developing realistic goals and timelines
- Parental Involvement & Buy-In
- Transportation

**Success**
- 67 students permanently employed
- 20 students temporarily employed
- 109 Paid Internships
- 47 Unpaid Internships
- 29 Job Shadows
RC Youse
School-to-Work Coordinator
Berks Career & Technology Center
610-987-6201 ext. 3551
rcyouse@berkscareer.com

Berks Career & Technology Center
www.berkscareer.com

Contact Information – BCTC & Work Partners
Importance of Agency Partnerships and the Potential Regarding Post-School Outcomes

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WIOA and Updates to Workforce Legislation

- Mandates for transition collaboration between educational entities, and adult agencies have existed since early 90s legislation (IDEA)
  - Work study programs (60s), Career Education movement (70s), Transition movement (80-90s)
- WIOA as a major update to Workforce Legislation (2014)
  - Effort to strengthen the workforce system and to help Americans, including those with significant barriers to work, access high quality jobs (U.S. Department of Labor, 2019).
  - Included specific funding and service enhancements for transition-youth with disabilities = Pre-Employment Transition Services or Pre-ETS.
  - Mandate to increase collaboration between schools and adult service agencies
Defining Students with Disabilities

- Age Requirements- vary by state, defined by IDEA and state regulations, and not older than 21 (except if defined as older by state)
- Is a person with a disability, as defined by section 504
- Is in an educational program
- Is eligible for, or receiving, special education or related services
What are Pre-ETS?

- **Required:** general job exploration counseling, work-based learning experiences, counseling on opportunities for comprehensive transition or post-secondary education programs, workplace readiness training, and instruction in self-advocacy.

- **Authorized:** independent living and increased integration into community and work settings, develop and improve strategies for supporting post-secondary education and competitive employment, training for VR counselors and school staff, information dissemination, model transition programs, and establish/develop multistate partnerships with key collaborative partners.

(Workforce Innovation and Technical Assistance Center [WINTAC], 2016a).
Role of State VR Agencies in Transition

- Must provide Pre-ETS to students who are eligible for VR, as well as anyone who is potentially eligible.
- Must reserve 15% of service budget for pre-ETS services
- Accountability for implementation of Pre-ETS and expenditure of funds will be monitored by the Rehabilitation Services Administration

- What does this look like?
  - VR counselors spending more time in schools.
  - Expanded services for students with disabilities.
  - Emerging models of serving students.

(RSA; WINTAC, 2016b)
Adult Services Intellectual/Developmental Disability

- Administered at the state / county level
- Shift to “Employment First” policies, away from facility based or non-work activities
- WIOA significantly reduced use of sub-minimum wage

- Medicaid Home and Community-Based Services (waiver programs)
  - Person/Family Directed Support Waiver ([Pennsylvania Example](#))
- Supported Employment
- Integrated Post-Secondary Education programs
Post-Secondary Education Programs

- 280 Programs Nationwide - mix of dual enrollment, residential, and non-residential
- Approx 5,300 Students
  - Think College, 2018
- Graduates report employment rate of about 60%, compared to 17% employment rate of individuals with DD nationwide
- Graduates also pursue additional post-secondary education

ThinkCollege.net

PennState College of Education

NTACT National Technical Assistance Center on Transition

ACTE
Example - WorkLink at Penn State

- Two-year certificate program integrated employment
- 12 credits per semester, 50% integrated
- One semester internship on or off-campus
- Supported by faculty (instructors, advisors), and peers as tutors and social mentors
- Learning personal responsibility, increased independence, employment skills, professionalism, social skills, and personal wellness
- Collaboration with families, VR, and County DD services and supports
- Visit us! www.sites.psu.edu/worklink/
Resources

• Workforce Innovation Technical Assistance Center – Understanding Pre-Employment Transition Services

• Think College – Standards, listings, and resources for post-secondary education programs for students with intellectual disabilities

• Medicaid Home and Community Based Services - information on the program’s intent, resources for states

• National Data on Employment Services and Outcomes Through 2016 - Institute for Community Inclusion
Great Oaks Career Campuses

Moving Towards Best Practices

Nancy Mulvey, Director of Student Services
mulveyn@greatoaks.com, 513.612.3608
Great Oaks Career Campuses

2019-20, 603 students, 22% of our students are identified as special education students.
2019-20 Great Oaks Career Campuses
603 Students with Disabilities

- Multiple Disabilities
- Deafness (Hearing Impaired)
- Speech and Language Impairments
- Orthopedic Impairments
- Emotional Disturbance
- Cognitive Disability
- Specific Learning Disability
- Autism
- Traumatic Brain Injury
- Other Health Impaired (Major)
- Other Health Impaired (Minor)

Diamond
- Laurel
- Live
- Scarlet
Timeline

2016-17 - Self Audit
2017-18 - Intervention Specialist Model vs. Special Needs Coordinator
2018-19 - Selective Review - Laurel Oaks
2019-20 - Follow Up from the Selective Review
2016-17 School Year

Challenges:
• Resist to change
• Not broken why change
• Veteran staff

Success:
• Started the conversation
• Support from affiliated schools
• Essential Skills
• New application process
2017-18 School Year

Challenges:
- OEC Complaint
- SDI
- Communicating with affiliated schools
- Educating staff on new delivery
- ETR’s

Success:
- Hired 9 Intervention Specialist
- Essential Skills
- Presentation to Affiliated Schools
2018-19 School Year

Challenges:
• Selective Review- Laurel
• OCR Complaint
• SDI
• Communicating with affiliated schools
• Educating staff on new delivery
• ETR’s

Success:
• Selective Review- Laurel
• Contracted with Hamilton County ESC
• Co-Teaching
Corrective Action Plan

Challenges:

• ETR’s
• Different results from different reviewers
• Training modules for all staff
• Model Policies

Success:

• Communication Plan
• Contracted with Hamilton County ESC
• District Special Ed Directors Meetings
2019-20 School Year

Challenges:
- Selective Review Follow Up
- ETR’s
- Internal Monitoring

Success:
- Selective Review- Laurel Follow Up
- Contracted with Hamilton County ESC
- ETR Presentation to SST14
- Presentation at OCALICON
Policy Development & Practice Supports: What States Can Do

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Consultant
State Support Team Region 1/Office for Exceptional Children
Ohio Department of Education
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419-262-6410
ESSA, IDEA, WIOA, Perkins V

#EachChildOurFuture, Employment First

OEC & CTE Partnership
Partnership Focus

The Office of Career-Technical Education and the Office for Exceptional Children collaboratively support the provision of career-technical education and special education services to improve postsecondary outcomes in competitive integrative employment, education/training, and independent living for students with disabilities.
Getting Started – Back to the Basics

- SWOT Analysis
- Vocabulary
- Legislation
- Roles & Responsibilities
Building an Internal State Team

Secondary Transition Team

- Office for Exceptional Children/Office of Career Tech Education Liaison
  Perkins V Equity Lead

- Ohio Transition Support Partnership Project Coordinator

- Statewide Secondary Transition & Workforce Development Consultant
Facilitating a Regional System of Support

Secondary Transition Team

- Office for Exceptional Children/Office of Career Tech Education Liaison
- Perkins V Equity Lead

- Ohio Transition Support Partnership Project Coordinator

- Statewide Secondary Transition & Workforce Development Consultant

- State Support Teams (Secondary Transition & Career-Technical Planning District Consultants)
Facilitating a Local System of Support
Doing The Work
Policies, Programs & Practices, Partnerships

**Policies**
- Career Advising Policy
- Student Success Plans
- Business Advisory Council
- Graduation Requirements
- Ohio Perkins V Transition Plan
- Equity Labs

**Programs & Practices**
- New Skills for Youth - SuccessBound
- Personalized Professional Pathways (P3) Program
- Job-Training Coordination Program
- Work-Based Learning
- Pre-Employment Transition Service Expansion
- Data Sharing Agreements
- Innovative Strategies Grants

**Partnerships**
- Ohio Transition Support Partnership
- Ohio Employment First Taskforce
- Ohio Interagency Council for Youth
Relationships Matter!

- Establish common ground – we all want students to succeed!
- Communicate, relate, collaborate
- Involve, prepare, empower
Time for you to ask questions...