Pursuit of Equity: Aligning Transition Planning From the State, District, and School Levels

June 28, 2018
WBL Webinar Series

- Pursuit of Equity: Leveraging Career and Technical Education for Students with Disabilities (May 10, 2018)
- Pursuit of Equity: Aligning Transition Planning From the State, District, and School Levels (June 28, 2018)
- Pursuit of Equity: Maximizing Postsecondary Outcomes for Students with Disabilities Through Systems Alignment (July 19, 2018)
- Pursuit of Equity: Teacher Preparation for Inclusion of Students with Disabilities (August 2018)

Registration: [https://attendee.gotowebinar.com/register/8414882836986565891](https://attendee.gotowebinar.com/register/8414882836986565891)
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 (CCR) policies

How?
Provide technical assistance, including targeted and intensive support

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Set the Context for Transition Planning

Explore Georgia’s State Partnership and Coordination Efforts

Discuss Atlanta Area School for the Deaf Transition Planning Activities
Poll Question 1: What are you most interested in learning today?

- Strategies on developing intra-agency partnerships
- Transition planning best practices
- Research on the impact of transition planning
- Strategies to better prepare students for transition
Today’s Presenters

Tessie Bailey, Ph.D.
Principal Technical Assistance Consultant
AIR

Roddy Theobald
Senior Researcher
AIR

Wina Low
Senior Program Manager
Georgia Department of Education, Division for Special Education Services and Supports

John Pritchett, Ph.D.
Research, Technology, and Innovation Specialist
Georgia Department of Education, CTAE

Lauri Tuten
Director of Transition
Georgia Vocational Rehabilitation Agency

Shelley Kraft
Assistant Director of Transition
Georgia Vocational Rehabilitation Agency

Helen E. Malone
Department Head for Career Technical Instruction and Transition
Atlanta Area School for the Deaf
ALIGNING TRANSITION PLANNING

INTRODUCTION

Tessie Bailey and Roddy Theobald

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.
What Is IDEA Transition?

A coordinated set of activities for a child with a disability that

• (1) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

IDEA 2004, [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]
What Is IDEA Transition?

Under IDEA, transition planning must:

- Start before the student turns 16
- Be individualized
- Be based on the student’s strengths, preferences, and interests
- Include opportunities to develop skills for postschool employment, education, and community life
Student Persistence by SPED Status

College Attendance by SPED Status

Employment by SPED Status

The IES What Works Clearinghouse contains *no interventions* that have been shown to improve graduation and postsecondary outcomes specifically for students with disabilities.

One intervention that has been shown to improve these outcomes for high school students in general is “College in High School” or “Dual Credit” programs.

- **Texas:** Giani, Alexander, and Reyes (2014); Struhl and Vargas, 2012
- **Washington:** Cowan and Goldhaber (2015)

However, all of these studies show that students with disabilities are dramatically underrepresented in these programs.
Running Start Participation in Washington State

Source: Data provided by the Office of the Superintendent of Public Instruction
Research: Transition Planning Predictors of Post-School Employment

- Focus on developing self-determination
- Developing a relevant program of study
- Interagency collaboration

(Morningstar et al., 2010; Mazzotti et al., 2015; Test et al., 2009)
What Is Interagency Collaboration?

• “A clear, purposeful, and carefully designed process that promotes cross-agency, cross-program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth”

• **Benefits:**
  
  – Coordinate services and supports
  
  – Identify and address gaps in services within the community
  
  – Reduce costs by leveraging resources
  
  – Increase efficiency in delivery of transition services

(Mazzotti et al., 2015)
Who Are Potential Key Collaborators?

- Vocational Rehabilitation
- Community Organizations
- Employers
- Students and Families
- DOE – General Education (ESSA)
- Local Education Agencies
- Department of Education – CTE
- Postsecondary – Office of Disabilities
- DOE – Special Services (IDEA)
Partnering in Student Success

Division of Special Education Services and Supports, Division of Career, Technical, and Agricultural Education, and Georgia Vocational Rehabilitation Agency
Educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead.

- Guaranteed and viable standards
- Challenging goals, effective feedback and support
- Collegiality and professionalism
- Safe and healthy environment
- Family and community engagement

High quality service and support

Technology Integration

Fiscal responsibility and effectiveness

Collaboration, cooperation, and communication
Student Success: Imagine the Possibilities

• State Systemic Improvement Plan
  • Georgia’s brand:
    • “Student Success: Imagine the Possibilities”

• Georgia’s plan originally identified 50 intensive districts
  • 213 LEAs in Georgia with 214,268 students with disabilities
  • 37 of the 50 have met the target for increasing graduation rates
  • 13 districts are now identified as intensive and will receive supports during the 2018–2019 school year

• Georgia identified three main barriers to student success that ultimately impact school completion:
  • Access to the general curriculum
  • Access to positive school climate
  • Access to specially designed instruction
Strategic Focus

• Our goal is to increase the graduation rate for students with disabilities.
• All students should have the opportunity to earn a regular diploma.
• The dropout rate must decrease.
Results-Driven Accountability
Are Our Results Really 99.09%?

Transition Plan Compliance, FY 2017
Indicator 13 – 99.09%

Graduation Rate for SWD, FY 2017
➢ 4-year cohort rate – 58.9%

Dropout Rate for SWD, FY 2017 – 5.7%
Transition Best Practices: Priorities

• Effective partnership within the Georgia Department of Education and across agencies
  • Key partner: Georgia Vocational Rehabilitation Agency (GVRA)

• Increased knowledge and understanding of Career, Technical, and Agricultural Education
  • Career Clusters and Pathways
    • Georgia’s Dual Enrollment Program

• Strategies to integrate the increased knowledge of dual enrollment and Career Pathways to impact every IEP meeting

• Building capacity to meet Workforce Innovation and Opportunity Act (WIOA) requirements
Transition Best Practices: Priorities

• Transition plans must have meaningful annual goals to lead to intentional, incremental steps to reach the student’s postsecondary goal
• Transition plans should not be developed in isolation but as a part of the Individualized Education Program (IEP) meeting
• Increase student and parental involvement in the planning and meeting process
• Student-led IEPs
• Assistive technology must be considered and integrated to support students
Transition Best Practices: Priorities

• Transition planning must begin early
  • Emphasis on middle school

• Essential partners are GVRA and school counselors
  • Must be true partners in our work beginning in middle school and each step along the continuum
  • Utilize the Individual Graduation Plan in the IEP meeting
  • Collaborate rather than duplicate career assessments
Putting the Pieces Together
CTAE Concentrators Have a 96% Graduation Rate

CTAE Graduation Rate

96%

Pathway Completers
Career Pathway, Increasing the Graduation Rate and Career Technical Instruction

• Academic integration reinforces the skills learned in academic classes
• Helps students realize the application between academics and the world of work
• Hones in students’ interests; keep them engaged and in school
• Gives students opportunity to earn industry credentials
• Career Technical Student Organizations (CTSOs) provide leadership opportunities
• Cultivates a strong relationship between teacher & students
Georgia’s Dual Enrollment

Georgia’s Dual Enrollment Program

• Partnered with Division of Career, Technical, and Agricultural Education (CTAE) to provide training and information to special education leaders across the state

• A guidance document has been developed for students with disabilities participating in dual enrollment

• Partnering with the Technical College System of Georgia, Office of Disabilities, to effectively support students, parents, and educators
Partnerships and Initiatives
Partnerships and Initiatives to Support Meaningful Transition

• Career, Technical, and Agricultural Education
  • Professional Learning on Career Clusters and Pathways
  • Career Technical Instruction (CTI)
  • Georgia’s Dual Enrollment Program

• Georgia Inclusive Postsecondary Education Consortium (GAIPSEC)

• Project SEARCH
2018–19 School Year
Georgia college options for students with intellectual and developmental disabilities

www.gaipsec.org

Established IPSE programs
Future IPSE programs
Partnerships and Initiatives to Support Meaningful Transition

• ASPIRE – Active Student Participation Inspires Real Engagement

• Partnering with Dr. Michael Wehmeyer, University of Kansas
  • Received support for the Self-Determined Learning Model of Instruction (SDLMI)
  • Supporting the use of the Self-Determination Inventory (SDI) across districts for 2019 fiscal year

• Quality Indicators of Exemplary Transition Programs Needs Assessment

• Professional Learning
Questions?
Georgia Vocational Rehabilitation Agency
Explore, Engage, Employ
GVRA and SSIP

• Service Area Manager/Career Pathways Specialist have been assigned to each GLRS
  • Participate in Collaborative Communities
  • Serve on the State Systemic Improvement Plan (SSIP) Regional Team
  • Meet with intensive districts
  • Build relationships
  • Work together—not separately
Georgia Career Information System

- Georgia Career Information System (GCIS)
  - Replaced GAcollege411
  - Career assessments are available in GCIS
    - Collaborate rather than duplicate
  - GVRA and GaDOE entered into a Memorandum of Understanding for GVRA to provide GCIS for all middle and high schools throughout the state, providing an integrated approach for Georgia’s students.
Career Specialist Pilot
Georgia Vocational Rehabilitation Agency
Career Specialist Pilot

• Georgia Vocational Rehabilitation Agency, in collaboration with the Georgia Department of Education, Division of Special Education Services and Supports and Division of Career, Technical, and Agricultural Education, will provide technical assistance, consultation, and direct services regarding the five required pre-employment transition services (Pre-ETS) as defined by the Workforce Innovation and Opportunity Act.
Career Specialist Pilot

• Services and support will be provided to students with disabilities ages 14–21.

• With an expanded scope of work for students with disabilities, collaboration is essential.

• To meet this goal, a strong partnership with the Division of Career, Technical, and Agricultural Education is required to support effective transition and graduate students college and career ready.
Career Specialist Pilot

• To meet the requirements of WIOA, GVRA recognizes capacity building is necessary, as current staffing levels will not support the increased demand and need to support students with disabilities and their families across the state.

• A pilot program has been established to add Career Specialists in five school districts to support the delivery of Pre-ETS and the integration of assistive technology and assistive work technology.

• Pilot program is designed to build resources and supports as well as an infrastructure to expand the work.
Assistive Technology:
Collaborating With GaDOE, GVRA, and Tools for Life

• Exploring options to utilize resources to seamlessly support transition-age students
  • Leverage resources
  • Provide technical assistance
  • Lending center
  • Direct services to districts
Two State-Level Positions

• To meet this need, state-level dedicated positions will also be required to provide alignment with the mission of both organizations and focus work in the intended manner.
Five Pilot Districts

- Henry County Schools
- Gainesville City Schools
- Fulton County Schools
- Elbert County Schools
- Houston County Schools

Partnership with pilot local education agencies (LEAs) will be critical in vetting the need for the support services and determining the long-range plan that will effectively support the LEA, including the teachers, families, and most importantly, students.
Pre-Employment Transition Services (Pre-ETS)

Five required pre-employment transition services (Pre-ETS) as identified by WIOA to be provided to students with disabilities ages 14–21:

• Job exploration counseling to assist students with disabilities in understanding their work-related strengths and interests and what career possibilities there are;
• Work-based learning experiences, which may include in-school or afterschool opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible;
• Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
• Workplace readiness training to develop social skills and independent living skills; and
• Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).
Professional Learning/Continuing Education Credits

• Career Specialists will meet monthly with the Career Specialist Coordinators for ongoing professional learning

• Leadership Academy will be held each summer in conjunction with the Institute Designed for Educating All Students (IDEAS) Conference
  • Intensive professional development is provided over the course of the week-long conference
Leadership Academy 2018

- Agenda
- Self-Determined Learning Module of Instruction
  - Self-Determination Inventory (SDI)
- Career Pathways
- Dual Enrollment
- Career Assessments and Aptitude Assessments
  - YouScience and Georgia Career Information System
- Emory Autism Center – Transition Project
- Career Specialist Pilot
- Bring the Pieces Together
Pre-ETS Curriculum

• Developed by GVRA Academic Transition Teachers.

• Through GaDOE, GVRA transition staff have been granted access to the district-level data and teacher resources in the State Longitudinal Data System (SLDS), which houses hundreds of CTAE curricula and activities adhering to CTAE standards.

• The team will package the curriculum and train VR staff to deliver to students.

• The team includes two Career Pathways Coordinators, two academic transition teachers, and five Career Specialists for Transition.
Aligning Our Purpose: Finding a Common Language

- **CTAE, GVRA, Tools for Life**, and special education are supporting the same students and their families.
- Division of Special Education Services and Supports needs the support of CTAE, GVRA, and Tools for Life.
- GaDOE, GVRA, and Tools for Life have services that overlap, such as assistive technology units—must leverage resources and align.
- GVRA employees are working to support individuals with disabilities to find integrated employment with competitive pay—a career, not just a job.
- We must understand each other and speak a common language.
- Barriers must be removed for our students and their families.
- We want to function collectively through a seamless and intentional approach.
Contact Information

Wina Low, Senior Program Manager
GaDOE Special Education Services and Supports
wlow@doe.k12.ga.us

Dr. John Pritchett, Research, Technology, and Innovation Specialist
Georgia Department of Education
jpritchett@doe.k12.ga.us

Lauri Tuten, Director of Transition
Georgia Vocational Rehabilitation Agency
lauri.tuten@ablegeorgia.ga.gov

Shelley Kraft, Assistant Director of Transition
Georgia Vocational Rehabilitation Agency
Shelley.kraft@ablegeorgia.ga.gov
Questions?
Transition in Schools

Atlanta Area School for the Deaf
Helen E. Malone – Department Head, CTAE / Transition
What’s our goal?
Help students find their star!
First question:
Who is responsible for transition?

Second question:
How do we prepare students for transition?
Elementary Career Awareness

• Students have exposure to the 17 career clusters.
• Designated careers per grade levels.
• In 5th grade students select, research, write, and present a career portfolio.
5th grade Career Portfolio Presentations
5th grade Career Portfolio Presentations
Middle School Career Exploration

- Counseling & Advisement
- Career Awareness
- Career Interest Inventories

Provides a picture of academic skills and career interests

An Individual Graduation Plan is developed

Transition Plan is developed
Career Exploration Activities:

Some examples we use for both middle school and high school:

• Virtual Job Shadowing
• Picture Interest Career Survey (PICS)
• Interest Profiler
• Learning Styles Quiz
• Workplace Preference (Unique Curriculum)
• You Science (coming school year 2018-2019)
The Picture Interest Career Survey (PICS) is a quick, visual way for you to identify your occupational interest areas. You can then use your PICS results to explore careers that match those interests.

**DIRECTIONS:** Each of the 36 items consists of three pictures. Each picture shows an individual working. Decide which of the three pictures in each item is most interesting to you and circle that picture. Then go on to the next item. There are no right or wrong answers. Choose only one picture in each item to circle. Complete all 36 items.

**SAMPLE ITEM:** In the sample item below are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If picture B interests you the most out of the three pictures, then circle it.

To get started, simply turn the page and begin with item 1.
Examples of assessments from Virtual Job Shadowing

Career Cluster Interest Survey (CCIS)

Learning how things grow and stay alive.

**O*NET Interest Profiler (O*NET IP)**

1. Build kitchen cabinets
2. Guard money in an armored car
3. Study space travel
4. Make a map of the bottom of an ocean
5. Conduct a symphony orchestra
6. Write stories or articles for magazines
7. Teach an individual an exercise routine
8. Perform nursing duties in a hospital
9. Buy and sell stocks and bonds
10. Manage a retail store
Graduation Requirements:

- 4 ELA 4 Math
- 4 Science
- 3 Social Studies
- 3 CTAE/Art/Language
- .5 each PE & Health
- 4 Locally required credits

<table>
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<tr>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Locally Required Credits</th>
</tr>
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<tr>
<td><strong>9th Grade Lit and Comp Year</strong></td>
<td>Coordinate Algebra</td>
<td>Physical Science</td>
<td>World History</td>
<td>Basic Reading &amp; Writing 1</td>
</tr>
<tr>
<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
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<tr>
<td><strong>10th Grade Lit and Comp Year</strong></td>
<td>Analytic Geometry</td>
<td>Biology</td>
<td>US History</td>
<td>Basic Reading &amp; Writing 2</td>
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<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned</td>
</tr>
<tr>
<td><strong>American Lit and Comp Year</strong></td>
<td>Advanced Algebra</td>
<td>Environmental Science</td>
<td>American Gov/Civics</td>
<td>Basic Reading &amp; Writing 3</td>
</tr>
<tr>
<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned</td>
<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned</td>
</tr>
<tr>
<td><strong>World Lit and Comp Year</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Economics/ Business/ Free Enterprise</td>
<td>Advanced Algebra Support (NR)</td>
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<tr>
<td>☐ Credit Earned</td>
<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
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<th>Physical Education</th>
<th>Fine Arts</th>
<th>ASL 1 Earned</th>
<th>ASL 2 Earned</th>
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<td>Year: Click or tap here to enter text.</td>
<td>☐ Credit Earned EOC:</td>
<td>Year: Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

6 CTAE Pathways

- Plant & Landscape Sys
  - Basic Ag Sci & Tech
    - AVTP 1: Yes
    - Credit
    - General Hort & Plant Sci
      - AVTP 2: Yes
      - Credit
    - Nursery & Landscape Sys
      - AVTP 3: Yes
      - Credit
- Audio, Video, Tech & Film
  - AVTP 4: Yes
  - Credit
  - AVTP 5: Yes
  - Credit
- Internet of Things
  - Intro to Digital Tech
    - Yes
    - Credit
- Nutrition & Food Science
  - Food, Nutrition, Wellness
    - Yes
    - Credit
- Marketing & Management
  - Principles
    - Yes
    - Credit
- Marketing & Entrepreneur
  - Yes
  - Credit
- Marketing & Management
  - Yes
  - Credit

This PLAN OF STUDY should serve as a guide for the student’s years in high school. Courses listed in this plan are only recommended coursework and is individualized to meet each student’s educational and career goals. All plans will meet the minimum high school graduation requirements. Postsecondary institutions may set additional requirements. Parents and students should be aware that the CTAE pathways require a safety conscious attitude and mature behavior. These courses require a student who has a desire to learn, self-motivation and the ability to work well with others. It is possible to complete more than one pathway during the high school career.
### ATLANTA AREA SCHOOL FOR THE DEAF
STUDENT PLAN OF STUDY AND INDIVIDUAL GRADUATION PLAN

On completion of sequenced courses in one of the CTAE Pathway or MOWR Dual Enrollment Opportunities courses, students are eligible to complete Industry Recognized student credential for fulfillment of End of Pathway Assessment (EOPA). Students completing the pathway will be able to sit for National Industry Certified assessment offered on-line. Once mastery is reached, students will receive recognition for completion and use this credential in conjunction with their job or continuing training. For students assessed with Georgia Alternate Assessment, the IEP team can determine the appropriateness of the EOPA for the student.

<table>
<thead>
<tr>
<th>NOCTI Plant Science/ Horticulture Assessment, Test Code 7778 Taken:</th>
<th>NOCTI Television Production, Test Code 3427 Taken:</th>
<th>ACIP: Axcelta Certified ITL Professional Taken:</th>
<th>National Restaurant Association (NRA) Servsafe Food Handler Taken:</th>
<th>Oklahoma Career Tech Testing Center Marketing Education Manager Trainee Taken:</th>
<th>NOCTI Graphic Production Technology, Test Code 4242 Taken:</th>
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</thead>
<tbody>
<tr>
<td>Score: Cut score: 45 (100 questions)</td>
<td>Score: Cut score: 59.7 (186 questions)</td>
<td>Score: Cut score: 65% (50 questions)</td>
<td>Score: Cut score: 75% (45 questions)</td>
<td>Score: Cut score: 65% (55 questions)</td>
<td>Score: Cut score: 48.5 (198 questions)</td>
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</table>

**NOTE:** Students have many options to ENTER and EXIT from their academic studies into the workforce. When a student graduates from high school, s/he is eligible to choose one of the many entrance point options: 1. Enroll in a Technical, 2- or 4-year post-secondary program; 2. Enroll in an apprenticeship program; 3. Enter the workforce using technical skills learned in high school; or 4. Continuing specific training through DBHDD or GVRA. **Students are strongly encouraged to stay for a 5th year (or more) to take advantage of continued support, MOWR, and/or WBL.**

#### CCART Classes (not all required)

- Choose an item. Year: Click or tap here to enter text. □ Credit Earned
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#### Move on When Ready:

- Students are encouraged to take the Accuplacer during their 11th or 12th grade year. This information will determine if participation in Dual Enrollment is an option. Dual Enrollment courses can be high school academic and/or career technical education dual enrollment courses. The information can also assist with programming for the continuation of high school.
- Accuplacer results:
- ACT results:

#### Transition needs:

- Obtained a state issue ID card?
- Obtained a driver’s permit?
- Obtained a driver’s license? Applied for DBHDD?
- Applied for GVRA?
- Obtained a MARTA Reduced fare card?

#### BRIDGE Law Requirements:

- 6th grade: Career/Interest Inventory
- 7th grade: Career/Interest Inventory
- 7th grade: 3 Career Clusters
- 8th grade: 3 Occupations
- 8th grade: IGP
- 9th grade: 3 Occupations
- 11th grade: 3 postsecondary schools
- 12th grade: Identify next steps

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**EOPA Information for the pathways**

**Additional support classes**

**Notes for the transition plan**

**Compliance and best practices**
Middle School Career Exploration

- Counseling & Advisement
- Career Awareness
- Career Interest Inventories

Provides a picture of academic skills and career interests

An Individual Graduation Plan is developed

Transition Plan is developed
Individual Graduation Plan (IGP) and Transition Plan

The IGP is the road map

The transition plan is the itinerary
Additional Transition Activities:

• Deaf Self-Advocacy Training for all students
• Ga BEST – Soft skills instruction and assessment for all students in CTAE classes
• GVRA counselor on site
• Career fairs, college presentations, summer camp fair, business tours
• Work-Based Learning for all students before graduation
• 10 hour OSHA Certification – rolling out 18-19 school year
Summer Camp Fair

With the support of GVRA, 20-30 students are attending summer camps.
Plant & Landscape Systems
Nutrition & Food Science
Audio, Video, Technology and Film
Pathway designed for students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world.

*Internet of Things*

*Coding*: language of programming

*Programming*: instructions to make something work

*Robotics*: building a device, writing the code to program the actions

*Drones*: remote pilot operating rules, certification, and FAA regulations

Students will show how coding, programming and machines interact to accomplish common essential tasks.
High School: **CTAE continued**

Career Technical Student Organization

- All students, no matter the pathway, are encouraged to join the CTSO

- Considered co-curricular, not extracurricular
  - Incorporated into the instruction program and have instruction time in the classroom

- Necessary part of the student’s education: structure, hands-on, project-based learning; real-world application of their academics.

- Emphasize leadership development

- Recognition of work experience programs, structure learning experiences, and entrepreneurship projects
CTI = Career Technical Instruction

• Student organization for students on an IEP.
• Learn about the world of work and employment skills needed to be successful.
• Provides students the opportunity to sharpen skills learned in their CTAE classes.
• Students experience work related activities that assist them in their planning for postsecondary opportunities.
• Develop confidence and maturity through meeting challenges and completing projects as they prepare for state wide competitions.
• Through the recognition they receive, self-esteem grows and they become more confident of their abilities.
Work-Based Learning
“Give a man a fish and he’ll eat for a day. Teach a man to fish, he’ll soon grow tired of fish. Teach a man to SELL fish and he’ll feed the world!”
Questions?
Wrap-Up
WBL Webinar Series

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