Career and Technical Education & Secondary Students with Disabilities

13th Annual NTACT Capacity Building Institute
May 7-9, 2019
For this presentation...

- You will learn how to support teachers in including CTE in IEP development and implementation
What is Career Technical Education?  
(formerly called Vocational Education)

“a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers” (Rowe et al., 2015, p. 119).
Carl D. Perkins CTE Act

• Newly re-authorized in 2017
• Provides funds to schools to implement CTE programs
• Students with disabilities (SWD) are considered a “special population”
• State Departments of Education need to ensure that SWD have access to and success in completion of CTE course sequences
Why is Career Technical Education Important?

• Students with disabilities who engage in a concentration of CTE courses in high school:
  a) have fewer unexcused absences,
  b) are more likely to graduate high school on-time, and
  c) are more likely to be employed after high school than those students with disabilities who are enrolled in few to no CTE courses (Theobald, Goldhaber, Gratz, & Holden, 2017).

• Involvement in CTE while in high school, increases the likelihood students will go on to postsecondary education and be employed after high school (Mazzotti et al., 2016; Test et al., 2009).
Why Leverage Career Technical Education as a Transition Service?

• Ensuring students with disabilities are accessing and persisting through CTE programs is a critical step in ensuring they are adequately prepared to achieve their postsecondary education and employment goals.
Formula to Support Successful Outcomes

Adapted from Fixen & Blasé (2009)
The IEP in Practice

Underlying Principals:

• All **students are capable** of learning and deserve a meaningful curriculum
• Quality instruction requires ongoing access to **inclusive environments**
• Pursuing **valued life outcomes** informs the selection of curricular content
• **Family involvement** is a cornerstone of educational planning
• **Collaborative teamwork** is essential to quality education
• **Coordination of services** ensures the necessary supports are appropriately provided

Giangreco, Cloninger, & Iverson (2011)
Developing and Implementing an IEP that Incorporates CTE
Developing and Implementing the IEP is a Team Effort

- Students
- Teachers (General, Special Education, & CTE)
- Principals
- VR Counselors/Other Service Providers
- Students

NTACT
National Technical Assistance Center on Transition
Step 1: Identify Post-School Goals

- What does a student want to do after high school?
  - What are their goal for postsecondary education?
  - What are their goals for employment?
  - What are their goals for independent living?

Post-School Goals Should be based on Age Appropriate Transition Assessments
The Key to Successful Transition Planning: Transition Assessment

• ongoing process of **collecting information** on a student’s **strengths**, **interests**, preferences, **skills or aptitudes**, and needs **related to current demands** and future career, educational, personal, and social environments (Sitlington & Payne, 2004)

• provides a foundation for **defining** Individualized Education Program (IEP) **goals**, **transition services**, and guides **instructional decision-making**

• includes both **skills** and **aptitudes** a student has and skills needed to be successful in the **next environment** (e.g., employment, postsecondary education) are examined
Remember: The Post-School Goals Drive the IEP

Postsecondary Goal

After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.
Remember: The Post-School Goals Drive the IEP

Postsecondary Goal

After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.
Think About A Student...

• What is their post-school goal?
• Use the Graphic Organizer provided to jot down some notes about your student
Step 2: Determine Transition Service Needs...

- What CTE coursework aligns with the students post-school goals?
- What transition services that will support attainment of post-school goals can be delivered via CTE (e.g., work-based learning, participation in school-based enterprise, job shadowing)?
- Would student benefit from pre-employment transition services (Pre-ETS)? [This can be a first step in career exploration and identifying a career pathway in CTE]
Remember: There Must be Alignment to Post-School Goals

Postsecondary Goal

After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.

Courses (multi-year plan)  Course of Study  Activities (multi-year plan)
Post-School Goal: After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.

<table>
<thead>
<tr>
<th>24 credits Alternate Diploma</th>
<th>Courses</th>
<th>Activities including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation</th>
</tr>
</thead>
</table>
| 9th Grade                   | ● English for Occupations I  
                             ● Math for Community Living I  
                             ● Environmental Science  
                             ● Computer Applications I  
                             ● Foreign Language/Elective  
                             ● Elective course | ● Industry tours  
                             ● Job exploration counseling  
                             ● Workplace readiness training  
                             ● Counseling on enrollment opportunities in comprehensive transition and postsecondary education programs at institutions of higher education  
                             ● Work-based learning experiences  
                             ● Instruction in self-advocacy |
| 10th Grade                  | ● English for Occupations II  
                             ● Math for Community Living II  
                             ● Geography  
                             ● Food Science  
                             ● Accounting I  
                             ● Health | ● Job shadow at local grocery store (work-based learning experience)  
                             ● Participation in school-based enterprise  
                             ● Instruction in self-advocacy  
                             ● Workplace readiness training to develop social skills and independent living |
| 11th Grade                  | ● English for Occupations III  
                             ● Math for Community Living III  
                             ● Civics  
                             ● Culinary Arts I  
                             ● Consumer Strategies  
                             ● Physical Education | ● Community-based vocational training  
                             ● Instruction in self-advocacy  
                             ● Workplace readiness training to develop social skills and independent living |
| 12th Grade                  | ● English for Occupations IV  
                             ● Math for Community Living IV  
                             ● Culinary Arts II  
                             ● Food Preparation Fundamentals  
                             ● U.S. Government  
                             ● Home and Consumer Science Internship | ● Paid Internship (work-based learning experience)  
                             ● Job exploration counseling |
Remember: There Must be Alignment to Post-School Goals

Postsecondary Goal

After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.

Courses (multi-year plan)  

Course of Study

Activities (multi-year plan)
Let’s Look at some examples…

Refer pages 4-5 in your handout

<table>
<thead>
<tr>
<th>24 credits Standard Diploma</th>
<th>Courses</th>
<th>Activities including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation</th>
</tr>
</thead>
</table>
| 9th Grade                   | English I  
Math  
Science  
Foreign Language/Elective  
Introduction to Hospitality and Tourism  
Elective course | Career Assessments  
Exploration of careers in aviation via O’NET  
Vocational Interest inventory with discussion of results  
Career-specific guest speakers  
Job exploration counseling  
Instruction in self-advocacy |
| 10th Grade                  | English II  
Math  
Science  
World History  
Physical Education  
Technology for Hospitality and tourism | Structured Interview with a flight attendant  
Virtual tour of airport  
Participate in opportunities provided with career and technical student organizations (e.g., Future Business Leaders of America)  
Workplace readiness training |
| 11th Grade                  | English III  
Math  
Science  
U.S. History  
Foreign Language/Elective  
Travel & Tourism Marketing & Management | Job shadow at airport  
Participate in workplace readiness training to develop social skills, i.e., communication, problem solving, decision making, conflict resolution |
| 12th Grade                  | English IV  
Math  
Science  
US Government/Economics  
Health  
Hospitality & Tourism Entrepreneurship | Internship at airport  
Job exploration counseling |
Think About Your Student...

- What courses might be appropriate for your student given their post-school goals across 9th, 10th, 11th, 12th grades?

- What activities might be appropriate for your student given their post-school goals across 9th, 10th, 11th, 12th grades?

- Use the Graphic Organizer provided to jot down some notes about your student
Remember: Alignment to Post-School Goals

Postsecondary Goal

After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.

Courses (multi-year plan) >> Course of Study >> Activities (multi-year plan)

Instruction
- specially designed instruction in self-advocacy/self-determination skills
- specially designed instruction in workplace readiness skills (delivered via CTE)

Community experience
- Industry tour
- Job shadowing at local grocery store

Related Service (Adult services)
- Pre-ETS provided by Vocational Rehabilitation
- Transportation

Development of Post-school Adult Living & Employment Objectives
- Conduct Informational Interview with local Chef

Acquisition of Daily Living Skills
- Banking and money management
Remember: Alignment to Post-School Goals

Postsecondary Goal

After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.

Courses (multi-year plan) → Course of Study → Activities (multi-year plan)

Transition Services

Instruction
- specially designed instruction in self-advocacy/self-determination skills
- specially designed instruction in workplace readiness skills (delivered via CTE)

Community experience
- Virtual tour of airport

Related Service (Adult services)
- Pre-ETS provided by Vocational Rehabilitation
- Transportation

Development of Post-school Adult Living & Employment Objectives
- Job exploration and counseling (Pre-ETS)
- Vocational Interest inventory with discussion of results

Acquisition of Daily Living Skills
- Opportunities to practice communication, problem solving, decision making, conflict resolution skills
Think About Your Student…

• What services might be appropriate to deliver this year for your student given their post-school goals?

• Use the Graphic Organizer provided to jot down some notes about your student
Step 4: Determine annual IEP goals...

• Review the Common Core State Standards and Industry Standards to determine the academic and functional skills needed to be successful post-school.

• Work with your IEP team to determine what annual goals are needed to support post-school goals
Remember: Alignment with Post-School Goal

<table>
<thead>
<tr>
<th>Post-School Goal</th>
<th>Sample Industry Standards</th>
<th>Annual IEP Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.</td>
<td>Occupational Cluster or Pathway: Restaurants &amp; Food/Beverage Services Career</td>
<td>By September 10, 2019, given explicit instruction (I do, We do, You do) in the Consumer Science CTE course, Kevin will independently respond to a peer or adult by asking a question or making a comment about food and beverage production and guest services in role-play and real life situations with both peers and adults during 8 out of 10 trials.</td>
</tr>
</tbody>
</table>
Postsecondary Goal
After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.

Courses (multi-year plan)  Course of Study  Activities (multi-year plan)

Instruction
- specially designed instruction in self-advocacy/ self-determination skills
- specially designed instruction in workplace readiness skills (delivered via CTE)

Community experience
- Industry tour
- Job shadowing at local grocery store

Related Service (Adult services)
- Pre-ETS provided by Vocational Rehabilitation
- Transportation

Development of Post-school Adult Living & Employment Objectives
- Conduct Informational Interview with local Chef

Acquisition of Daily Living Skills
- Banking and money management

Annual IEP Goal
By September 10, 2018, given explicit instruction (I do, We do, You do) in the Consumer Science CTE course, Kevin will independently respond to a peer or adult by asking a question or making a comment about food and beverage production and guest services in role-play and real life situations with both peers and adults during 8 out of 10 trials.
### Remember: Alignment with Post-School Goal

<table>
<thead>
<tr>
<th>Post-School Goal</th>
<th>Sample Industry Standards</th>
<th>Annual IEP Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.</td>
<td>Occupational Cluster of Pathway: Travel &amp; Tourism Career  Standard: Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.</td>
<td>By May 30(^{th}), 2019, given small group instruction on health and security measures for travelers in the Travel and Tourism Management course at the local Career Technical Education Resource Center, Camilla will identify appropriate health and security measures with 100% accuracy.</td>
</tr>
</tbody>
</table>
Postsecondary Goal

After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.

Courses (multi-year plan)  

Instruction  
- specially designed instruction in self-advocacy/self-determination skills  
- specially designed instruction in workplace readiness skills (delivered via CTE)

Community experience  
- Virtual tour of airport

Related Service (Adult services)  
- Pre-ETS provided by Vocational Rehabilitation  
- Transportation

Development of Post-school Adult Living & Employment Objectives  
- Job exploration and counseling (Pre-ETS)  
- Vocational Interest inventory with discussion of results

Acquisition of Daily Living Skills  
- Opportunities to practice communication, problem solving, decision making, conflict resolution skills

Activities (multi-year plan)

Transition Services

Annual IEP Goal

By May 30th 2018, given the Go 4 IT Now mnemonic, Camilla will write a five paragraphs essay advocating for her needs on the job and including an introduction, three middle paragraphs, and a conclusion paragraph with 80% accuracy when measured for content on a rubric for content in 3 out of 4 trials.
Think About Your Student...

- Given your student’s post-school goals, what would be an annual goal to support gaining skills needed to move toward the post-school goal?
- Consult the Career ready Practices handout to provide you ideas for universal skills needed to be successful in any career.
- Use the Graphic Organizer provided to jot down some notes about your student
Resources for CTE

• Association for Career & Technical Education: https://www.acteonline.org/
• NTACT Competitive Integrated Employment Toolkit: https://www.transitionta.org/cietoolkit
• Center for Apprenticeships and Work-based Learning: https://center4apprenticeship.jff.org/resources/?resource_type=case-studysuccess-story&resource_type=report&resource_type=tooltoolkit
• Association for Career and Technical Education: https://www.acteonline.org/professional-development/
Find us on:

#transitionta

www.transitionta.org

Sign up for our listserv here
Contact Us

Dawn A. Rowe
drowe3@uoregon.edu

Deanne Unruh
dkunruh@uoregon.edu