

Leveraging ARP ESSER III Funds to Support Secondary Transition: Examples from Kentucky and Minnesota

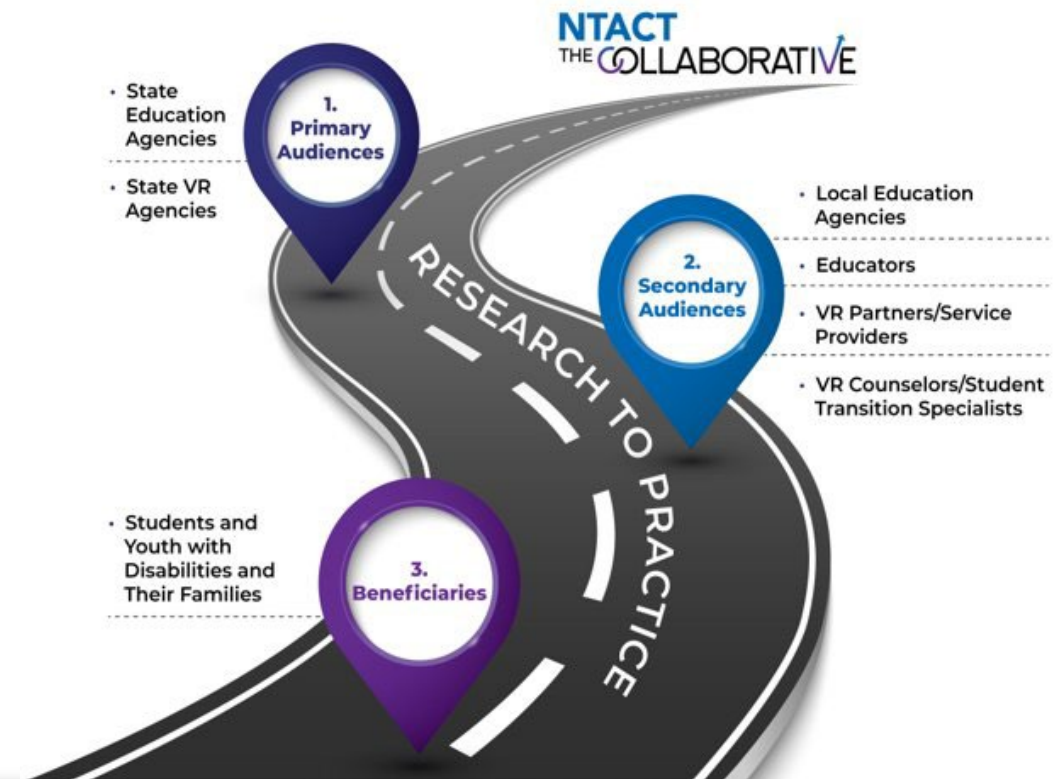
Capacity Building Institute | Charlotte, North Carolina | May 2023

Improving Post School Outcomes for Students with Disabilities

*Transition Education, Career and Technical Education,
United We Learn and The American Rescue Plan*

Predictors of Post-School Outcomes, OSEEL Partners with District and School Level Teams

Alignment to the National Technical Assistance Center on Transition's [Predictors/Outcomes for Education, Employment and Independent Living](#)



Predictor Implementation Self-Assessment (PISA)

- Provide schools, districts or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities.
- Predictor Cluster
 - **Student Skills:** Community Experiences, Self-Determination/Self- Advocacy, Goal-Setting, Youth Autonomy/Decision Making, Social Skills, Self-Care/Independent Living, Travel Skills
 - **Career Development:** Career Awareness, Occupational Courses, Paid Employment/Work Experiences, Work Study and **Career/Technical Education**
 - **Collaborative Systems:** Interagency Collaboration, Parental Involvement, Transition Program and Student Support
 - **Policy:** Exit Exam Requirements/High School Diploma Status, Inclusion in General Education and Program of Study

District Partnerships for Promoting Predictors of Post-school Success

Convening a district or school transition team that includes outside agencies and a variety of stakeholder groups.

34 Districts, 306 formally engaged professionals

Utilizing a framework for determining the degree to which their program(s) is implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities.

Developing action plans and supports to promote predictors of post-school success.

13 Completed Action Plans

Degree of Implementation Scale

- 1- Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 2- Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 3- Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.
- 4- Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

National Post-school Outcomes Center (2013)
National Secondary Transition Technical Assistance Center (2013)
Updated for dissemination by
the National Technical Assistance Center on Transition (2015; 2019)

Evidence of Implementation Scale (aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):

- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):

- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):

- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

| Predictor Cluster: Student Skills | | | |
|---|--|--------------------------|----------------------------|
| Predictor Category | Operational Definition and Essential Program Characteristics | Degree of Implementation | Evidence of Implementation |
| Community Experiences <i>Program Structures</i> | <p>Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.</p> <ol style="list-style-type: none"> 1. Allocate sufficient resources to support meaningful community-based experiences. 2. Conduct ecological assessments to determine skills needed for various community environments. 3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments. 4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities. 5. Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills. 6. Observe and document students' attainment of desired behaviors and skills across diverse environments. 7. Instruct students in use of public transportation. 8. Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments. 9. Involve parent and adult service providers to support student involvement in community experiences. 10. Cooperate with community partners (e.g., employers, recreation facilities) to develop community experience sites. 11. Provide supports for parents to arrange community experiences after school hours. 12. Train teachers and paraprofessionals in necessary safety, health policies, and liability coverage necessary for students to participate in community experiences. | | |
| Self-Determination/ Self-Advocacy | <p>Self-Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.</p> | | |

National Post-school Outcomes Center (2013)
National Secondary Transition Technical Assistance Center (2013)
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the National Technical Assistance Center on Transition (2015; 2019)



NTACT

National Technical Assistance Center on Transition

Predictor Implementation School/District Self-Assessment

jason.wheatley@education.ky.gov [Switch account](#)



* Required

Email *

Your email

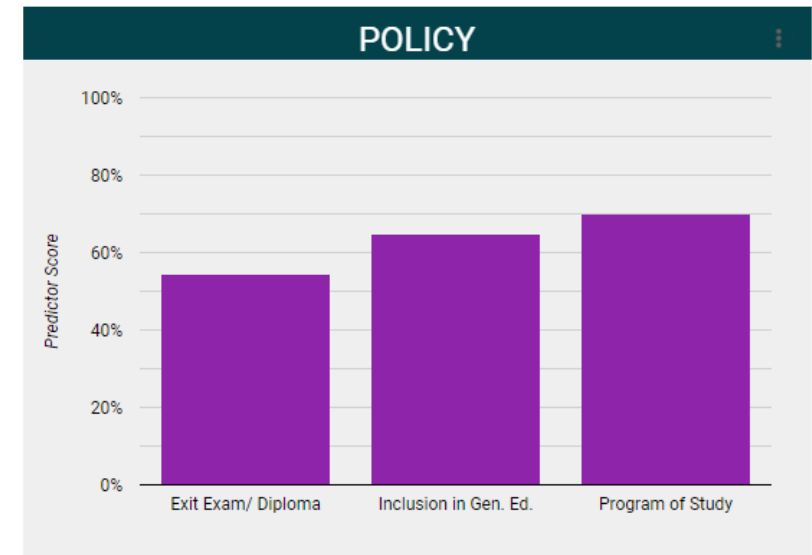
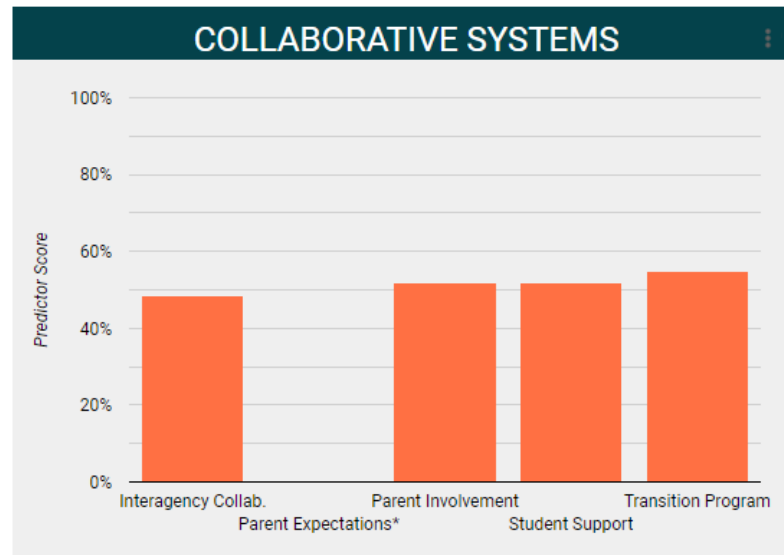
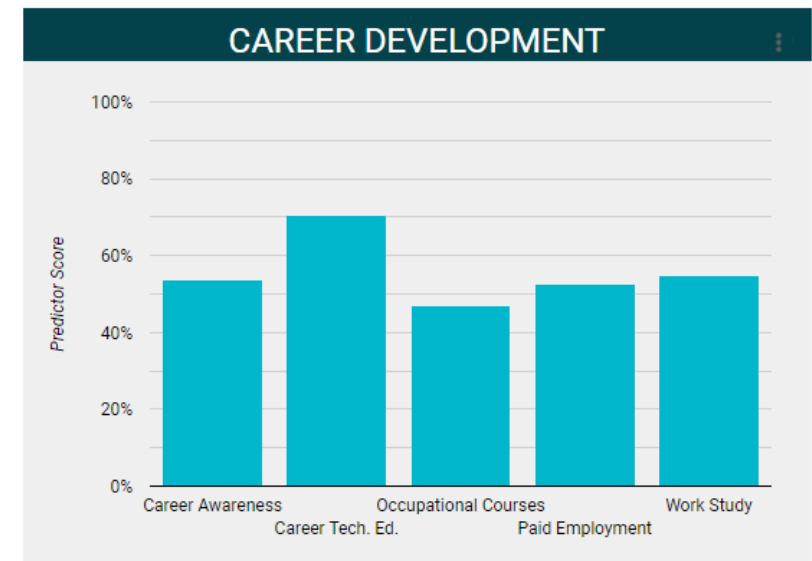
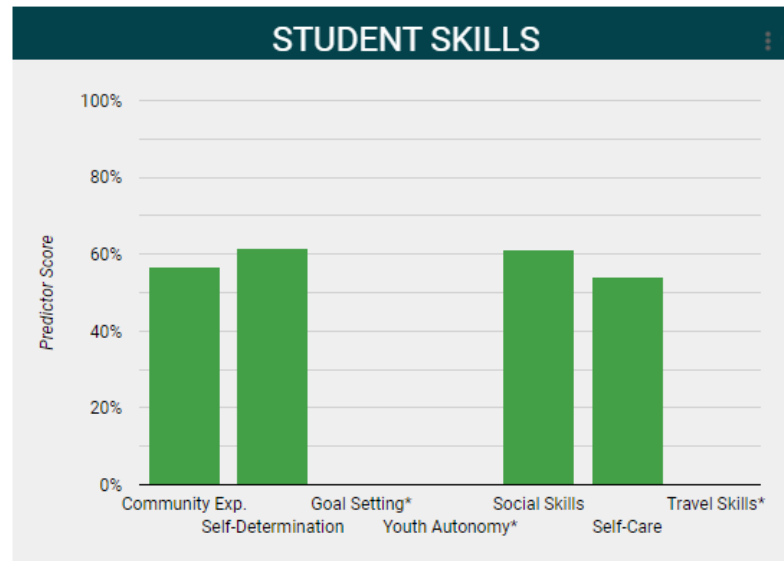
Name: *

Your answer

Team *

- ☐ Allen County Transition Team
- ☐ Anderson County Transition Team
- ☐ Augusta Independent Transition Team

Predictor Implementation Self Assessment



| | | | | |
|--|---|---|--|--|
| <u>Community Experiences</u> | <u>Self- Determination/ Self-Advocacy</u> | <u>Goal-Setting</u> | <u>Youth Autonomy/ Decision Making</u> | <u>Social Skills</u> |
| <u>Self-Care/ Independent Living</u> | <u>Travel Skills</u> |  | <u>Occupational Courses</u> | <u>Paid Employment/ Work Experiences</u> |



Post-School Predictor Implementation Project

[PROJECT RESOURCES](#)

| | | | | |
|--|--|---|---|---|
| <u>Work Study</u> | <u>Career Technical Education</u> | <u>Interagency Collaboration</u> | <u>Parental Involvement</u> | <u>Transition Program</u> |
| <u>Student Support</u> | <u>Exit Exam Requirements/High School Diploma Status</u> | <u>Inclusion in General Education</u> | <u>Program of Study</u> | <u>Career Awareness</u> |

KENTUCKY CTE

EMPOWERED

Today's Career and Technical Education

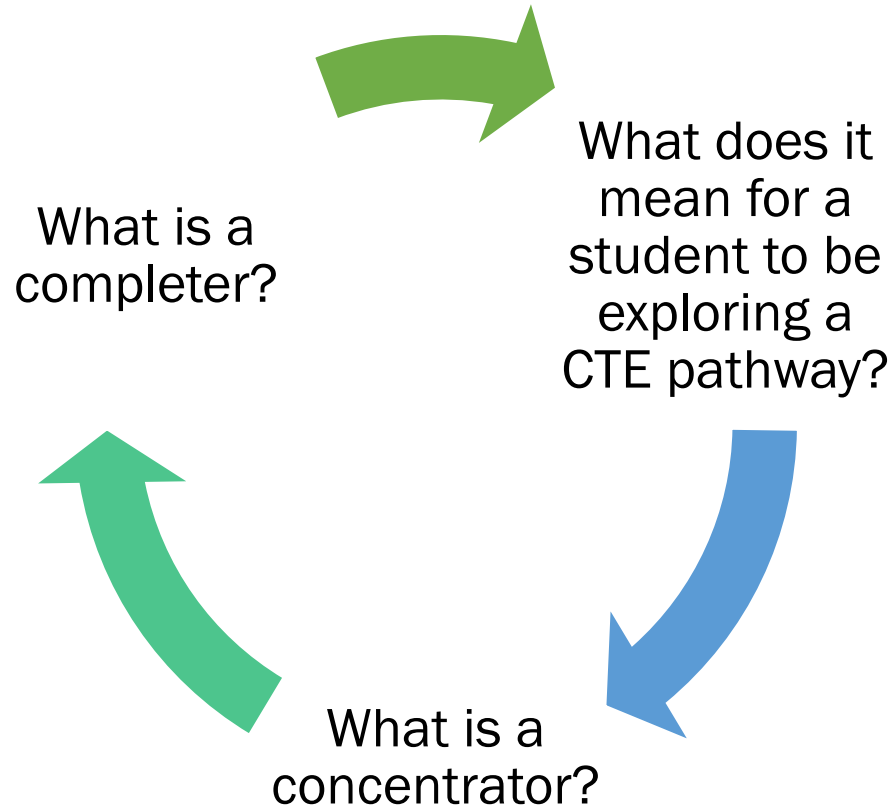
The Perkins V legislation, *Strengthening Career and Technical Education for the 21st Century Act*

Expands opportunities for every student to explore, choose and follow a career and technical education programs of study and career pathways to earn credentials of value, increasing the employment opportunities for populations who are chronically unemployed or underemployed.

Special Populations include:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Out-of-workforce individuals
- Youth who are in, or have aged out of the foster care system
- Homeless individuals

Career and Technical Education Pathway



Exploring Student: Any student who has enrolled in the beginning sequence of courses (up to two credits) in a secondary career and technical education program that requires at least four credits to complete the program.

Concentrator Student: Any secondary student that has completed courses in a single program of study (career pathway). In Kentucky, a course is defined as one credit on the student's official transcript.

Completer: Any secondary student who has completed four credits from valid courses within a single Kentucky Department of Education-approved career pathway.

Integrated Professional Development

Perkins V explicitly permits states to deliver joint professional development to core academic and CTE teachers.

2023 Kentucky CTE Summer Program

- ✓ Multiple sessions focused on supporting students with disabilities
- ✓ Special Education Teacher Cohort



Garrard County Area Technology Center (ATC) – Outreach Coordinator Pilot

[Garrard County ATC Outreach Coordinator](#)

The coordinator operates proactively to ensure that students with disabilities are:

- Included in ATC recruitment and enrollment
- Provided career awareness opportunities
- Provided age-appropriate transition assessment that informs the multi-year course of study and ATC enrollment

Immersive Virtual Reality



Meta Quest 2



We Learn...

- 10% of what we read
- 30% of what we see
- 80% of what we experience

Edgar Dale — Cone of Experience



Immersive Virtual Reality Pilot Sites



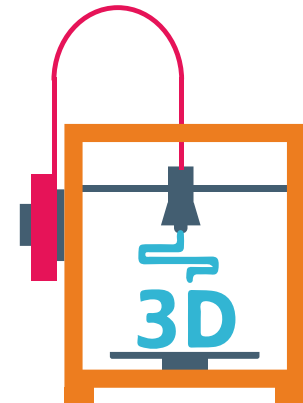
Purpose in Action

The Kentucky Department of Education has partnered with two organizations to make this program possible. This year's sponsoring organizations are:



BEREA
MAKERSPACE

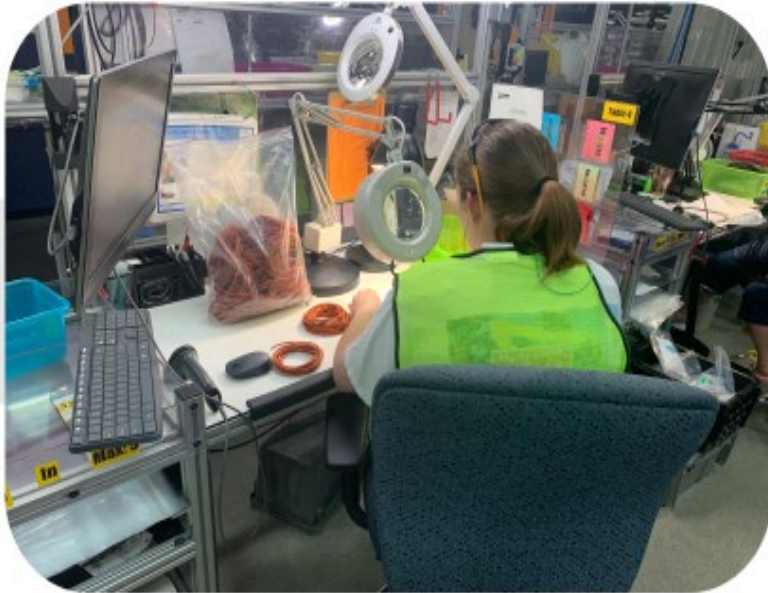
The year's program is sponsored by Parker Hannifin, with manufacturing support provided by the Berea Makerspace for items that may not be able to be made in your school.





Sorting Work Cell

Sorting is currently a manual process step completed by an operator. Quality and speed of the step is based on operator skill and training.



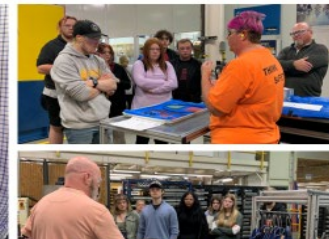
O-rings are visually inspected by an operator for defects, counted and bagged to be sent for final inspection

A wide array of defects can be present in the O-rings including size, extra or missing material and other defects.

The current process steps need to be simplified and semi automated for disability accommodation



Woodford County High School



Berea Community High School



Kentucky Department of
EDUCATION

Project Timeline



EKU
OCCUPATIONAL SCIENCE AND
OCCUPATIONAL THERAPY

**Kentucky
Career Center**
Vocational Rehabilitation



Kentucky Department of
EDUCATION

Powered By Inclusion Scholarship Program

- Celebrates student success and the transition to a postsecondary program
- Education and/or training
- Postsecondary Readiness status
 - College
 - Career
- [Story on Kentucky Teacher](#)



Back for 2023! Available
for up to four students
per Kentucky's 171
school districts

Danyelle Tucker, a recent graduate of Southern High School (Jefferson County), was one of the 87 recipients of the Kentucky Department of Education's Powered By Inclusion Scholarship. Tucker plans to attend Bellarmine University starting in fall 2022. Photo submitted by Jennifer Tucker.



Kentucky Department of
EDUCATION



Transition Services, Recovery Funds and Minnesota's Partnership



Speaker content

- Introductions
- Grant
- MN Transition Framework: Interagency Partnership

State Education Priority: Vocational and Life Skills

- **Why:** The teaching of vocational skills is intended to set up the student for success after secondary education. Through vocational skills training, students will learn how to prepare for a job, find a job, apply for a job and excel at a job.
- **What:** Support schools in addressing the needs of students receiving special education services who are preparing to graduate and transition into the workforce or community who currently do not have access and whose services have been limited due to COVID-19.
- **How:** Fund schools in developing and/or expanding vocational and life skills programs in their schools. Funding can be used to collaborate.

Connection to COVID Response

- Youth were greatly impacted by the COVID-19 Pandemic
- Work Based Learning (WBL)
- Social Emotional Learning (SEL)
- Transition services
- Academic Instruction
- Collaboration
- Equitable access

Sustainability

- Strategic Planning
 - Special Education (SPED) and General Education planning
- Braided funding options
 - SPED, Special Education
 - [ACTE-SPED](#)
 - CTE, Career and Technical Education
 - [Vocational Rehabilitation](#)
 - Medicaid Waiver

Grant

- Total of \$2 million dollars
- Grant reviewing team
- Awarded 15 grants (17 applied) up to \$190,000.00 each
- Grant funding ends in October of 2024 (which will be 2 year grant)

Grant Activities Awarded

⌘ Job Coaches

⌘ Project Life curriculum

⌘ Paraprofessionals

⌘ Project SEARCH

⌘ PAES Labs/Training

⌘ Community/Family Engagement

⌘ Professional Development:

- MCIS, PAES, Job Coaching
- Person Centered Planning

⌘ Work Coordinators

⌘ Social Emotional Learning Curriculum

⌘ Travel Training

⌘ Technology

⌘ Staffing

⌘ Project Discovery

⌘ Home living lab

⌘ Cultural Liaison

E1MN: A STATE-AGENCY PARTNERSHIP ADVANCING EMPLOYMENT FIRST

Minnesota Department
of Human Services (DHS)

Minnesota Department
of Education (MDE)

Minnesota Department of
Employment and Economic
Development (DEED)



**Working together to
deliver a more seamless
and timely employment
support system**

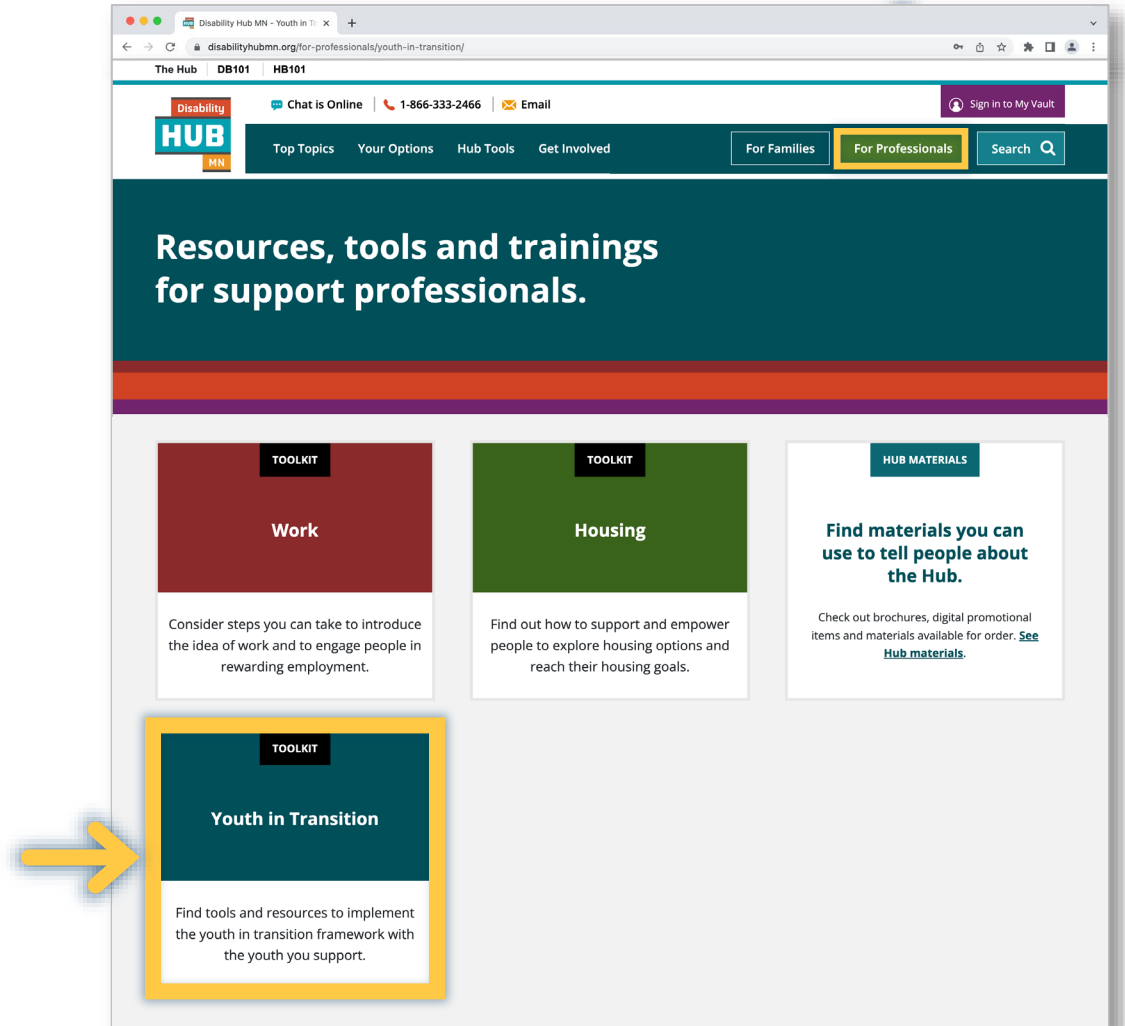
Minnesota's transition framework defines high-quality transition programming for youth with disabilities and those who support them.



6:00 Minute Video



The youth in transition toolkit helps professionals implement Minnesota's transition framework.



Professional partnerships

The framework strengthens the partnership between:

- Schools
- Vocational Rehabilitation Services (VRS)/
State Services for the Blind (SSB)
- Waiver (county) case managers
- Service providers



Youth in Transition Toolkit

Educate yourself

1 Transition framework

2 Youth planning process

3 The basics

4 Professional resources

5 Hands-on tools

6 E1MN partnership

Engage families

Support youth

[For Professionals](#) > [Youth in Transition Toolkit](#) > [Educate yourself](#) > Youth planning process

2

Youth planning process



Give Feedback



Add to favorites

The following process is encouraged with all youth interagency support teams to ensure consistent and robust transition services and Pre-Employment Transition Services (Pre-ETS).

1. Build the team

At the beginning of the school year work with the youth and family to understand who is (or identify who should be) on the youth's support team. Consider all applicable school staff, Vocational Rehabilitation Services (VRS) or State Services for the Blind (SSB), waiver case managers, and others. For more information about the youth's support team, see the [Roles page](#) of this toolkit.

Ensure that all team members know about each other and have everyone's contact information. One way to accomplish this is to help the youth and all team members set up a [My Vault](#) account. My Vault allows the youth to list their team members, save that information, and then share it with their support team.

KEY TOOL



- [Transition/Pre-ETS Inventory \(PDF\)](#)

[Click here to get to Youth planning process page](#)

Youth Planning Process: 6 Steps

- Step one: Build the team
- Step two: Identify transition/Pre-ETS strengths and needs
- Step three: Create plans
- Step four: Implement plans
- Step five: Track progress
- Step six: Reflect

Inventory

- Use the Transition/Pre-ETS Inventory with the youth's team to:
 - Identify and prioritize the youth's strengths and needs
 - Track youth's progress through learning stage(s) within each of the transition/Pre-ETS topics

YOUTH IN TRANSITION

E1
MN
YOUTH

Transition/Pre-ETS Inventory

YOUTH NAME:

SCHOOL YEAR:

SUPPORT TEAM MEMBERS PRESENT:

INSTRUCTIONS:

Use this inventory with a youth, their family, and support team members to indicate which learning stage or stages a youth is at within each transition/Pre-Employment Transition Services (Pre-ETS) topic. The learning stages are defined as:

- **Awareness:** Understands the topic
- **Exploration:** Discovers strengths, preferences, interests, and needs related to the topic
- **Preparation:** Practices skills, makes decisions, and gets ready for success within the topic
- **Implementation:** Utilizes skills within the topic

From there, decide which topics will be prioritized this school year. The notes section can be used to give other detail on strengths and needs and who from the team will take the lead on implementing services related to the topics that will be prioritized this year.

PRE-ETS KEY:

| | | |
|---|------|------------------------------------|
| For each learning concept below the corresponding VRS/SSB Pre-Employment Transition Service (Pre-ETS) is indicated. | ISA | Instruction in Self-Advocacy |
| | WRT | Workplace Readiness Training |
| | JEC | Job Exploration Counseling |
| | WBLE | Work-Based Learning Experiences |
| | PEC | Postsecondary Education Counseling |

1 My Best Life

Learning topics and expectations:

SELF-AWARENESS (Pre-ETS: ISA)

Does the youth understand their traits, feelings, motivations and actions, as well as recognize how they're perceived by others? Self-awareness is about understanding how individuality and life circumstances impact daily living. Individuality covers factors such as disability, culture, language, race, sexual preference, gender identity and religion. Circumstances may include issues such as foster care, homelessness, immigrant or refugee status, young parenting, poverty, or trauma.

| Awareness | Exploration | Preparation | Implementation | Priority this year | Notes |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
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Please take a moment to submit your session
Quick Reaction

