Pursuit of Equity — Leveraging Career and Technical Education for Students With Disabilities

May 10, 2018
Welcome and Introduction

Ellen Cushing – Deputy Director, CCRS Center
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
Engaging With Us

Post-event feedback survey

Recorded webinar
http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
Agenda

- Welcome and Introduction
- Audience Poll #1
- What Research Tells Us About Students With Disabilities and CTE
- Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Disabilities
- Perspectives From the Field: Students With Disabilities in CTE in Washington State
- Audience Poll #2
- ESSA and IDEA: Supporting Students With Disabilities
- Wrap-Up
Poll Question #1

To what extent are students with disabilities involved in your CTE program?

- To a great extent
- Somewhat
- Very little
- Not at all
- I don’t know
Today’s Presenters

- Dr. Tessie Bailey, Principal Technical Assistance Consultant, American Institutes for Research (AIR), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, National Center for Systemic Improvement (NCSI)
- Dr. Roddy Theobald, Senior Researcher, AIR, National Center for Analysis of Longitudinal Data in Education Research (CALDER)
- Tania May, Director of Special Education, Office of Superintendent of Public Instruction (OSPI), Washington
- Rebecca Wallace, Executive Director of Career and Technical Education, Office of the Superintendent of Public Instruction (OSPI), Washington
- Jenna Tomasello, Policy Associate, American Youth Policy Forum (AYPF)
- Moderator: GeMar Neloms, Senior Technical Assistance Consultant, AIR, CCRS Center
What Research Tells Us About CTE and Students With Disabilities

Tessie Bailey, Ph.D.
American Institutes for Research
National Center for Systemic Improvement
IDEA: Employment Training and Outcomes for Youth With Disabilities

IDEA Section 300.320: Definition of individualized education program

• Postsecondary goals related to training, education, and employment
IDEA: Employment Training and Outcomes for Youth With Disabilities

IDEA Section 300.43: Transition services

- Designed to facilitate movement from school to post-school activities, like *vocational education and integrated employment* (including supported employment)

- Individualized services, such as *community experiences and the development of employment and other post-school adult living objectives*
## Predictors of Post-school Success

<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career Awareness</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Community Experiences</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Exit Exam Requirements/High School Diploma Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal-Setting</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Inclusion in general Education</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Interagency Collaboration</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Occupational Courses</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paid Employment/Work Experience</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parent Expectations</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Parental Involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Mazzotti et al., 2015; Test et al., 2009.*
## Predictors of Post-school Success

<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program of Study</strong></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Self-Advocacy/Self-Determination</strong></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Care/Independent Living</strong></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Transition Program</strong></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel Skills</strong></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Vocation Education</strong></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Youth Autonomy/Decision-Making</strong></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Mazzotti et al., 2015; Test et al., 2009.

Large ES
Finding 1: Research Focuses Primarily on Students With Mild Disabilities

- High school students with learning and intellectual disabilities who participate in CTE are more likely to have positive post-school outcomes.
- Positive results for students with emotional disturbances up to 2 years after leaving high school.
- Disproportionate participation of students with LD.
- Limited, mixed results regarding benefit for students with severe disabilities.

Hehir, Dougherty, & Grindal, 2013; Wagner et al., 2015, 2017; Wagner et al., 1993
Finding 2: School Completion
Benefits of CTE Participation

• Almost 70% more likely to graduate from high school in four years (Massachusetts)
• Higher 4-year high school completion (69.4% compared to state average of 51.1%) (Oregon)
• 2.6 percentage point lower dropout rate

[Adams, 2016; Hehir, Dougherty & Grindal, 2013; Wagner, 1991]
Finding 3: Post-school Benefits for Participation in CTE Concentration

- Increased employment opportunities
  - 2 times more likely to be employed full-time post-school (ES = .34; Baer et al., 2003)
- Increased community participation (Wagner, 1993)
- Increased postsecondary education engagement, even when taking remedial academics (ES = .47 to .53; Halpern et al., 1995)
Finding 4: CTE Concentration Leads to Better Outcomes

• Significant positive effect for participating in a concentration of occupationally specific CTE in the first 2 post–high school years (Wagner, Newman, & Javitz, 2016)

• Participation in at least three credits in CTE courses concentrated in a particular occupational area were 1.65 times more likely to obtain employment (Lee, Rojewski, & Gregg, 2016)
Reported Challenges to CTE for SWDs

- SWDs often do not meet program requirements
- CTE programs do not provide needed supports
- Inadequate CTE teacher training
- Lack of collaboration within and across state and local education associations

[NCSER & NCER, 2017]
CTE Enrollment, Inclusion, and Postsecondary Outcomes for Students With Disabilities

Roddy Theobald,¹ Dan Goldhaber,¹,² Trevor Gratz,² and Kris Holden¹

¹CALDER, American Institutes for Research
²Center for Education Data & Research, University of Washington

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A150137 to American Institutes for Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. Likewise, the research presented here utilizes confidential data from the Education Research and Data Center (ERDC) located within the Washington Office of Financial Management (OFM). The views expressed here are those of the authors and do not necessarily represent those of the OFM or other data contributors. Any errors are attributable to the authors.
Background

We use 5 years (2009–10 through 2013–14) of longitudinal data from Washington State’s Education Research and Data Center (ERDC) to track two cohorts of 10th grade students with disabilities through the first year after their expected graduation date.
### Background

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Unique Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
</tr>
<tr>
<td>No disability reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(non-special education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific learning disability</td>
<td>66,903</td>
<td>57,808</td>
<td>53,738</td>
</tr>
<tr>
<td>Health impairment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>2,008</td>
<td>1,640</td>
<td>1,355</td>
</tr>
<tr>
<td>Emotional/behavioral disability</td>
<td>492</td>
<td>462</td>
<td>408</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>423</td>
<td>271</td>
<td>200</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>379</td>
<td>342</td>
<td>294</td>
</tr>
<tr>
<td>Communication disorders</td>
<td>203</td>
<td>191</td>
<td>163</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>193</td>
<td>285</td>
<td>263</td>
</tr>
<tr>
<td>Orthopedic impairment</td>
<td>50</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Traumatic brain injury</td>
<td>35</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Deafness</td>
<td>29</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>25</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>74,795</td>
<td>64,366</td>
<td>59,299</td>
</tr>
<tr>
<td>Total With Disabilities</td>
<td>7,892</td>
<td>6,558</td>
<td>5,561</td>
</tr>
</tbody>
</table>

Note. Sample sizes suppressed for disability categories (developmental delays and deaf-blindness) with fewer than 10 students in a year. Disability type in “Unique students” column is from student’s first year in the analytic sample.
Background

We use 5 years (2009–10 through 2013–14) of longitudinal data from Washington State’s Education Research and Data Center (ERDC) to track two cohorts of 10th grade students with disabilities through the first year after their expected graduation date.

Outcomes
Predictors of Outcomes

Malleable factors

<table>
<thead>
<tr>
<th>CTE participation</th>
<th>CTE participation</th>
<th>CTE participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
<td>Inclusion</td>
<td>Inclusion</td>
</tr>
</tbody>
</table>

10th grade
- Absences
- Test scores
- Persistence

11th grade
- Absences
- Persistence

12th grade
- Absences
- Graduation

Post-secondary
- College attendance
- Employment

Outcomes
Predictors of Outcomes

**Malleable factors**

<table>
<thead>
<tr>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
<th>Post-secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>Absences</td>
<td>Absences</td>
<td>College attendance</td>
</tr>
<tr>
<td>Test scores</td>
<td>Persistence</td>
<td>Graduation</td>
<td>Employment</td>
</tr>
</tbody>
</table>

**Concentration of CTE courses (4 or more credits)**
Analytic Approach

• We estimate analytic models predicting each outcome as a function of whether the student participated in a concentration of CTE courses

• All models control for:
  – 8th grade test scores
  – Disability type
  – Prior special education participation and absences
  – Student demographics and program participation
  – Peer effects
  – District fixed effects (in preferred specifications)
Results

**Malleable factors**

<table>
<thead>
<tr>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
<th>Post-secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>Absences</td>
<td>Absences</td>
<td>College attendance</td>
</tr>
<tr>
<td>Test scores</td>
<td>Persistence</td>
<td>Graduation</td>
<td>Employment</td>
</tr>
<tr>
<td>Persistence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concentration of CTE courses (4 or more credits)**
Unexcused Absences


Note: p-values from two-sided t-test: *p < 0.1, **p < 0.05, ***p < 0.01, ****p < 0.001.
Results

Malleable factors

CTE participation
Inclusion

10th grade
Absences
Test scores
Persistence

CTE participation
Inclusion

11th grade
Absences
Persistence

CTE participation
Inclusion

12th grade
Absences
Graduation

Concentration of
CTE courses (4 or
more credits)

Post-secondary
College attendance
Employment

Outcomes
On-Time Graduation


Note: p-values from two-sided t-test: +p < 0.1, *p < 0.05, **p < 0.01, ***p<0.001.
Results

Malleable factors

CTE participation
Inclusion

Absences
Test scores
Persistence

10th grade

11th grade

12th grade

Post-secondary

Absences
Persistence
Absences
Graduation

Concentration of CTE courses (4 or more credits)

College attendance
Employment

Outcomes
College Enrollment


Note: p-values from two-sided t-test: +p < 0.1, *p < 0.05, **p < 0.01, ***p<0.001.
Results

Malleable factors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>Absences&lt;br&gt;Test scores&lt;br&gt;Persistence</td>
</tr>
<tr>
<td>11th</td>
<td>Absences&lt;br&gt;Persistence</td>
</tr>
<tr>
<td>12th</td>
<td>Absences&lt;br&gt;Graduation</td>
</tr>
<tr>
<td>Post-secondary</td>
<td>Concentration of CTE courses (4 or more credits)</td>
</tr>
</tbody>
</table>

Outcomes
Employment


Note: p-values from two-sided t-test: +p < 0.1, *p < 0.05, **p < 0.01, ***p<0.001.
Conclusions

• All else equal, students with disabilities who enroll in a concentration of CTE courses:
  – Have fewer absences in 12th grade
  – Are more likely to graduate on time
  – Are more likely to be employed after graduation

• These results are not necessarily causal
  – For example, students with disabilities more interested in employment after graduation may be more likely to enroll in a concentration of CTE courses

• Study provides suggestive evidence about benefits of CTE participation for students with disabilities
Thank You!

Roddy Theobald, Ph.D.
Senior Researcher
American Institutes for Research (AIR)
National Center for Analysis of Longitudinal Data in Education Research (CALDER)

rtheobald@air.org
Questions?
Perspectives From the Field — Washington State
Students With Disabilities in Career and Technical Education (CTE) in Washington State

Rebecca Wallace, OSPI Executive Director of CTE
Tania May, OSPI Director of Special Education
May 10, 2018
The Career and Technical Education Model

**Extended Learning:** Learning activities which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE instructor.

**Classroom Instruction/Theory:** Represented in CTE course framework; alignment of Washington K12 learning standards, industry standards, and 21st Century Leadership Skills.

**Shop/Laboratory/Practice:** Where theory is put into practice; hands-on project based approach to develop technical and professional skills.

**CTSO:** Career and Technical Student Organizations for individuals enrolled in CTE programs that engage in CTE leadership skill development activities.

CTE is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills and enables achievement of high academic standards, leadership options for high skill, high wage employment preparation, and advanced and continuing education.
Starting With the Why...

Every Student Succeeds Act (ESSA)

<table>
<thead>
<tr>
<th>Pursuing Equity Through Closing Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Improvement for All Schools</td>
</tr>
<tr>
<td>Obtain and Retain Effective Educators</td>
</tr>
<tr>
<td>Flexibility on Use of Resources</td>
</tr>
</tbody>
</table>
The Purpose of IDEA

To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
Under IDEA, the provision of special education is to ensure access and progress in the general education curriculum, to prepare students for further education, employment, and independent living.

This aligns with ESSA’s purpose of closing achievement gaps and offering a significant opportunity to receive a fair, equitable, and high-quality education.
# Washington School Improvement Framework Indicators

<table>
<thead>
<tr>
<th>Academic Outcomes</th>
<th>Opportunities to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency ELA &amp; math</strong></td>
<td><strong>Regular attendance</strong></td>
</tr>
<tr>
<td><strong>Student growth</strong></td>
<td><strong>9th graders on track</strong></td>
</tr>
<tr>
<td><strong>English learner progress</strong></td>
<td><strong>Dual credit advanced course taking</strong></td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Elem & Middle | ✓ | ✓ | ✓ | ✓ |
| High School | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
### Measures by Student Group

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>American/Alaskan Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latinx of any race(s)</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency Rate</td>
<td>63.7%</td>
<td>64.8%</td>
<td>54.5%</td>
<td>71.1%</td>
<td>64.1%</td>
<td>47.9%</td>
<td>52.5%</td>
<td>34.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Proficiency Rate</td>
<td></td>
<td>10.1%</td>
<td>5.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Median SGP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Median SGP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>88.8%</td>
<td>90.4%</td>
<td>72.4%</td>
<td>93.8%</td>
<td>89.7%</td>
<td>78.1%</td>
<td>76.9%</td>
<td>66.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL Progress Rate*</td>
<td>76.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Attendance Rate</td>
<td>90.5%</td>
<td></td>
<td>80.7%</td>
<td>88.9%</td>
<td>90.1%</td>
<td>86.0%</td>
<td>81.1%</td>
<td>76.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth Grade On Track Rate</td>
<td>79.3%</td>
<td>89.3%</td>
<td>49.5%</td>
<td>78.4%</td>
<td>79.7%</td>
<td>64.3%</td>
<td>55.2%</td>
<td>41.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Credit Rate</td>
<td>86.7%</td>
<td>88.9%</td>
<td>74.9%</td>
<td>84.0%</td>
<td>88.8%</td>
<td>68.2%</td>
<td>77.3%</td>
<td>62.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The EL Progress measure only applies to students who are English Learners*
2017 Percentage of WA Students With Disabilities in CTE by Eligibility Category

- State totals
- Autism
- Communication Disorders
- Deaf-Blindness
- Deafness
- Emotional/Behavioral Disability
- Health Impairment
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Visual Impairment

% of SWDs in Grades 7 -12
% of SWDs in Grades 7 - 12 in CTE
2017 Percentage of WA Students With Disabilities in CTE by Grade Level

- **All Students**
- **SWDs**
- **SWDs in CTE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Students</th>
<th>SWDs</th>
<th>SWDs in CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12.2%</td>
<td>11.2%</td>
<td>12.6%</td>
</tr>
<tr>
<td>8</td>
<td>12.2%</td>
<td>12.1%</td>
<td>12.1%</td>
</tr>
<tr>
<td>9</td>
<td>12.3%</td>
<td>11.8%</td>
<td>20.7%</td>
</tr>
<tr>
<td>10</td>
<td>12.5%</td>
<td>11.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>11</td>
<td>12.5%</td>
<td>11.0%</td>
<td>18.4%</td>
</tr>
<tr>
<td>12</td>
<td>13.6%</td>
<td>13.9%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>
2017 Percentage of WA Students With Disabilities in CTE by Race/Ethnicity

% of SWDs in Grades 7 -12 by Race/Ethnicity

- American Indian/Alaskan Native: 7.6%
- Black/African American: 25.6%
- Hispanic/Latino of any race(s): 6.3%
- White: 2.2%
- Asian: 3.5%
- Native Hawaiian/Other Pacific Islander: 2.2%
- Two or More Races: 0.9%

% of SWDs in Grades 7 - 12 in CTE by Race/Ethnicity

- American Indian/Alaskan Native: 7.4%
- Black/African American: 24.7%
- Hispanic/Latino of any race(s): 6.9%
- White: 2.5%
- Asian: 3.2%
- Native Hawaiian/Other Pacific Islander: 2.5%
- Two or More Races: 0.9%
OSPI Special Education Priorities for Improving Outcomes for Students With Disabilities

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Support students with disabilities (including increased collaboration and ownership regarding students with disabilities of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality</td>
</tr>
<tr>
<td>Growth mindset</td>
<td>Increased expectations of students with disabilities (e.g., standards, instruction, graduation, transition and advanced coursework, attendance, assessments, and IEP-related decisions)</td>
</tr>
<tr>
<td>Evidence-based practices</td>
<td>Instruction and interventions within an MTSS framework leading to increased access and progress in Washington grade-level learning standards</td>
</tr>
<tr>
<td>Professional development</td>
<td>Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members) addressing all of the above</td>
</tr>
<tr>
<td>Resource allocation</td>
<td>Braided funding, consolidated application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making</td>
</tr>
<tr>
<td>Recruitment and retention</td>
<td>Teacher preparation programs for administrators, general educators, special educators, and related service providers focused around instruction and support for students with disabilities, including all of the above</td>
</tr>
</tbody>
</table>
Career and Technical Education Priorities

Consolidated Program Review:

- Adopt barrier reduction strategies for special populations
- Review course enrollment for equity and access
- Provide evidence of intentional services and support plans
- Community and educational partnerships include representatives of special populations

Monitor for Risk and Focus Funding and Technical Support

Career and Technical Student Organizations/Extended Learning/Work-Based Learning
Next Steps

- Continue cross-divisional and cross-agency collaborations to increase access for students with disabilities to advanced coursework options.
- As part of the ongoing work around ESSA and the WA School Improvement Framework, maintain focus on advanced coursework for schools identified for targeted and comprehensive supports.
- To better inform policy and practice, include access to advanced coursework in post-school outcome summary data.
- Explore consolidated monitoring and oversight of federal programs, to promote efficiency and reduce duplication of efforts.
Contacts

Rebecca Wallace, OSPI Executive Director of CTE
Contact Us:
OSPI, CTE: careerandcollegeready@k12.wa.us

Tania May, OSPI Director of Special Education
Contact Us:
OSPI, Special Education: http://www.k12.wa.us/SpecialEd/ContactUs.aspx
Questions?
Poll Question #2

Which of these are your greatest barriers for providing effective postsecondary opportunities or strategic transition planning for students with disabilities? Choose one:

- Challenges in cross-agency collaborations
- Lack of professional development opportunities for teachers and counseling staff
- Students with disabilities often do not meet program requirements
- Lack of knowledge of careers, labor market demands
How ESSA and IDEA Can Support College and Career Readiness for Students With Disabilities

Jenna Tomasello, Policy Associate
American Youth Policy Forum
Data on secondary and postsecondary education participation and employment outcomes

CCR strategies to support postsecondary education and career opportunities

Provisions under ESSA and IDEA that support CCR

Examples of effective practices

Guidance for state leaders
Key Federal Legislation

Every Student Succeeds Act (ESSA)

- Replaced NCLB
- Purpose “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”
- Grants states flexibility over design of their accountability systems
Individuals with Disabilities Education Act (IDEA)

- Mandates free and appropriate public school education in the least restrictive environment for students with disabilities ages 3–21
- Requires accommodation of special education services as specified by an IEP
- Results-Driven Accountability initiative revised IDEA’s accountability system and requires states to develop a State Systemic Improvement Plan
Strategies to Support College & Career Readiness for Students With Disabilities

- High Expectations & Access to General Curriculum
- Personalized & Competency-Based Learning
- College/Career Advising & Transition Planning
- Dual/Concurrent Enrollment
- Career Pathways

Strategies to Support CCR
Aligning ESSA & IDEA to Support Students With Disabilities

- Programming and accountability
- Well-rounded education
- Educator professional development
- SSIP for RDA
- Educational services beyond age 18
- Transition planning
Programming & Accountability

ESSA Title I, Part A

- School improvement strategy, e.g., career pathways
- Student support strategy, e.g., college and career exploration, advising, and mentoring
- Accountability measures:
  - Earning industry certifications
  - Participation in dual and concurrent enrollment or AP courses
  - Postsecondary degree attainment and employment
- Alignment with State Systemic Improvement Plans for Results-Driven Accountability
Well-Rounded Education

ESSA Title IV

- Career and technical education
- College and career counseling
- Dual and concurrent enrollment
- Educational services beyond age 18

Photo Credit: Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action
ESSA Title II

- Integrated instruction of academic courses, CTE courses, and applied work-based learning
- Joint professional development among academic subject, CTE, and special education teachers

Photo Credit: Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action
Transition Planning

IDEA

- Transition by age 16, or earlier
- Alignment of IDEA transition planning and ESSA Title IV college and career planning for a well-rounded education

Photo Credit: Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action
Jenna Tomasello  
Policy Associate  
College and Career Readiness and Success Center – AYPF  
jtomasello@aypf.org

1000 Thomas Jefferson Street NW  
Washington, DC 20007  
800-634-0503  
www.ccrscenter.org | ccrscenter@air.org
Questions?
Wrap-Up
Links to Resources

- College and Career Readiness and Success Center [www.ccrscenter.org](http://www.ccrscenter.org)
- NTACT Predictors Correlated With Post-School Outcome Areas [https://www.transitionta.org/sites/default/files/Pred_Outcomes_0.pdf](https://www.transitionta.org/sites/default/files/Pred_Outcomes_0.pdf)
References

- Adams, D. (2016, April). The CTE achievement gap: CTE students are 15.5% more likely to graduate high school. Portland: Oregon Department of Education.

