Coordinating across services and partners – interaction between Pre-ETS, Transition Services, and CTE in the IEP
WELCOME
WE’RE GLAD YOU’RE HERE!
FEATURES OF ZOOM

• Please mute your line and turn off your video when you are not speaking
• Options for participants are available when you hover your cursor over the bottom of your screen
• Use the “chat” and “raise hand” feature to engage with your facilitators and state colleagues
• This meeting will be recorded and posted with Closed Caption available by 6/24/2020 here:
Our agenda for today

• Engage in state-to-state sharing of challenges and solutions applied for coordinating services across special education, vocational rehabilitation, and career and technical education and other partners. Considerations:
  o planning for professional development and technical assistance
  o program development and evaluation
  o building state-to-local capacity
Welcome & Introductions - Who’s on the call?

- NTACT/WINTAC staff
- Use the Chat feature to tell us your name, role/agency/department, state
NTACT 2020 CBVI - Team Lead and Team Member Timeline

Phase 1
- Register your team by May 15, 2020
- Watch "Things to Know about the CBVI" (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to plan team’s participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) This step may occur later;
- If using a facilitator, look for email from facilitator about team planning times and expectations
- Set up team planning meetings, with team and facilitator

Phase 2
- Watch the “Kickoff” and four content presentations on the Transition Coalition Website available week of May 25th, 2020
- Use the provided note-taking resources from NTACT during and following the content presentations
- Participate in the content presentation discussion board(s) on the Transition Coalition Website
- After viewing content presentations, begin team planning meetings, if appropriate
- View resources for “Moving from Content to State to State Sharing Groups”

Phase 3
- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to identify team’s selection of one or two of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at https://transitionta.org/cbi/2020 posted by May 27, 2020).
- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Register team for state to state sharing groups at by June 5, 2020
- Prepare for state to state sharing groups by referencing your notes and engaging with your team

Phase 4
- Participate in state to state sharing group selected (Scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT)
- After participating in state to state sharing groups, continue team planning meetings, if appropriate
- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Conduct and finalize team planning

Phase 5
- Complete Institute evaluation
- Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)
- Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan
- Network with other states on common goals, as you desire
- Participate in culminating webinar to share-out state plans in mid August
## Phase 4: Engaging in State to State Sharing Groups

**Timeline:** June 15 to June 25, 2020

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Implement high quality transition programs and services that lead to positive PSO

Deliver Pre-ETS

Ensure students with disabilities have access to and can persist in CTE programs and curriculum.
Coordination activities

**IDEA**

- Coordinate activities to facilitate student’s movement from school to post-school activities
  - postsecondary education
  - vocational education
  - integrated employment
  - continuing and adult education
  - adult services
  - independent living
  - community participation

- Identify the interagency coordination responsibilities of each agency to promote coordination and timely and appropriate delivery of services:
  - instruction & related services
  - community experiences
  - development of employment and post-school living objectives
  - acquisition of daily living skills
  - functional vocational evaluation

**Rehab Act, as amended by WIOA**

- Collaborate with agency and local partners to develop employment opportunities and foster industry partnerships
- Work with schools to coordinate and ensure the provision of Pre-Employment Transition Services
  - Job exploration counseling
  - Work-based learning experiences
  - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  - Workplace readiness training to develop social skills and independent living
  - Instruction in self-advocacy
  - Coordination activities
    - Work with school to refer students for additional VR Services that require application and eligibility

**Perkins V**

- Work with partners to develop local career pathways that provide academic and nonacademic supports, and strategies for eliminating postsecondary readiness gaps with special populations.
- Work with local schools and agencies to provide and support equal access to at least one sequenced program of study integrating core academic and technical training, including employability skills
- Collaborate with local workforce development boards, agencies, or one-stop delivery systems to provide career exploration and development activities

Leverage state and local agreements

Adapted from Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA, and WIOA | AIR, 3/19
Building partnerships - interagency collaboration as key component in secondary transition
Indiana’s Story
Indiana’s Collaborative Partnership: How IDOE, CTE, VR, and others work together for students with disabilities

Jonathan Kraeszig  
VR Director of Youth Services

Michelle Oja  
IDOE Special Education Specialist
The Purpose

• Increase the number of students with disabilities enrolled in CTE.
• Increase the number of students with disabilities enrolled in STEM or other more rigorous programs.
• Increase positive outcomes for students with disabilities (more enrollees, more students working in their areas of study).
The Team

- Department of Education – Michelle Oja
- Vocational Rehabilitation – Jonathan Kraeszig
- Technical Assistance/University – Judith Gross & Cathlene Hardy Hansen with the Center on Community Living and Careers at IU
- Parent Group Representation – Paula Teague with IN*Source
- CTE - Anthony Harl & Enjema Buckley (Perkins V)
The Plan

- Review existing data to determine:
  - Baselines for students with disabilities enrolled in CTE
  - What types of programs they are enrolled in
  - Disability type
  - Programs with high concentrators and programs with low concentrators
    - Outcomes (i.e., hired in area of study?)
- Identify 3 programs with a high concentration of students with disabilities and 3 programs without.
Further Planning

- Use existing data to develop interview questions for these 6 programs to interview CTE director and SPED. Sample questions include:
  - Does your CTE have as a part of its mission or make a concerted effort to be inclusive of students with disabilities?
  - What is the range of disabilities/support needs of the students with disabilities have who participate in your CTE programs?
    - Do you find that you have more students with mild disabilities in specific CTE programs?
    - Do you find that you have more students with more significant disabilities in specific CTE programs?
Other Sample Questions

- What kind of exit/outcome data is collected for all students in the CTE program? For example:
  - Certificate?
  - Internship, apprenticeship, or on the job training?
  - Pass a test?
  - Placement services?
- What protocol/criteria is used to determine enrollment?
- Do you have onsite support (e.g., teacher or paraprofessional) in the CTE programs for students who have an IEP?
- Does a representative from the CTE Center typically attend case conferences for students with an IEP who are going to attend, or currently attend, the CTE Center?
- Do your CTE Instructors have regular communication with the home school or Teacher of Record (TOR) for students with disabilities?
What Comes Next?

- Once interviews are complete, analyze data for twofold purpose:
  - Develop pilot projects to increase the number of students enrolled in CTE and concentrating in more rigorous programs.
  - Providing technical assistance to CTE programs in areas of need (e.g., instructional strategies, universal design, etc.).
Questions for Jonathan and Michelle?
Levels of Collaboration Scale


This form is designed for those who work in one of the organizations or programs that are partners in the _________. Please review these descriptions of different levels of collaboration.

- On the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- Using the scale provided, please indicate the extent to which you currently interact with each other partner. (Skip your own row.)

<table>
<thead>
<tr>
<th>Relationship Characteristics</th>
<th>Networking 1</th>
<th>Cooperation 2</th>
<th>Coordination 3</th>
<th>Coalition 4</th>
<th>Collaboration 5</th>
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<td>- Aware of organization</td>
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<td>- Loosely defined roles</td>
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<td>- Little communication</td>
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<td>- All decisions are made independently</td>
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<th>Partners</th>
<th>No Interaction at All</th>
<th>Networking</th>
<th>Cooperation</th>
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Name _________________________ Date ________
# Notetaking Framework

## 2020 Capacity Building Virtual Institute: Notetaking Framework

**Pre-recorded presentation title:**

**Current state goal:**

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<table>
<thead>
<tr>
<th>Considerations for capacity building</th>
<th>Notes</th>
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<td>Use of evidence-based practices</td>
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<tr>
<td>Student and family engagement</td>
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<tr>
<td>Systems alignment and cross-agency/department collaboration and coordination</td>
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<tr>
<td>Data-based decision making</td>
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</table>

1. **What goal or current initiative does this content support?**

2. **What questions do you have for your team members?**
   - External experts/consultants?
   - What do you want to know more about?

3. **What partners are needed to do the work? Existing or new?**

4. **What barriers/challenges and actions need to be addressed to do this work?**

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*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University.*
### Notetaking Framework

#### Unanswered questions and A-ha’s:

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#### Summary:

#### Moving from content to state-to-state sharing groups

After viewing and interacting with the content for this presentation, reflect on your notes (and conversations with your team during team planning times), to determine areas of focus for: (1) additional team planning times; (2) focused state-to-state discussion opportunities; (3) planning for professional development and technical assistance with LEAs; (4) evaluation efforts and program development for LEAs; and (5) state-to-local capacity building.

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State-to-state sharing – Collaborating across VR, Special Ed, CTE

Describe ways you have worked across programs and partners to provide more exposure/opportunities for students with disabilities in CTE programs.

VR? CTE? Special Education? Other partners?
State-to-state sharing – reducing duplication of services

Strategies for coordinating across agencies and partners and reducing duplication of services? gap analyses? data sharing/analysis flow(s) of services?
State-to-state sharing – coordinating services across SpEd, CTE, and VR

What are you planning for cross-agency professional development and technical assistance?
State-to-state sharing – coordinating services across SpEd, CTE, and VR

What challenges/barriers have you identified for building state-to-local capacity?

Solutions/strategies?
## Phase 5: Finalizing State Plans and Wrap Up
Timeline: June 15 to July 31
Mid-August Share Out Event

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Opportunities & next steps

• CBVI S2S Sharing Sessions through June 25\textsuperscript{th}
• Transition Coalition Discussion Board: https://transitioncoalition.org/blog/webinar/coordinating-services-across-cte-vr-and-special-education/
• Ongoing team planning as scheduled
• Archived NTACT events/resources: https://transitionta.org/events-details?page=1#
• Sign up for CTE-SpEd-VR Network: https://docs.google.com/forms/d/e/1FAIpQLSfyPwdeksJ1OT2ch3RYNJZURPGjE7xMT3QvNCbTBI-7GjBETQ/viewform

Save the date!
Next SpEd-CTE-VR Network call: 11am PT/2pm ET, Friday, August 7\textsuperscript{th}, 2020
Resources

NTACT & WINTAC

• Interagency Agreement: https://www.transitionta.org/interagencytoolkit
• Competitive Integrated Employment: https://www.transitionta.org/cietoolkit
• Resource Mapping Guide: https://www.transitionta.org/rescmaptoolkit
• WIOA/IDEA/Perkins V Crosswalk: WIOA-IDEA-Perkins-Indicators-WINTAC19-1122.pdf
• Quick Guide: Career & Technical Education & Students with Disabilities: https://transitionta.org/node/1668
• Partnering to Improve CTE for Students with Disabilities - DCDT Position Paper, November 2019: https://tinyurl.com/y8oljttu
• CTE-SpEd-VR State examples, 2019: https://www.transitionta.org/news-details?page=5&order=field_post_date&sort=asc

College & Career Readiness and Success Center

Contact information

NTACT & WINTAC

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THANK YOU
for joining us!