Closing the Gaps – Strategies for Supporting Students with Disabilities in CTE

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Introduction

- Students with disabilities (SWD) are not achieving positive post school outcomes in employment and postsecondary education at the same rate as their non-disabled peers (Harvey et al., 2020)

- SWD have shown to be less ready for college and careers than their non-disabled peers (Lombardi et al., 2017).

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Rationale

Career and Technical Education (CTE) pathway concentration and completion show clear benefits for SWD in postsecondary education and employment outcomes (Lee et al., 2016, Mazzotti et al., 2020)

The most recent authorizations of postsecondary transition-related legislation have sought to improve supports for secondary-age SWD while encouraging collaboration across professional disciplines (Harvey et al., 2020)

Harvey et al. (2020) concluded that more intense collaboration was needed between Special Education (SPED) and CTE professionals to improve participation in CTE for SWD in secondary settings.

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Predictors of Proportion of SWD in CTE Pathways in Utah
(Emery, 2022)

SWD were more likely to be underrepresented as CTE concentrators in charter schools than in districts.

A formal interdisciplinary transition team in the LEA predicted better representation of SWD as CTE completers.

High levels of attendance by a variety of professionals at student IEP meetings predicted better representation of SWD as CTE completers.

The practice of co-teaching in the LEA predicted better representation of SWD as CTE concentrators and completers.

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Learning Intentions

- Participants will be able to explain engagement in CTE pathways and general education as predictors of positive post school outcomes.

- Participants will be able to access and share resources for supporting students with disabilities in planning for their transition to postsecondary settings.

- Participants will be able to implement best practices in supporting students with disabilities in planning for their transition to postsecondary settings.

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Postsecondary Transition Planning for Students with Disabilities
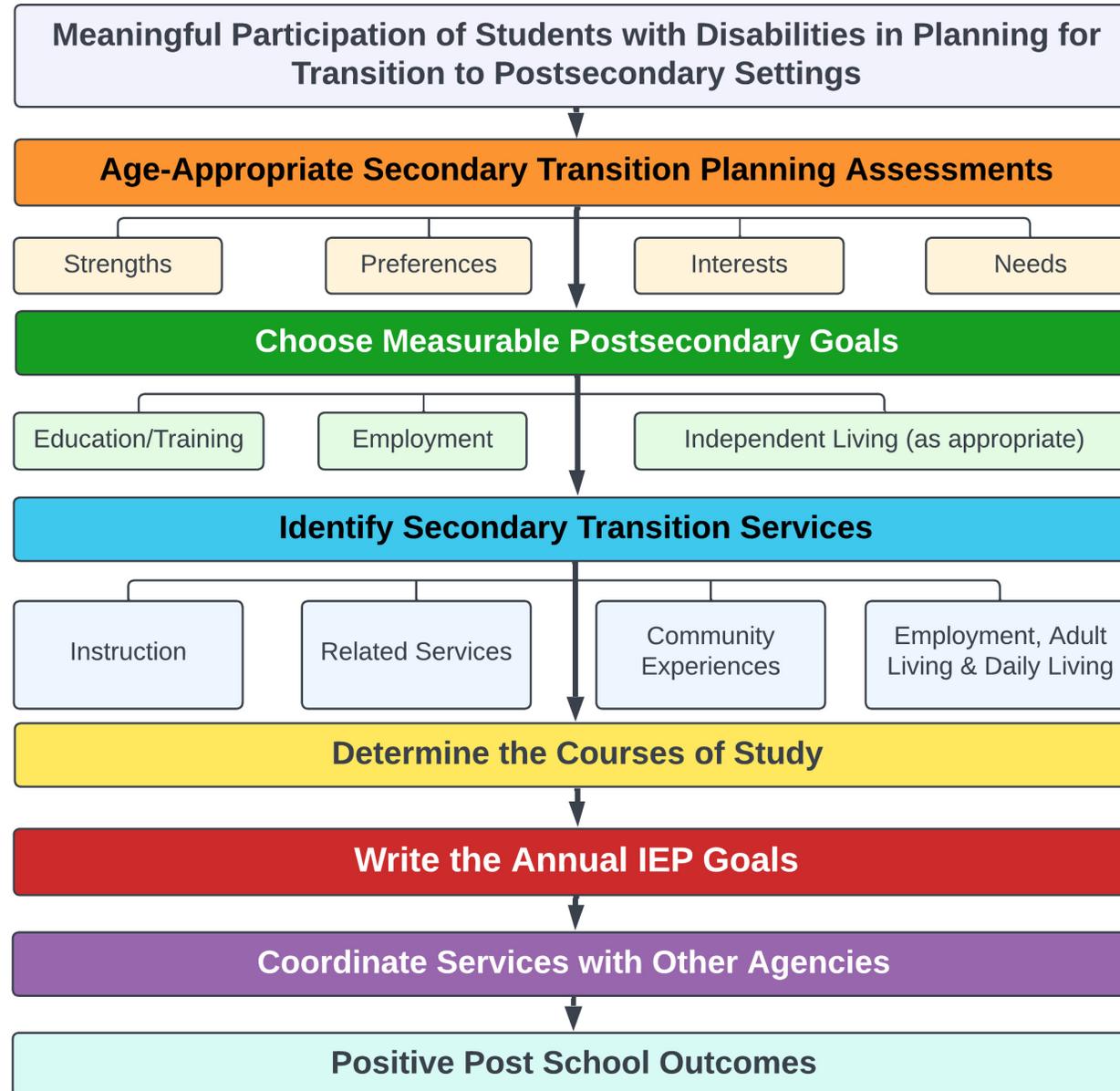
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College and Career Readiness (CCR) Plan

- Monitor student progress toward **graduation requirements**

- Postsecondary education and career **exploration and awareness**

- Set **long-term** education and career **goals**

- Identify **necessary courses, grades, activities, skills**, etc. to meet those goals

- Identify strategies for success now and in the future

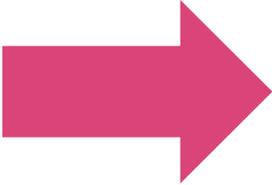# Post-Secondary Transition Planning Process

TRANSITION TO POSTSECONDARY SETTINGS FLOW CHART

Meaningful Participation of Students with Disabilities in Planning for Transition to Postsecondary Settings

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Age-Appropriate Secondary Transition Planning Assessments

| Strengths | Preferences | Interests | Needs |

↓

Choose Measurable Postsecondary Goals

| Education/Training | Employment | Independent Living (as appropriate) |

↓

Identify Secondary Transition Services

| Instruction | Related Services | Community Experiences | Employment, Adult Living & Daily Living |

↓

Determine the Courses of Study

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Write the Annual IEP Goals

↓

Coordinate Services with Other Agencies

↓

Positive Post School Outcomes

Adapted from Johnson, C. E. (2012). Transition Services Flowchart.
Center for Change in Transition Services, Seattle University, Seattle, WA

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PCCR and Postsecondary Transition IEP Crosswalk

- Monitor progress toward graduation requirements

- Postsecondary education and career exploration & awareness

- Set long-term education and career goals

- Identify necessary courses, grades, activities, skills, etc. to meet those goals

- Identify strategies for success now and in the future

- Courses of study

- Secondary transition assessment

- Measurable postsecondary goals

- Secondary transition services & annual goals

- Predictors of postschool success

Pre-Employment Transition Services (Pre-ETS)

- **What are Pre-Employment Transition Services?**

  - Pre-employment transition services are a set of services designed to prepare students with disabilities, ages 14 to 22 years, for higher education, employment, and transition to their desired level of independence.

  - Pre-ETS are funded and provided by the Utah State Office of Rehabilitation (Vocational Rehabilitation)

Pre-ETS Required Activities

- Job exploration counseling

- Workplace readiness training

- Work-based learning experiences

- Counseling on opportunities for postsecondary education

- Instruction in self-advocacy

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VR Services Can Include:

- Supported employment
- Work adjustment & life skills training
- Career exploration assessments
- Assistive technology
- Social Security Work Incentive Planning
- IEP meetings & technical assistance
- Job Readiness Workshops (at your school)

- Counseling and guidance
- Transition coordination
- Disability evaluation and assessment
- Restoration & disability treatment
- Job training & placement supports
- Work based training experiences
- Education & training

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Who Does USOR (VR/Pre-ETS) Serve?

- Pre-ETS and VR serve several types of disabilities!
- Pre-ETS are reserved for **students** with disabilities who are eligible and **potentially eligible** for vocational rehabilitation
- Vocational Rehabilitation is an eligibility based program and requires an individual to meet the following criteria:
    1. Have a significant physical or mental impairment
    2. Have impediments to employment
    3. Require services to obtain or maintain employment
    4. Benefit from services

VR Transition Services
Pre-ETS Website

Importance of Teaming
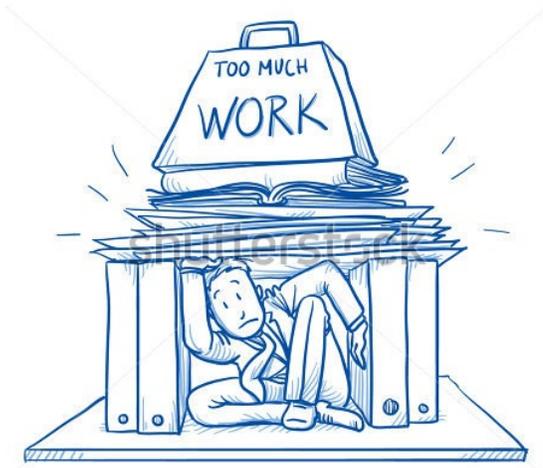
This is a **BIG** job...

Too big for just one person...

It takes a team.

Activities that Positively Affect Postsecondary Employment Outcomes

Students with disabilities are far more likely to achieve their aspirations for life after high school if provided the right combination of **opportunities, instruction, services, and supports** [in high school]. (Trainor et. al., 2019)

The Predictors of Postschool Success (Mazzotti et. al., 2020) are part of that "right combination".

What are Predictors of Postschool Success?

In-school experiences (e.g., programs, skill development, and activities) that help prepare students for further education, employment, and independent living after high school.

The predictors increase the likelihood of improved outcomes, but do not guarantee these outcomes.

Secondary Transition Predictors of Postschool Success (Mazzotti et. al., 2020)

- Career Awareness
- <mark>Career and Technical Education** (CTE)</mark>
- Community Experiences
- Exit exam requirements / High School Diploma Status
- <mark>Goal Setting*</mark>
- <mark>Inclusion in General Education*</mark>
- *Interagency Collaboration*
- Occupational Courses
- <mark>Paid Employment / Work Experiences</mark>
- <mark>Parent Expectations</mark>
- Parental Involvement

- <mark>Program of Study</mark>
- Psychological Empowerment
- <mark>Self-Advocacy / Self-Determination</mark>
- *Self-Care / Independent Living Skills*
- Self-Realization
- Social Skills
- Student Support
- Technology Skills
- Transition Program
- Travel Skills
- Work Study
- <mark>Youth Autonomy / Decision-Making</mark>

** EBP for employment and RBP for education
*RBP in all three areas

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Why is CTE Important for Students with Disabilities?

- CTE Provides **Real-world** Applicability

- CTE Helps SWD **Stay in School**

- To Accommodate SWD is the **Law**

- CTE is Inherently **Inclusive**

- CTE Helps Provide Valuable Input for **Transition Goals**

ACTE Article: How CTE Can Help Prepare Students With Disabilities For The Future (p.50)

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In Short...

Concentration and completion in a CTE pathway changes the lives of students with disabilities.

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Best Practices for Supporting Students with Disabilities in Postsecondary Transition Planning

How Can We Prepare Students for Post School Success?

- [Inclusion in general education](#) helps maintain high expectations and leads to positive post school outcomes

- Compliant and quality [postsecondary transition plans](#)

- Targeted focus on services that align with the [predictors for post school success](#)

- Skill building: Competencies for Post-school success ([Utah specific tool](#))

- Implement and support needed [accommodations](#)

- Interdisciplinary and [interagency collaboration](#)

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Competencies for Post-School Success

- Self-advocacy
- Social interactions
- Time management/organization
- Problem solving
- Emotional regulation

- Adult living skills
- Safety and wellness
- Community navigation
- Career development
- Technology skills

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Postsecondary Transition Skills Mapping Tool

Domain Area: Self-Advocacy	Pre-K	K-5	6-8	9-12+
	Pointing to show or Request Verbal requesting Saying "No" to refuse Expressing preferences	Making choices Knows name, address, phone number Communicating wants and needs Awareness of own disability Asking for help	Knowing when to ask for help when needed Declining assistance when appropriate Describing own strengths and support needs Explaining own disability Describing own interests and preferences Actively participating in IEP	Advocating for own needs Incorporating own strengths in decision making Discussing own disability Communicating and using accommodations Leading own IEP and postsecondary transition planning

Postsecondary Transition Skills Mapping Tool: Download document

[Resource Padlet](#)

Benefits of Interdisciplinary Collaboration

- Share and increase expertise

- Less duplication of services

- Braided funding opportunities

- More robust services for students

- No one has to go it alone

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CTE and SPED Collaboration

- CTE and SPED collaboration is critical to the success of students with disabilities in CTE

- CTE teachers often come from industry or general education with little to no training on supporting students with disabilities in the classroom

- When Pre-ETS and transition planning were shared with CTE teachers they commented, "This is CTE!" (Emery, 2019)

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Clearly Identify Roles and Responsibilities

- Clear expectations are foundational to successful relationships

- What does each stakeholder contribute to the collaboration?

- Who does what and when?

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VR/SPED Collaboration

- Discuss and coordinate individual student goals and services
- Identify gaps in postsecondary training services
- Coordinate instruction/services to help students reach goals
- Schedule regular check-ins to:
  - Monitor student progress
  - Celebrate achievements
  - Evaluate success of collaborative efforts

Collaborating with VR Liaisons
Collaborating with School Teams

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How can you help improve student outcomes?

- Hold high expectations
- Align student plans
- Involve a variety of team members
- Share transition assessment results
- Collaboratively implement needed accommodations and modifications
- Become familiar with disability resources
- Encourage students to explore CTE pathways

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Takeaways

Take a moment to write down one thing you would like to take with you back to your setting.

- New ideas to try
- Aha's
- Questions for your team

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Thank You!!

For questions, please contact us.

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