Working Smarter – Aligning your work across Policies & Mandated Plans

Capacity Building Institute
Tuesday, May 7th • 2:15-3:30pm
Center Partners

• College & Career Readiness & Success Center (CCRSC) – **Tessie Rose Bailey**
• Workforce Innovation Technical Assistance Center (WINTAC) – **Christine Johnson**
• National Center on Educational Outcomes (NCEO) – **Sheryl Lazarus**
• State Employment Leadership Network (SELN) – **Suzzanne Freeze**
Purpose & Outcomes

**Purpose**

– Determine where policies and mandated plans align and where and/or when they don't, in order to "work smarter"

**Outcomes**

Participants will:

• build knowledge and understanding of federal policies and initiatives that are aligned to support state and local entities in preparing students and youth with disabilities for success in postsecondary education and employment; and

• learn about tools and resources available to help state and local partners better align their resources and plans with policies and priorities.
NTACT’s Purpose

To assist

• State and Local Education Agencies
• State Vocational Rehabilitation Agencies, and
• Vocational Rehabilitation Local Offices to:

  implement evidence-based and promising practices (EBPP) ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.
Aligning ESSA/ Perkins/ WIOA/ IDEA: Promoting Career Readiness in All Classrooms
What is the CCRS Center?

Who? State education agencies (SEAs) and local education agencies (LEAs)

What? Build SEA and LEA capacity to implement college- and career-readiness policies.

How? Provide technical assistance, including targeted and intensive support.

www.ccrscenter.org  CCRSCenter@air.org
Student Postsecondary Preparedness

Postsecondary Remediation Rates
- 20% 4-year institution
- 52% 2-year institution

Postsecondary Enrollment
- 84% All Students
- 61% Students with disabilities

Postsecondary Graduation Rates
- 60% of all students graduate in 6 years
- 54% Hispanic students
- 41% Black students
Employment Outcomes

Lower employment rates: working-age

28% People with a disability
73% People without a disability

Lower employment rates: bachelor’s degree

Employed people with a bachelor’s degree or higher in 2016

People with a disability 26%
Without a disability 76%

Aligned Education-to-Workforce Pipeline
A Framework for Aligning the Education-to-Workforce Pipeline
### Federal Laws Supporting Alignment

<table>
<thead>
<tr>
<th>Population</th>
<th>ESSA</th>
<th>Perkins V</th>
<th>IDEA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in public K-12</td>
<td>CTE participants in public schools and students in technical and community colleges</td>
<td>Individuals with disabilities birth through 21</td>
<td>Adult job seeker/dislocated/incumbent</td>
<td>Out of school youth</td>
</tr>
<tr>
<td>Equal access to a well-rounded K-12 education</td>
<td>Support academic and technical achievement of CTE students</td>
<td>Support special education and related services, early intervention services, and personnel preparation and development.</td>
<td>One-stop career center connects adults/youth to job training programs</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td>State Educational Agency</td>
<td>State Postsecondary Agency (10 states)</td>
<td>State Educational Agency</td>
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<td>State Workforce Investment Board (1 state)</td>
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<td>Career, Technical, Agricultural Education Agency (1 state)</td>
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<td>State Workforce Investment Board</td>
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<td>State Labor or Workforce Development Agency</td>
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<td>State Postsecondary Agency</td>
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</tbody>
</table>
Methodology

500 pages of coded material

Inter-rater calibration

Feedback from:
- State CTE Directors
- OCTAE
- Two state reviewers
Where did we find opportunities for alignment?

- Rigorous Academics
- Workforce Readiness
- Personalization of Student Supports
- Educator Support
Rigorous Academics

ESSA
- Well-rounded education focused on early learning, rigorous sequence of courses, career and technical content
- Dual enrollment/concurrent enrollment opportunities
- AP/IB course availability

WIOA
- Title II funds to develop curricula for the attainment of basic skills in ELA, math, and English language proficiency

Perkins
- Dual enrollment/concurrent enrollment opportunities
- AP/IB course availability
- Integration of employability skills in academic and technical standards

IDEA
- Provide supports to ensure students with disabilities have the opportunity to achieve high academic standards.
Workforce Readiness

ESSA
- Funding for competency-based education assessments
- Well-rounded education supports work-based learning
- Develop foundational social and emotional learning skills
- Project-based learning supporting collaboration and critical thinking skills

WIOA
- Must provide integrated education and training programs workforce preparation and training for a specific occupation
- Focus on local economic needs of states and regions, including the requisite knowledge and skills of industries

Perkins
- Provide opportunities for real-world application
- Defines CTE as contributing to higher-order reasoning and problem-solving skills, work attitudes, and employability skills
- Funding for work-based learning
- Career exploration in earlier grades

IDEA
- Transition services to move from school to post-school activities, e.g. postsecondary, vocational education, employment, continuing, adult services, independent living
- Develop employment and post-school objectives and acquire daily living skills
### Personalization of Student Supports

#### ESSA
- Reduction of exclusionary disciplinary processes
- Integrated systems of family and student support
- Bullying and harassment prevention
- School-based mental health services

#### Perkins
- Ensuring the educational stability of children who are homeless and in foster care
- Career counseling
- Dual enrollment/concurrent enrollment tuition support
- Transportation support

#### WIOA
Providers must assess supportive service needs, e.g., transportation, child care, housing, and counseling.
One-stop providers must offer career services that connect aptitudes and interests to in-demand careers and must help navigate these pathways.

#### IDEA
Prepare SWDS for education, employment, and independent living:
- Free of charge
- Meet the standards of the SEA
- Include preschool thru secondary
- Be in conformity with the individualized education program (IEP)
Supporting Educators

**ESSA**
- Professional learning for developing social emotional skills
- Co-learning professional development for CTE and general education teachers

**Perkins**
- Teacher externships
- Co-learning professional development for CTE and general education teachers

**WIOA**
- Fund training of staff and educators of local boards, offices of chief elected officials, one-stop operators, one-stop partners, and eligible service providers
- Support high-quality PD to improve reading instruction or other instructional practices

**IDEA**
- Funding for personnel preparation, PD, and capacity building activities
- Funding to assist LEAs in addressing personnel shortages
- Ensure personnel have the necessary skills and knowledge to be successful in serving students with disabilities
Available Resources
Aligning the Education-to-Workforce Pipeline Resources

Table 3. Summary of Findings on Alignment

ESSA

TITLE I, PART A: ACCOUNTABILITY REQUIREMENTS
States must include the following measures in their accountability systems: 4-year adjusted cohort graduation rate; student growth or another valid and reliable academic indicator; progress in achieving English language proficiency; proficiency in ELA/reading and math based on the long-term goals; and an indicator of school quality or student success, which may include one or more measures of:
- Student engagement
- Educator engagement
- Student access to and completion of advanced coursework
- Postsecondary readiness
- School climate and safety
- Other

TITLE I, PART B: ASSESSMENT
Each state plan shall demonstrate that it has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science.

TITLE I, PART A: BASIC PROGRAMS
Five percent of Title I, Part A allocation may be used for:
- The identification and development of measures of student performance and school quality, and systems to collect those measures, including activities to align such systems to Perkins V and WIOA systems.
- The development of statewide assessments, which may be delivered partially in the form of

WIOA

TITLE I, CHAPTER 4: PERFORMANCE ACCOUNTABILITY
Performance accountability measures for youth and adults shall include indicators of having obtained or being in the process of obtaining:
- Postsecondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit.
- Enrollment in education that leads to a recognized postsecondary credential or employment and achievement of measurable skill gains toward those goals.
- Unsubsidized employment (and/or, in the case of youth, participation in education and training) during the second and fourth quarters after exit from the program.
- Median earnings during the second quarter after exit from the program.
- Effectiveness in serving employers.

TITLE I: ADULT AND YOUTH ACTIVITIES

Local Areas
- Must provide an initial assessment of academic and technical skills, as well as employability, interests, aptitudes and development needs, and, if appropriate, comprehensive and specialized assessments of skills.
- Must assess basic skills (including literacy, numeracy, and English language proficiency), aptitudes, abilities, and supportive service needs.
- Must provide performance information on eligible training providers, providers of youth workforce development activities, and adult education.
Interactive Tool—Search and Sort the Laws

GOALS & EXPECTATIONS
- Academic & technical content
- Employability skills
- Credential attainment

MEASURES & OUTCOMES
- On-track indicators for readiness
- Measures of postsecondary readiness
- Measures of postsecondary success
- Assessment
- Data collection

RESOURCES & STRUCTURES
- Resources
- Processes

PATHWAYS & SUPPORTS
- Academic organization
- Pathways knowledge

Indicator
Domain

Indicator
Domain

Indicator
Domain

Indicator
Domain
Essential Questions
Using Geographic Information Systems Maps to Inform Work-Based Learning Decisions

Nearly five decades of research has demonstrated that the places where individuals live and learn have a dramatic impact on their opportunities and life outcomes. These place effects—the advantages and disadvantages that one inherits by simply living in a particular location—have a particularly strong impact on one's access to high-quality education, workforce training, and employment, which are the key ingredients to upward economic mobility. It is vital that leaders in state and local education agencies are mindful of place effects as they help districts and schools to develop work-based learning (WBL) systems across diverse contexts.
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The WINTAC is a national center that is funded to provide training and technical assistance to state vocational rehabilitation agencies and related rehabilitation professionals and service providers to help them develop these fields and processes needed to meet the requirements of the Workforce Innovation and Opportunity Act or WIOA.

The WINTAC is funded by cooperative agreement from the Department of Education's Rehabilitation Services Administration.

Visit our website at www.wintac.org
WIOA Vision- Job Driven Training

How to move from a system of education, VR, and other agencies working in isolation to a system of all stakeholders coordinating and collaborating around:

- Engaging employers – Not just in hiring, but in training
- Earn and learn – work experiences, internships, apprenticeships
- Use of data to drive choices and decisions
- Measurement of success of programs – program evaluation
- Career Pathways
- Breaking down barriers for people who have needs like child care, transportation, other support services, as well as people with disabilities
VR alignment with the WDS, Education, and other Partners

Alignment and integration of the core partners is the foundation of the legislation (Department of Labor Titles I and III; Department of ED Titles II and IV)

Integration is realized through:

• Unified or Combined State Plans

• Common Performance Accountability Measures -apply to all six core programs

• The One-Stop Delivery System
VR alignment with the WDS, Education, and other Partners, cont.

• Effectiveness in Serving Employers – Primary indicator of performance for States

• Work with the local education agency to supplement IDEA transition services by developing, expanding or enhancing in-school, after school, or summer work experience opportunities in diverse career pathways, leading to more meaningful post-secondary employment and training goals in the IEP/IPE.

• Utilize VR business specialists and/or workforce partners expertise to identify early work experiences and job opportunities outside the traditional school setting in the local labor market that will provide increased opportunities to explore post-secondary training options, leading to more industry recognized credentials, skills gains, and meaningful post-secondary employment.

• Provide increased opportunities for State VR agencies to support advanced training in STEM and other technical professions (Science, Technology, Engineering, Math)

• Pay students competitive wages or training stipends for work performed during an employment experience.
WIOA, VR and Serving Youth with Disabilities

- **More services** (pre-employment transition services which include meaningful work experiences),

- **To more students** (potentially eligible - do not need an open case with VR),

- **At an earlier age** (at minimum the age you provide transition services through IDEA).

- **Dedicated funding** for students with disabilities.

- **More $ spent on students** to help them get an early start at job exploration.

Requires State VR agencies to set aside at least 15% of their Federal VR Program funds to provide "pre-employment transition services" to assist students with disabilities making the transition from secondary school to post secondary education programs and competitive integrated employment.
WIOA and Serving Youth with Disabilities

- Requires VR agencies to **coordinate the provision of** pre-employment transition services with local educational agencies (LEAs), to include a more meaningful VR presence in the schools.

- VR counselors/other partners **may request increased access to students** before, during or after the school day.

- Transition services provided through IDEA will need to be coordinated with pre-employment transition services provided by VR (through WIOA) to **ensure services are not duplicated or supplanted**.
People with the Most Significant Disabilities

- VR Program services are designed to maximize the ability of individuals with disabilities, including individuals with the most significant disabilities, to achieve competitive integrated employment through customized employment, supported employment, and other individualized services.

- **Section 511 of the Rehabilitation Act** places limitations on the payment of subminimum wages by entities holding special wage certificates under Section 14(c) of the Fair Labor Standards Act. The purpose of Section 511 is to ensure that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment. Section 511 includes requirements for **State VR agencies, subminimum wage employers and local and/or State educational agencies**, including specific requirements for youth prior to their participation in subminimum wage employment.
Pre-Employment Transition Services - A First Step Along the Career Pathway

These services are an early start at job exploration that:

• Assist students with identifying career interests to be further explored through additional VR services, including transition services;

• Must be made available Statewide to all students with disabilities in need of such services, regardless of whether a student has applied for VR services;

• May begin once a student requests or is recommended for one or more pre-employment transition services and documentation of a disability (e.g., IEP, transition plan, school psychological, or other medical documentation of a disability) is provided to the VR agency;

• Must be provided or arranged in collaboration with LEAs; and

• Are the only activities that can be paid for with the funds reserved under section 110(d)(1) of the Act.
Pre-Employment Transition Services
Within a Career Pathways/CPID Continuum

5 Required Pre-ETS Activities
- Job Exploration Counseling
- Work-based Learning Experiences
- Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Ed Programs at IHE
- Workplace Readiness Training
- Instruction in Self-Advocacy, which may include peer mentoring

Possible VR led Activities
- Targeted outreach to VR eligible individuals
- Career exploration and counseling
- STEM Camps/Career Academies
- Customized employment and work-based learning opportunities, including internships, registered apprenticeships
- Flexible work, education and training arrangements, assistive technology and other workplace accommodations;
- Comprehensive support services, including benefits planning, educational and financial supports, self-advocacy training, and family engagement

Advanced Education or Training
- Education coursework and/or training credentials align with employer-validated work readiness standards and competencies
- Industry-recognized credentials
- Flexible education and training with an upward projection
- Labor market identifiable skills that transfer into work

Career and Economic Success
- High quality employment outcomes
- Employment within a specific industry or occupational sector that will allow for advancement over time to successfully higher levels of education or employment in that sector
WIOA and Serving Youth with Disabilities

- Places an emphasis on credentialing, skills gains, and competitive integrated employment for all students with disabilities.

- **Increased opportunities** for students, including students with the most significant disabilities, **to practice and improve workplace skills** in competitive integrated work settings before HS exit.

- **Increased opportunities** for students with disabilities **to explore post-secondary training options**, leading to more meaningful post-secondary employment and training goals in the IEP.

- VR may **share post-school employment and training outcomes with schools**, which may in turn positively affect district level reporting outcomes for all Transition Indicators (1,2,13, 14).
# IDEA Transition Indicators

**Alignment 1 and 2**

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</td>
<td>1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.</td>
</tr>
</tbody>
</table>

*Note: Supporting the attainment of a high school diploma may help decrease dropout rates.*
<table>
<thead>
<tr>
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<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</td>
<td>13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</td>
</tr>
<tr>
<td>5. Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.</td>
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*Note: Measureable secondary and postsecondary goals, while tracking and documenting courses of study and skills gained, may increase student performance and education outcomes.*
## IDEA Transition Indicator 14

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
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</table>
| 1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit. | 14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:  
   A. Enrolled in higher education within one year of leaving high school.  
   B. Enrolled in higher education or competitively employed within one year of leaving high school.  
   C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. |
| 2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit. |                                                                                                                                                                                                                       |
| 3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. |                                                                                                                                                                                                                       |
| 4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program AND who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit. |                                                                                                                                                                                                                       |

**Note:** Successful transition planning that includes postsecondary and employment goals, with continued engagement and partnership with VR and Education, may increase students’ ability to perform and the agencies’ long-term education and employment outcomes.
Aligning Resources toward Competitive Integrated Employment

State Examples

- **Rhode Island**: Vocational Rehabilitation and Division of Developmental Disabilities (DDD) - braiding of funding between BHDDH and ORS has been laid out to exemplify the ability to maximize funding and to access the necessary services for agencies to enhance supported employment services and increase employment outcomes.

- **Tennessee**: Vocational Rehabilitation and Division of Health Care Finance & Administration, Division of Long Term Services and Supports-MOU details those services to common customers in coordination with the other to ensure efficient use of resources and effective delivery of services.

- **Arizona**: Formal Interagency Agreement between VR, ED and DD - brings together resources of three parties in order to facilitate seamless transition of high school students with disabilities from high school to the world of work with the intent of maximizing their employability and integration into the workforce and the community.
Additional Alignment for Success

- Workforce Innovation and Opportunity Act (WIOA)
  - Labor
  - Adult Education
  - Vocational Rehabilitation
- Employment First (EF)
- Career and Technical Education (CTE)
- Independent Living Centers
- State and Local Agencies and Initiatives
  - Employment of people with disabilities
  - Homeless projects
  - Mental Illness employment initiatives
  - Developmental Disability Agencies
- Family and Advocacy Groups
We may need to hide state examples for the sake of time – what do you think, Christine?

• Perhaps these examples could be outlined during Q&A and state discussion time? And we can also hide them...let us know your thoughts. Thanks, Christine!
State Example: EngageAL Transition app

• EngageAL Transition is an app designed to assist students and their families in planning for the student’s future through the creation of a transition plan that allows them to have a voice at their Individualized Education Program (IEP) meeting. The use of this app assists the student in developing self-determination and self-advocacy skills.

• This app was originally designed by the Disability Rights Center of Kansas, a non-profit organization. The app was adapted by staff from the Alabama State Department of Education, the Alabama Department of Rehabilitation Services, the Alabama Developmental Disabilities Council and the Alabama Disabilities Advocacy Program, and designed to meet transition planning needs in Alabama.

State Examples: Coordinating youth services with multiple partners in Alaska

- Alaska VR agency, K-12 Education, and WIOA Youth Workforce Program are sharing resources and expertise to expand shared connection of youth with disabilities. DVR has established partnerships with the Alaska Mental Health Trust, the Department of Labor and Workforce Development’s Disability Employment Initiative, the Department of Education and Early Development, the Division of Juvenile Justice, Community Rehab providers and business and industry and has instituted a variety of projects.

- **Pre-ETS Projects**: DVR contracts with nine agencies in rural and urban areas to provide an intensive array of Pre-ETS activities. Each youth receives instruction in job exploration and work readiness training with 40 hours of paid work experience to practice those skills. Over 150 youth participated in Pre-ETS Projects run by behavioral health, developmental disability and independent living organizations.

- [http://www.labor.state.ak.us/dvr/transition-more.htm](http://www.labor.state.ak.us/dvr/transition-more.htm)
National Center on Educational Outcomes (NCEO)

• Supports states and districts on issues related to the participation and performance of students with disabilities, English learners (ELs), and ELs with disabilities in national, state, and district assessments and other educational reform efforts.

• Bridges general education, special education, English as a Second Language or bilingual education, and other systems as they work to improve results of education for all students.
ESSA REQUIREMENTS FOR ACADEMIC ACHIEVEMENT STANDARDS
ESSA Requirements

• States are required to coordinate educational services with the requirements of WIOA.

• States must demonstrate for the federal assessment peer review that students with disabilities who meet the state's alternate academic achievement standards are on track to pursue postsecondary education or competitive integrated employment.
Alternate Achievement Standards

- Content standards define what students need to know and be able to do.
- Achievement standards define how well the student is to perform - they define the expected performance of a student who is proficient.
Alternate Achievement Standards

- Alternate academic achievement standards describe the performance expectations for students with the most significant cognitive disabilities.
Examples (see Brief)

• The student is able to read a text with moderate text complexity to identify key details that support the development of a central idea of an informational text.

• The student who is proficient uses graphs to interpret concrete information and understands bar graphs, picture graphs, line plots, and pie charts.
“WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.”
• WIOA provisions include youth with the most significant disabilities.
• Presumption that people with disabilities can work with the right supports.
• Can no longer automatically “track” youth with disabilities into sub-minimum wage work.
What Can Schools Do?

• Review your state’s WIOA plan
  – Section 397, 511
• Partner with local VR to provide transition planning and service coordination
• Provide opportunities for paid work experiences for ISY
• Reduce or eliminate dependence on sub-minimum wage
• Prioritize competitive, integrated employment
FUTURE PRACTICE RECOMMENDATIONS
Strategies a state might employ to foster collaboration among state agencies

- Review your state’s WIOA transition plan and identify areas of common interest in the plan.
- Coordinate the delivery and deployment of Pre-ETS with state VR programs.
- Encourage IEP team members to invite the assigned high school VR counselor to participate in IEP meetings for all transition-age youth with significant cognitive disabilities.
- Suggest that schools and districts make referrals of students directly to the state VR program.
- Develop a formal agreement with the state VR program to maximize and coordinate service delivery.
## Comparison of IEP & IPE Goals

<table>
<thead>
<tr>
<th>IEP Goal</th>
<th>IPE Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following graduation from the Transition Program, Willis wants to work part-time in a daycare center.</td>
<td>Willis will apply in the child care associate program at Riverland Community College by March 1st.</td>
</tr>
<tr>
<td>Tawara will learn to utilized public transportation to get to and from work and school.</td>
<td>Tawara will complete transportation training through ABC Organization by April 30th.</td>
</tr>
</tbody>
</table>
Aligning Alternate Achievement Standards with WIOA

Sheryl Lazarus
New NCEO Brief

“Suggestions for Aligning Alternate Achievement Standards with WIOA”

https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief16.pdf
Thank You!

National Center on Educational Outcomes

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https://nceo.info/

Much of the content for this presentation was originally developed by Martha Thurlow and Kelly Nye-Lengerman for a presentation to the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers.
NTACT Capacity Building Institute
May 7-9, 2019
Charlotte, NC
About the SELN

- Formed in 2006 with 13 states
- Annual membership by state IDD agencies (July 1 – June 30)
- Jointly hosted by Institute for Community Inclusion (ICI)/UMass Boston and National Association of State Directors of Developmental Disabilities Services (NASDDDS)
What do we do?

• Develop effective integrated employment services in states
• Maximize use of cross-systems resources
• Use outcome and service data to drive decision-making
• Improve individual and systems outcomes

Sounds simple enough, right?
Data sets to reference

- ICI’s annual national IDD system survey: www.statedata.info
- National Core Indicators: https://www.nationalcoreindicators.org/
State Investments Vary

Source: ICI National Survey of State IDD Agencies 2017
Higher Performing Framework
Key Drivers

- Craft a path out of poverty
- Change the trajectory of individuals’ and families’ lives
- Make meaningful contributions
- Engage and thrive in the community
Number in Employment and Day Services

Source: ICI National Survey of State IDD Agencies 2017

What results are we getting?
Supporting Choice – National Data

Source: National Core Indicators 2016-2017
GUIDANCE FOR CONVERSATIONS
Identifying and designing pathways towards rewarding employment

THE ROLE OF THE CASE MANAGER
STARTING THE CONVERSATION
FOCUSING ON THE DESTINATION
CAREER SUCCESS

THE EMPLOYMENT PATHWAY

State Employment Leadership Network
This publication describes a series of pathways that we feel reflect most people’s current circumstances and understanding. Each pathway is defined and questions for exploration and discovery are provided. Worksheets are available at the end of this document.

THE EMPLOYMENT PATHWAY

THE ROLE OF THE CASE MANAGER
STARTING THE CONVERSATION
FOCUSED ON THE DESTINATION
CAREER SUCCESS
Goal: Set up the fundamentals of employment success

- Communicate an interest in working
- Feel the urgency
- Address challenges and barriers
- Consider your personal values
- Ask the right questions
Find your allies!

• Bring adult services’ colleagues into your world

• Get to know the case managers and consider them a part of your team

• Be the first to promote an individual’s interests and goals
Fundamentals

• Be ready to shift the focus to employment and community participation
• Work to develop an action plan
• Keep an individual’s core interests front and center while thinking about future goals
• Address the power of past experiences
• Recognize the importance of taking informed risks or “leaps”
The SELN is a place for states to connect, collaborate, and create cross-community support regarding pressing employment-related issues at state and federal levels for individuals with developmental disabilities.

The SELN was launched in 2006 as a joint program of the National Association of State Directors of Developmental Disabilities Services and the Institute for Community Inclusion at the University of Massachusetts Boston.

www.selnhub.org

Suzzanne Freeze
Program Director
Institute for Community Inclusion
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Q&A and Discussion

• Questions?
• Key takeaways and next steps
Find us on:

#transitionta

www.transitionta.org

Sign up for our listserv here