Local Innovation and Collaboration across CTE-Special Education and VR
Informational Flyers

Nevada Department of Education

Nevada Ready!

Go to college
Attend a technical or trade school
Get a job

We’re here to help!

We help students who have disabilities and need help preparing for, getting, or keeping a job.

The first thing you need to do is complete an application for BVRI. You can get this application from your teacher, your school counselor, or by calling the BVRI office directly.

1. CONTACT BVRI. Learn more about the program and services you may be eligible to receive.

2. GET TO KNOW YOUR COUNSELOR. Your BVRI counselor will be your go-to person for everything you need from BVRI. Your counselor will help you explore the different courses and job placements that are available in your community that best match your strengths, abilities, and interests.

3. KNOW WHAT’S AVAILABLE. Here are some of the services BVRI can pay for/provide:
   - Vocational Education/TVI/fee
   - Job coaching
   - Job placement
   - Tuition
   - Transportation

4. PARTICIPATE WHILE IN SCHOOL. BVRI provides instruction and work experience called Pre-Employment Transition Services (Pre-ETS) for students to explore employment options.

When should I start the BVRI process?

Generally, BVRI service starts during the last 2 years of high school. However, if you enter a Career and Technical Education (CTE) program, services may start as early as age 14 so BVRI can provide you with support during the program. Just remember:

- It is up to you and your IEP team to start the process.
- BVRI is here to help you when you are ready!

Contact Information:

Northern Nevada (p) 702-488-6030 www.nvdata.org
Southern Nevada (p) 702-333-0120 www.crsnva.org

Career & Technical Education

Want college credits and access to a high-demand, high-skill, high-wage career?

What is Career and Technical Education (CTE)?

CTE is a course of study that is commonly open to all students that:

- Focuses on hands-on and project-oriented learning
- Prepares students to be both college and career ready
- Provides a variety of work-based learning experiences
- Provides Pre-Employment Transition Services (PETS) for students to explore employment options.

What are CTE program areas and examples occupations?

Occupational Areas Sample Professions
- Agriculture, Food, Natural Resources... Farmers, agronomists, veterinary technicians
- Business & Marketing Education... Accountant, business owner, office manager
- Education, Hospitality, Human Services... Chef, hotel manager, social services teacher
- Health Science & Public Safety... Firefighter, nursing assistant, pharmacy technician
- Information & Media Technologies... Cryptography, database administrator, web developer
- Skilled & Technical Sciences... Automotive technician, welder, pipefitter

How do I get into a CTE program of study?

- Attend CTE, Magnet, or Signature program presentations and apply in 8th grade, if available
- Talk with your counselor about CTE courses offered at your school
- Register with your counselor for a level one course

Students participating in CTE:

- Are prepared for high-demand, high-skill, high-wage occupations
- Demonstrate college and career readiness
- Earn CTE endorsement on diplomas and CTE Certificate of Skill Attainment
- May receive college credit upon completion
- Score higher on high stakes tests
- With individuals in Education Programs (IDEA), graduate with standard diplomas at higher rates

Contact Information:

Northern Nevada (p) 775-681-7388 www.state.nv.us
Southern Nevada (p) 702-388-8883 www.diva.org/nv/CTE
Recruitment for CTE Courses
Flyers handed out during IEP meetings for middle school students

Goal: Increase students with IEPs entering CTE courses early for greater likelihood of program sequence completion
Expansion to Clark County

Sunrise Mountain High School
Career & Technical Education Course Offerings
2019 – 2020

- Automotive Technology
- Computer Science
- Culinary Arts
- Early Childhood Education
- Fashion, Textiles and Design
- Forensic Science
- Manufacturing Technologies
- Military Science
- Photography
- Theater Technology
- Web Design and Development
- Video Production

Any of the following options will demonstrate you are working on being prepared for college and career success without the need for remediation (meaning you will not be required to attend six courses senior year if all of your required credits are in place):

CTE coursework – 5th semester benchmark
- enrollment in a Level 3 CTE course, achieving a B average or higher in the CTE program of study; or
- completion of a Level 2 CTE course, achieving a B average or higher in the CTE program of study; or
- enrollment in a Level 2 CTE course, achieving a B average or higher in the CTE program of study

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries, contact the Equity Coordinator at (775) 687-9200.
CTE Paraprofessionals

6 Initial CTE Paraprofessional Positions

- Dayton High School
- Yerington High School
- Fernley High School

Funded through state, competitive CTE grant

Targeted support for students with disabilities

Expansion to Silver Stage High School through Special Education Part B funding

All positions renewed for the 2018-2019 school year
2017-2018 Program Demographics

Dayton High School Culinary Arts

Comprehensive 4-year Culinary Arts program
117 total un-replicated students (137 total enrollment in program)

22 Students on IEPs (504 data not included, 18.8%)
  18 Students 1st year (15.38%)
  4 Students 2nd (3.4%)
  0 Students 3rd year (0%)
  0 Students 4th year (0%)
CTE Paraprofessionals in the Classroom

Challenges:
• Carving out space for the work
• CTE/Special Education collaboration
• Change in the classroom mindset
Outcomes

Fall 2017:
0/117 un-replicated students failed the course
Overall DHS failure rate for fall 2017: 30+% 

Spring 2018
2/117 (1.7 %) un-replicated students failed the course
Overall DHS failure rate for spring 2018:
30+%
2018-19 CTE Demographics School Wide

392 School wide CTE registrations
Number of unduplicated students with disabilities in CTE programs: 35
Number of unduplicated students in CTE programs: 295

(11.8%) Participation rate of students with disabilities in CTE

Number of students with disabilities in Level II CTE programs: 8
Number of Level II students in CTE: 95

(8.4%) Participation rate of students with disabilities in Level II CTE programs

Number of students with disabilities in Level III CTE programs: 5
Number of students in Level III CTE programs: 22

(22.73%) Participation rate of students with disabilities in Level III CTE programs
### CTE Course Students Failing

<table>
<thead>
<tr>
<th>CTE Course</th>
<th>Students Failing</th>
<th>Percent of Students Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting</td>
<td>3/21</td>
<td>14.3%</td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>4/32</td>
<td>12.5%</td>
</tr>
<tr>
<td>Video Production</td>
<td>15/65</td>
<td>23.3%</td>
</tr>
<tr>
<td>Graphics</td>
<td>1/28</td>
<td>3.6%</td>
</tr>
<tr>
<td>Marketing</td>
<td>0/19</td>
<td>0%</td>
</tr>
<tr>
<td>Culinary Arts/Baking</td>
<td>0/108</td>
<td>0%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>0/120</td>
<td>0%</td>
</tr>
<tr>
<td>Students with a Disability</td>
<td>4/35</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
Failure Rate Comparison to General Education Classes

27/402 Duplicated CTE students had an F in a CTE course at the first quarter = 6.7%

Versus

A school wide failure rate of 30+%

A special education failure rate of 30+%
DHS Smart Goals (2017-2018)

- Increase the number of students with disabilities across CTE programs at Dayton High School (DHS) from 9.7% (currently 27 students out of 279 (unduplicated): includes duplicates) 27 in culinary, 5 in furniture/cabinetry making, 1 in drafting & design, 4 graphic design/video production) to 10% or greater by September, 2018.

  **Actual 11.86%**

- DHS CTE enrollment/retention rates in Level 2 & 3 courses will mirror the special education population at DHS (+/- 3%), i.e., percent of SWD in total population of DHS.

  **Level II Actual 8.42% < 12.7% (-4.28)**
  **Level III Actual 22.73% > 12.7% (+10.03)**
IEP Process

- Student/Parent and Eligibility Information
- Meeting Information, IEP Participation, Procedural Safeguards
- Present Levels of Academic Achievement and Functional Performance
- Strengths, Concerns, interest & Preferences & Consideration of Special Factors
- Transition
- Goals and Objectives
- Specially Designed Instruction, Supplementary Aids, and Related Services
- NAA Form
- Statewide Assessments and/or District-Wide Assessments
- Testing Accommodations Form
- Placement and ESY
- Create Draft IEP
- Create Final IEP

Alycia Test
<table>
<thead>
<tr>
<th>Pre-Employment Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Exploration Counseling:</strong></td>
</tr>
<tr>
<td><strong>Work-Based Learning Experiences:</strong></td>
</tr>
<tr>
<td><strong>In-School</strong></td>
</tr>
<tr>
<td><strong>After-School</strong></td>
</tr>
<tr>
<td><strong>Internships</strong></td>
</tr>
<tr>
<td><strong>Counseling On Opportunities For Enrollment In:</strong></td>
</tr>
<tr>
<td><strong>Comprehensive Transition Programs</strong></td>
</tr>
<tr>
<td><strong>Postsecondary Educational Programs</strong></td>
</tr>
<tr>
<td><strong>Workplace Readiness Training In:</strong></td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
</tr>
<tr>
<td><strong>Independent Living Skills</strong></td>
</tr>
<tr>
<td><strong>Self-Advocacy Instruction:</strong></td>
</tr>
</tbody>
</table>

- [ ] Job Exploration Counseling:
- [ ] Work-Based Learning Experiences:
  - In-School
  - After-School
  - Internships
- [ ] Counseling On Opportunities For Enrollment In:
  - Comprehensive Transition Programs
  - Postsecondary Educational Programs
- [ ] Workplace Readiness Training In:
  - Social Skills
  - Independent Living Skills
- [ ] Self-Advocacy Instruction:

[<<Back] [Show Section] [Show Section in Spanish] [Save] [Save and Continue >>]
<table>
<thead>
<tr>
<th>Job Exploration Counseling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Based Learning Experiences:</td>
</tr>
<tr>
<td>- In-School</td>
</tr>
<tr>
<td>- After-School</td>
</tr>
<tr>
<td>- Internships</td>
</tr>
</tbody>
</table>
Lyon County School District
123 Main Rd

Pre-ETS Form

☑ Job Exploration Counseling
   Jane Doe participates in the Dayton High School Employability Skills class which utilizes the EnvisionIT transition curriculum. Jane has completed the Career Vision Survey 9/15/18, VARK Learning Style Questionnaire 9/17/18, O*NET Career Interest Profiler 10/2/18, and a Career Research Chart 10/24/18 (Results of these assessments are documented within the PLAAFPs of this IEP).

☑ Work-Based Learning Experiences:
  [☑] In-School
  [ ] After-School
  [☑] Internships
   Jane Doe participates in the Dust Devil Café, school-based microenterprise. Jane Doe has held the positions of Barista and Café Manager within the café. As a Barista, Jane Doe takes, fulfills, and delivers customer food and drink orders. As Café Manager, Jane Doe supervises Baristas, takes weekly inventory, sets Barista schedules, and uses the café website to take orders and correspond digitally with customers. Jane Doe exhibits high quality customer service skills, works cooperatively with co-workers and café staff, regularly shows initiative and self-determination, and her attention to detail and adherence to safe work practices are exemplary. Jane Doe’s work in the café is ongoing.

   Jane Doe worked as an intern in the offices of the Nevada Attorney General during the summer of 2018. Jane Doe performed administrative assistant duties, including: copying, filing, data entry, mail delivery, and other miscellaneous office duties. Jane Doe was described by her evaluating supervisor as punctual, having a high attention to detail, friendly, positive, and as having a strong work ethic. Her supervisor stated, “Jane completed a variety of office tasks that allowed our regular administrative assistant the ability to give more of her time and attention to more important projects and tasks. Overall, Jane made our office much more productive, and her positivity and strong work ethic were highly valued by her co-workers.” Jane Doe participated in the summer internship from June to August, 2018.

   Jane Doe receives ongoing instruction in resume development, and has a current and updated professional resume.

   Jane Doe receives ongoing instruction in completing employment applications, and has shown an ability to complete both paper and online applications with minimal assistance and error correction.

☑ Counseling On Opportunities For Enrollment In:
   [☑] Comprehensive Transition Programs
   [ ] Postsecondary Educational Programs
VR Pre-ETS Toolbox

Diverse

Flexible

Modular

Aligned to Pre-ETS

Teachers Encouraged to Mix and Match

Explore-Work.Com

Youth Internships

Camps

Teacher –Delivered

Provider-Delivered

Nevada Department of Education

Nevada Ready!
VR Summer Youth Internship Program (SYIP)

1. Work-Based Experience
2. Soft Skills Training
3. $8.25/hour
4. Job Coach as Needed
5. Mentoring by Professional
6. Build Professional Network

1. Work-Ready Intern
2. Intern with Identified Skills
3. Intern at no cost
4. Additional Support for Intern
5. Diversify Worksite
6. Potential Employee
SYIP by the Numbers

**Summer 2017**
43 Interns

*State Government Agencies*
41 Urban Interns
2 Rural Interns

**Summer 2018**
71 Interns

*State and Local Government Agencies*
65 Urban Interns
6 Rural Interns

*8 Interns Offered a Position*
Pre-ETS/CTE Crosswalk Tool

PRE-ETS/CTE CROSSWALK TOOL

This document is designed to assist schools with the process of identifying Pre-Employment Transition Services within Career and Technical Education courses.
<table>
<thead>
<tr>
<th>School Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Course Name:</td>
<td></td>
</tr>
<tr>
<td>Staff Responsible for Crosswalk:</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Employment Transition Services**

1. **Job exploration counseling:**
   - Designated Work Time:  
   - Deadline for Completion:  

2. **Work-based learning experiences:**
   - Designated Work Time:  
   - Deadline for Completion:  

3. **Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education:**
   - Designated Work Time:  
   - Deadline for Completion:  

4. **Workplace readiness training to develop social skills and independent living:**
   - Designated Work Time:  
   - Deadline for Completion:  

5. **Instruction in self-advocacy:**
   - Designated Work Time:  
   - Deadline for Completion:  
<table>
<thead>
<tr>
<th>Pre-Employment Transition Services Areas</th>
<th>CTE Employability Skills for Career Readiness Standards</th>
<th>CTE Curriculum Components Aligned to Pre-ETS by Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Job exploration counseling:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This may include, but is not limited to, interest and ability surveys, reviewing career websites, high school based courses on career choices, or other similar activities. See below for example activities that fall within this Pre-ETS area:</td>
<td>1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills</td>
<td></td>
</tr>
<tr>
<td>• Vocational Interest Inventory w/ Discussion of Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labor Market Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Counseling on In-Demand Industries and Occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Counseling on Non-Traditional Employment Options (e.g., Self-Employment, Microenterprise Development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career Pathway Counseling and Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career Specific Guest Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career and Technical Student Organizations (e.g., Future Business Leaders of America)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The aforementioned list is not exhaustive.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training to develop independent living:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Limited to, soft-skills training, communication, cooking, conflict resolution, etc.) and independent living skills, money management, technology and assistive devices, appropriate behavior, activities that fall within career-related contexts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Career Readiness Standards**

1. **1.1.1** Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.

2. **1.1.3** Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.

3. **1.1.4** Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.

4. **1.1.5** Demonstrate diversity awareness by working well with all customers and coworkers.

5. **1.1.6** Demonstrate conflict-resolution skills by negotiating diplomatic solutions to problems.

**Aligned to Pre-ETS by Area**

- Demonstrations of knowledge and skills gained in the lab and applying it to recipes
- Demonstration of professional and ethical workplace behaviors, such as time management and appropriate dress, i.e., wearing closed-toed shoes, hair up, aprons, etc.
- Working in teams in cohesive and cooperative units and understanding mutual respect through different backgrounds of culture
- Utilizing Recipe standards through converting recipes from one yield to another and converting recipe quantities between weight and volume measurements
- Listening and applying Chef instructor directions
Contact Information:

Jennifer Kane
jskane@doe.nv.gov

David Palmer
dpalmer@lyoncsd.org

C. J. Fields
cjfields@doe.nv.gov

Daphne DeLeon
d-deleon@detr.nv.gov