Presenters/Partners

- **George Tilson**, Founder and Principal Consultant, Tilson & Diaz Solutions, Inc. - georgetilsonjr@gmail.co
- **Dale Matusevich**, Educational Associate, Secondary and Transition Services, Exceptional Children Resources, DE Dept. of Education – dale.Matusevich@doe.k12.de.us
- **Sandi Miller**, Deputy Director, Division for the Visually Impaired, DE Dept. Health and Social Services, Sandra.j.miller@Delaware.gov
- **Hunter Matusevich**, Pre-ETS Career Counselor, DE Dept. of Labor, Division of Vocational Rehabilitation – hunter.matusevich@Delaware.gov
- **Mike Trego**, CTE Director, Appoquinimink School District, Mike.Trego@appo.k12.de.us
- **Kathi Stephan**, Transition Coordinator, Capital School District, Kathleen.Stephan@capital.k12.de.us
Delaware Pathways

Agricultural Power & Engineering
(3 schools, 165 students—6% growth)

Allied Health
(7 schools, 1,398 students—15% growth)

Biomedical Sciences
(6 schools, 1,447 students—9% growth)

Cisco Networking
(4 schools, 138 students—10% growth)

Culinary & Hospitality Management
(18 schools, 2,445 students—10% growth)

Engineering
(15 schools, 1,447 students—9% growth)

K-12 Teacher Academy
(18 schools, 2,133 students—7% growth)

Manufacturing Production & Logistics
(3 schools, 57 students—6% growth)

Nurse Assisting
(3 schools, 156 students—15% growth)

Agricultural Structures & Engineering
(5 schools, 283 students—6% growth)

Architectural Engineering Technology
(3 schools, 83 students—7% growth)

Business Information Management
(6 schools, 160 students—11% growth)

Computer Science
(22 schools, 1,465 students—14% growth)

Early Childhood Teacher Academy
(10 schools, 358 students—7% growth)

Environmental Science
(4 schools, 172 students—6% growth)

Finance
(15 schools, 1,412 students—11% growth)

Manufacturing Engineering Technology
(7 schools, 526 students—9% growth)

Public & Community Health
(5 schools, 91 students—14% growth)
Delaware Team

**DELAWARE DEPARTMENT OF EDUCATION**
Dale Matusevich, Education Associate, Exceptional Children Resources
Mary Ann Miezkowski, Director, Exceptional Children Resources
Luke Rhine, Director, Career and Technical Education
Lisa Stoner-Torbert, Policy Advisor, Career and Technical Education

**NATIONAL ALLIANCE FOR PARTNERSHIPS IN EQUITY**
Mimi Lufkin, CEO Emerita
Gregory Jackson, Program Manager

**TILSON AND DIAZ SOLUTIONS**
George Tilson, President
Carol Burbank, Consultant
Delaware Team

**DELAWARE DEPARTMENT OF LABOR**
Division of Vocational Rehabilitation

**DELAWARE DEPARTMENT OF HEALTH AND SOCIAL SERVICES**
Division for the Visually Impaired
Division of Developmental Disability Services

**NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION**
PIPEline Objectives

Increase the number of students with disabilities who:

1. Enroll in CTE career pathways;
2. Participate in related work-based learning experiences in authentic employment settings;
3. Earn college and career credentials in CTE career pathways;
4. Graduate from high school as a CTE career pathway completer;
5. Continue their education and training beyond high school; and
6. Enter in-demand employment.
PIPEline Process

• Modification of NAPE’s Program Improvement Process for Equity™ (PIPE)

• Multi-year professional development and technical assistance model for district and school teams
What are our Pilot Sites saying?

“Provides an organized structure for accomplishing the work.”

“Aligns the goals of the district to the PIPEline initiative.”

“Stakeholder engagement is good because teachers/businesses want to better understand how to work with this population of students.”

“Evidence of the work provides stakeholders with proof of real impact for students.”

“Focuses effort among different departments within the school district central office and aligns to the School Success Plan.”
PROGRAM IMPROVEMENT PROCESS FOR EQUITY

©2019
ACT
EXPLORE
SELECT
DISCOVER

Reflect on the results.
Repeat to broaden the impact.

ORGANIZE

EVALUATE
EVALUATE
EVALUATE
EVALUATE
Perkins Act Accountability

• Academic Attainment (Reading/Language Arts and Mathematics (1s1 and 1s2)
• Technical Skill Attainment (2s1)
• School Completion (3s1)
• Student Graduation (4s1)
• Placement (5s1)
• Participation and Completion of Programs Preparing Students for Nontraditional Careers (6s1 and 6s2)
DATA Dashboards for Delaware

• Participants in CTE Programs by District and School
• Concentrators in CTE Programs by District and School
• Disaggregated by Disability Type and
  – Gender
  – Race
  – ELL
  – Economically Disadvantaged
• All Perkins Accountability Measures
• Work-based Learning
Review
Research
Summary

Available at
napequity.org
Root Cause Analysis
Through Action Research

Root Causes

- Surveys
- Equity Audits
- Interviews
- Focus Groups
Select Strategies Aligned with Root Causes

Identify Strategies  Find Resources  Assess Policies and Practices  Prioritize Strategies
What You’ll Do

Formative vs. Summative

SMART Objectives

Evaluation Planning

Implementation Plan
With the right supports, students with disabilities can have meaningful careers in all sectors of our vibrant economy.

Source: Bostonworks.com
ACTIVITY

WHAT NUMBER BELONGS IN THE BLANK?

Startling Statements
Instructions

1. You are assigned a #: 1 - 20
2. Meet 3 people you do NOT know & ask them what they think the answer is to your question #
3. Be seated once you have 3 estimates & average

Prompts

• What was most surprising to you in this activity?
• Identify three takeaways.
Future Plans
How to Get Involved

• Join NAPE’s Affinity Group on Students with Disabilities
• Invest in the pilot
• Consider implementing a pilot in your state
• Use the resources available at napequity.org
QUESTIONS?

Mimi Lufkin
Chief Executive Officer, Emerita
mimilufkin@napequity.org

George Tilson
Founder and Principal Consultant, Tilson & Diaz Solutions, Inc.
georgetilsonjr@gmail.com

Carol Burbank
Consultant
cburbank@storyweaving.com

Lisa Stoner-Torbert
Policy Advisory, CTE and STEM Initiatives, DE Dept of Education
lisa.stoner-torbert@doe.k12.de.us

Dale Matusevich
Education Associate, Secondary and Transition Services
dale.matusevich@doe.k12.de.us

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“Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has.” ~Margaret Mead