

# Creating Meaningful Opportunities for Students with Disabilities in Career Technical Education

May 17, 2023 1:45-2:45

# Presenters

## Indiana

Jonathan Kraeszig-

VR Director, Youth Services

Cathlene Hardy Hansen-

Director, Indiana Secondary Transition  
Resource Center

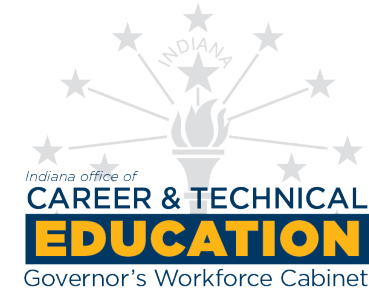
## Idaho

Alison Lowenthal-

VR Transition Manager

Randi Cole-

SDE Secondary Transition Coordinator



# Creating Meaningful Opportunities for Students with Disabilities in Career & Technical Education

---

**JONATHAN KRAESZIG,**

*VR DIRECTOR OF YOUTH SERVICES*

**CATHLENE HARDY HANSEN,**

*DIRECTOR OF INDIANA SECONDARY TRANSITION RESOURCE CENTER (INSTRC)*



# Background

## Interviewed SPED & CTE Directors

- Outcomes not reported by disability category
- Most students were LD
- Information given at parent nights and conferences
- Inconsistent communication between CTE and TORs
- School counselors as 'gatekeepers'
- Developed counselor protocol



# School Counselor Interview Highlights

---

**CTE is for everyone.**

**There is no ideal candidate.**

- However, CTE is highly competitive
- Limited by space or number of students allowed
- Need a better selection criteria beyond just GPA
- Non-diploma track students generally do not get into CTE

# Barriers to CTE Entry

---

## Non-diploma track students often excluded

- Completion of CTE industry credentials require higher academics and can't be modified
- Not all schools discuss a CTE option
- Placement services vary and not formalized
- Lack of SPED teachers/aides to assist



# Indiana CTE Implementation Plan

---

## **Identify High-Interest Careers** (completed)

- Compiled data from Transition IEP postsecondary employment goals
- Identified the top 3 CTE pathway choices

## **Create Local Pathway**

- Develop program accommodations, applied coursework, and entry-level credentials for key skills in top 3 CTE pathways
- Integrate micro-credentials into existing pathways curriculum to support students with disabilities

## **Implement Pilot Program**

- Recruit CTE program partners and special education directors to pilot new pathways with micro-credentialing and accommodations to support students with disabilities
- Identify community employers to support work-based learning experiences
- Develop a pilot protocol for the implementation of a new pathway



# Student Interest Areas

## IDOE Data Collection

---

- 14,000 IEPs age 14-22
- Sampled 500 postsecondary goals
  - construction, plumbing, automotive, mechanical
  - working with animals, restaurants/food,
  - CNA, childcare, school paraprofessionals, and other social services







# Pilot Focus Areas

## Accommodations

- Within existing CTE programs
- Use Universal Design
- Diploma-track students but will support all students

## Micro-credentialing

- Assisting non-diploma track students, but open to all
- Applied courses and pathways
- Work-based learning / modified apprenticeships

# Pilot Micro-credentials in CTE

---

## Focus on Early Childhood Pathway

- **High student interest**
- **Employment need**
- **Pilot sites**
  - Curriculum access
  - Workplace learning
  - Rural and urban locations



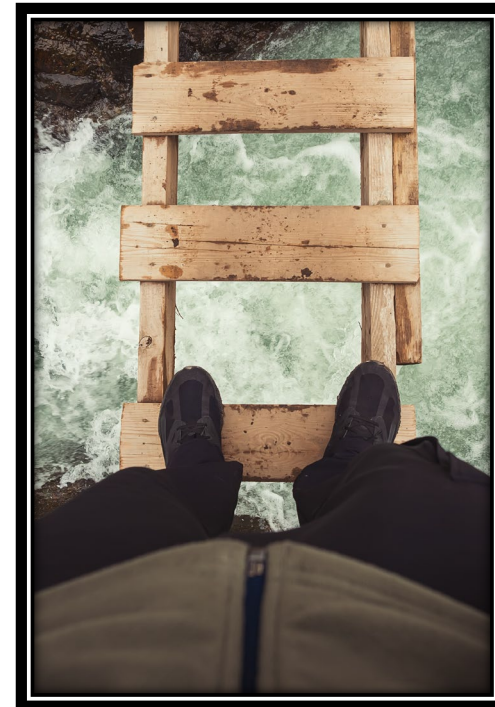
# NEXT STEPS

## Bridging Opportunities

---

### **Braided Funding to Support Pilot**

- Vocational Rehabilitation
- Career and Technical Education
- Department of Workforce Development



# Creative Idea Exploration

"If opportunity doesn't knock, build a door."

Milton Berle

---

- Working with the Council of State Governments
- Strategies for integrating Pre-ETS with CTE



# Proposed Pilot Sites

---

## North Lawrence

- Interest from interviews
- Letters of intent

## Gary/East Chicago

- Conversations ongoing
- Eager to work with us



# Proposed Plan

---



## 7-month timeline for pilot development

- September 2023- March 2024
- Expectation to expand into 2024-2025 school year

Month	Activity/Tasks
September	<ul style="list-style-type: none"> <li>▪ School Meetings</li> <li>▪ Training Development</li> </ul>
October	<ul style="list-style-type: none"> <li>▪ Meet with INAEYC and DWD</li> <li>▪ Review CDA curriculum</li> </ul>
November	<ul style="list-style-type: none"> <li>▪ Develop Micro-credentials</li> <li>▪ Meet with schools for review</li> </ul>
December	<ul style="list-style-type: none"> <li>▪ Develop Micro-credentials</li> <li>▪ Meet with schools for review</li> </ul>
January	<ul style="list-style-type: none"> <li>▪ Develop Micro-credentials</li> <li>▪ Meet with schools for review</li> </ul>
February	<ul style="list-style-type: none"> <li>▪ Develop Micro-credentials</li> <li>▪ Meet with schools for review</li> </ul>
March	<ul style="list-style-type: none"> <li>▪ School Meetings</li> <li>▪ Teacher and staff Training</li> <li>▪ Scheduling students for Fall</li> </ul>



**Randi Cole**  
**Idaho State Department of**  
**Education**  
**[rcole@sde.idaho.gov](mailto:rcole@sde.idaho.gov)**

**Alison Lowenthal**  
**Idaho Division of Vocational**  
**Rehabilitation**  
**[Alison.Lowenthal@vr.idaho.gov](mailto:Alison.Lowenthal@vr.idaho.gov)**



**IDAHO**

## State Goal 2021:

Collaborate across agencies to increase student participation in services and education that prepare them to participate in their career pathway

### Goal Progress:

- Statewide Transition Needs Assessment
- Analysis of LEA and Voc. Rehab data
- **Local CTE partnerships**

### 2020 Transition Resource Share

- <https://padlet.com/idahotransitioninstitute/hmaax3gtf39fjetr>

### Strategies:

- **Understanding of CTE and DHW services by education, Voc. Rehab**
- Increased number of agreements
- **Involvement from LEA and CTE in Pre-ETS service provision**
- Targeted PD and resource sharing
- Increased business engagement



# Summer 2021- Developed First Program

Needs of the students

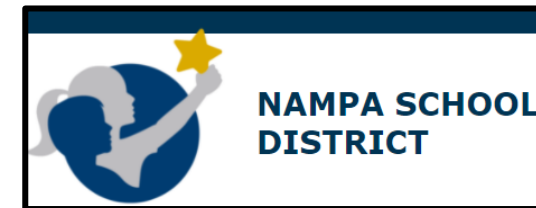
- CTE
- Job Exploration

Resources of the District

- Summer School/Food
- CTE Staff
- Special Education Para

Resources of IDVR

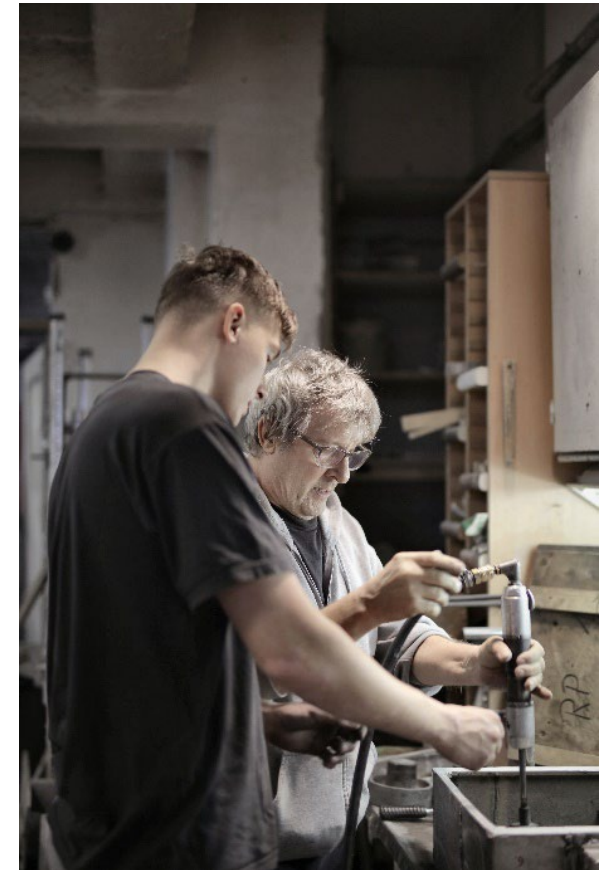
- Money
- VR Staff



# Logistics for District

---

- Two Week Summer Program (Monday-Friday)
  - Started the first week after school was out
- 8:00 am – 12:30 pm
  - ½ hour for breakfast – breakfast was provided through the Nampa School District Summer School Program
  - ½ hour for lunch– lunch was provided through the Nampa School District Summer School Program
- Transportation
  - Done through the Nampa School District Summer School Program
- Costs
  - Pay for all materials, teachers, admin, and paraprofessional wages





# Nampa CTE Schedule

Each teacher received 5 hours for lesson planning, ordering supplies, setting up lab, etc.

- 1<sup>st</sup> Day – Safety Protocols

- 1 ¼ hours for each program (Culinary, Welding and Small Engines)

- 2<sup>nd</sup> Day

- Culinary

- 3<sup>rd</sup> Day

- Welding

- 4<sup>th</sup> Day

- Small Engines

- 5<sup>th</sup> Day

- Culinary

- 6<sup>th</sup> Day

- Welding

- 7<sup>th</sup> Day

- Small Engines

- 8<sup>th</sup> Day

- Culinary

- 9<sup>th</sup> Day

- Welding

- 10<sup>th</sup> Day

- Small Engines



# 2021 IDAHO TRANSITION INSTITUTE

RECONNECT AND MOVE FORWARD



November 3, 2021

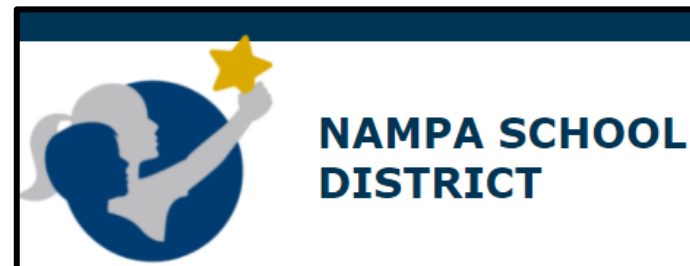
8:00am	Doors Open
8:30-9:00	Welcome – Jordan Ballroom
9:00-10:00	Keynote Speaker: Dr. John McNaught
10:00-10:15	Break (Find Team Room)
10:15-11:00	Team Planning Time #1
11:00-12:00	Breakout Session #1
12:00-1:15pm	Lunch (on your own)
1:15-2:15	Speaker: Rebecca Evans
2:15-3:15	Breakout Session #2
3:15-3:30	Break
3:30-4:15	Team Planning Time #2
4:15-4:30	Adjourn

November 4, 2021

8:00am	Doors Open
8:30-9:30	Presentation – Working with IDVR to Create CTE & Work Based Learning Opportunities (Nampa & Challis School Districts)
9:30-9:45	Break
9:45-10:45	Breakout Session #3
10:45-11:45	Team Planning Time #3
11:45-12:00	Closing Statements



# Working with IDVR to Create CTE and Work Based Learning Opportunities



# NTACT CBI: Idaho State Goals 2022:

Collaborate across agencies to increase student participation in services and education that prepare them to participate in their career pathway

Provide education and opportunities for families and student to direct the Transition Planning process

## Strategies:

- Power BI Data identifying districts not receiving services
- **Target rural districts**
- **Increased number contracts to provide CTE programs**
- Increased number of contracts with LEAs to provided Pre-ETS services during the summer
- Tools and strategies to assist families in understanding continuum of transition planning

## Goal Progress:

- Increases use of LEA and Voc. Rehab data
- **Created more CTE partnerships**
- **Increased services in rural areas**
- Increase student and family in Transition Planning

## 2022 Transition Institute



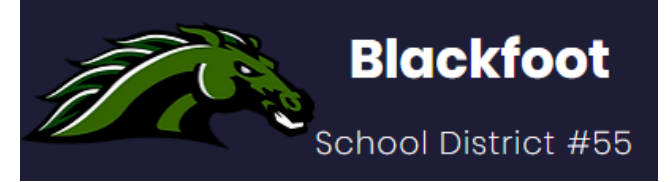




**How Idaho Created  
More Programs**



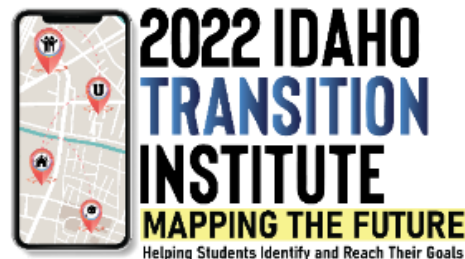
**NAMPA SCHOOL  
DISTRICT**



**West Ada**  
SCHOOL DISTRICT



**Summer 2022**

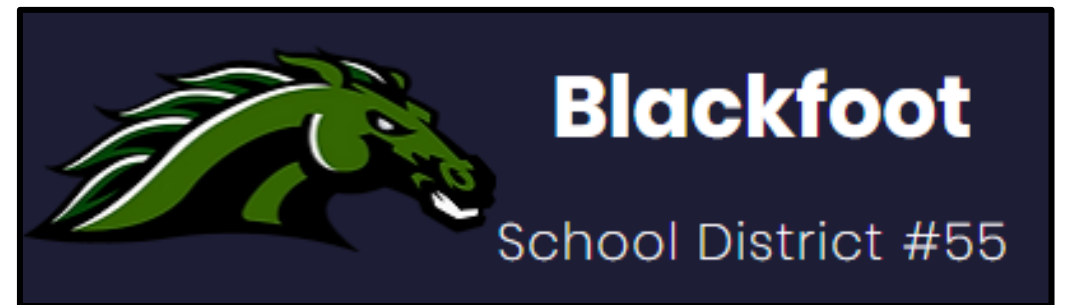
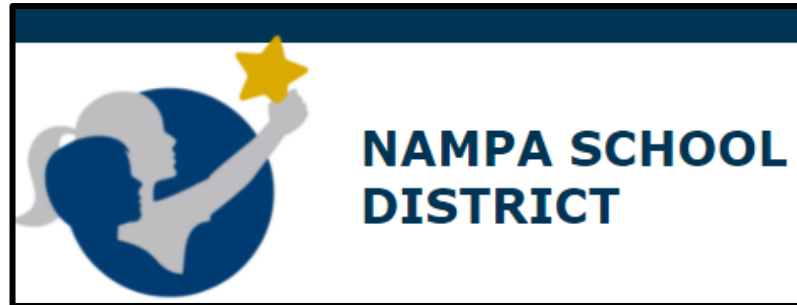


## Breakout Session Schedule

	<b>Breakout Session #1</b> Monday 3:25-4:15pm	<b>Breakout Session #2</b> Tuesday 9:25-10:15am	<b>Breakout Session #3</b> Tuesday 12:50-1:40pm	<b>Breakout Session #4</b> Tuesday 2:40-3:30pm
<b>Jordan Ballroom</b>	Expanding Your Transition Network	Adult Developmental Disability Services	Adult Developmental Disability Services	Can You Please Calm Down- Tips for Managing Challenging People
<b>Bishop Barnwell</b>	Can You Please Calm Down- Tips for Managing Challenging People	Bronco and Vandal Happenings	How to work with IDVR to run a summer CTE program	How to work with IDVR to run a summer CTE program
<b>Farnsworth</b>	Increasing Family Participation and Engagement in the Transition Process	Increasing Family Participation and Engagement in the Transition Process	Registered Apprenticeships 101: Exploring a Unique Career Pathway For Your Students	Registered Apprenticeships 101: Exploring a Unique Career Pathway For Your Students
<b>Lookout</b>	Partnering with IDVR to Provide Summer Work Based Learning Experiences	Partnering with IDVR to Provide Summer Work Based Learning Experiences	Helping Students with Disabilities Transition to Postsecondary Education: from a Disability Resource Center's Perspective	Helping Students with Disabilities Transition to Postsecondary Education: from a Disability Resource Center's Perspective
<b>Simplot A</b>	Out of Our Comfort Zone: Ideas for Providing Meaningful Transition Services in the Wake of COVID	Teaching Transitions Skills in the General Education Setting: How, When & Why	Teaching Transitions Skills in the General Education Setting: How, When & Why	Out of Our Comfort Zone: Ideas for Providing Meaningful Transition Services in the Wake of COVID
<b>Simplot B</b>	Pre-Employment Transition Services: Partnering with IDVR	First Steps: Understanding the World of Work through CTE	Bronco and Vandal Happenings	Pre-Employment Transition Services: Partnering with IDVR
<b>Simplot C</b>	Mental Health	Using Camps as Skill Introductions to Youth	Using Camps as Skill Introductions to Youth	Mental Health
<b>Simplot D</b>	DisAbility Rights Idaho & Transition App	DisAbility Rights Idaho & Transition App	DisAbility Rights Idaho: Supported Decision Making	DisAbility Rights Idaho: Supported Decision Making

# 2022-2023 School Year

---







**Summer 2023**



# Questions

---

Please take a moment to submit your session  
**Quick Reaction**

