Strengthening the Education-to-Workforce Pipeline for Students with Disabilities

July 17, 2019
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

Postevent feedback survey

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

- **Tessie Bailey (Moderator)**, Principal Technical Assistance Consultant, American Institutes for Research
- **Christine Johnson**, Senior Research Associate, Workforce Innovation Technical Assistance Center
- **Dale Matusevich**, Education for Secondary & Transition Services Associate, Delaware Department of Education
- **Hunter Matusevich**, Pre-ETS Career Counselor, Delaware Department of Labor, Division of Vocational Rehabilitation
- **Beth Ratway**, Senior Technical Assistance Consultant, College and Career Readiness and Success Center
Setting the Context: Current Education and Workforce Trends

Tessie Bailey (Moderator), Principal Technical Assistance Consultant, American Institutes for Research
The New Minimum

55 million jobs

65% require postsecondary training

5 million unfilled

Postsecondary Education
Career or technology center credentials; associate’s degrees; and college associate, undergraduate, and advanced degrees

2020

55 million

65%

5 million

unfilled
Employment Outcomes

**Lower employment rates: working-age**
- 28% People with a disability
- 73% People without a disability

**Lower employment rates: bachelor's degree**
Employed people with a bachelor's degree or higher in 2016
- People with a disability: 26%
- Without a disability: 76%

Student Postsecondary Preparedness

Postsecondary Remediation Rates
- 20% 4-year institution
- 52% 2-year institution

Postsecondary Graduation Rates
- 60% of all students graduate in 6 years
- 54% Hispanic students
- 41% Black students

Postsecondary Enrollment
- 84% of all students
- 61% students with disabilities
Employers’ Perceptions

Difficulty filling jobs that require crosscutting skills like critical thinking, collaboration, and digital literacy

Employers cite employability skills as the most important skill

Hart Research Associates, 2015

A lack of employability skills may contribute to a “talent shortage”

ManpowerGroup, 2016
Education-to-Workforce Pipeline That Prepares All Students With the Necessary Knowledge, Skills, and Abilities

- Academic Skills: reading, writing, math, science
- Technical Skills: career/industry skills
- Employability Skills

Colleges & Career Readiness & Success Center at American Institutes for Research
Aligned Education-to-Workforce Pipeline
## Federal Laws Supporting Alignment

<table>
<thead>
<tr>
<th>Population</th>
<th>ESSA</th>
<th>Perkins V</th>
<th>IDEA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in public K–12</td>
<td>CTE participants in public schools and students in technical and community colleges</td>
<td>Individuals with disabilities birth through 21</td>
<td>Adult job seeker/dislocated/incumbent</td>
<td>Out-of-school youth</td>
</tr>
<tr>
<td>Purpose</td>
<td>Equal access to a well-rounded K–12 education</td>
<td>Support academic and technical achievement of CTE students</td>
<td>Support special education and related services, early intervention services, and personnel preparation and development.</td>
<td>One-stop career center connects adults/youth to job training programs</td>
</tr>
<tr>
<td>Agency</td>
<td>State Educational Agency</td>
<td>• State Educational Agency</td>
<td>State Educational Agency</td>
<td>• State Workforce Investment Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State Postsecondary Agency (10 states)</td>
<td></td>
<td>• State Labor or Workforce Development Agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State Workforce Investment Board (1 state)</td>
<td></td>
<td>• State Educational Agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Career, Technical, Agricultural Education Agency (1 state)</td>
<td></td>
<td>• State Postsecondary Agency</td>
</tr>
</tbody>
</table>
Methodology

500 pages of coded material

Inter-rater calibration

Feedback from:
- State CTE directors
- OCTAE
- Two state reviewers
## An Analysis of ESSA, Perkins V, IDEA, and WIOA

### Table 4. Summary of Findings on the Alignment of Resources and Structures

<table>
<thead>
<tr>
<th>ESSA</th>
<th>Perkins V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE I: SCHOOLWIDE PROGRAMS</strong></td>
<td><strong>TITLE I: CTE ASSISTANCE TO STATES</strong></td>
</tr>
<tr>
<td>The LEA may use funds to:</td>
<td>The state must broadly support recruiting, preparing, and/or retaining of CTE educators and staff, while LEAs must fund targeted professional development. States and LEAs may broadly use funds for other resources and structures.</td>
</tr>
<tr>
<td>- Provide joint in-service training for teachers—collaboration with CTE educators and educators from institutions of higher education—integrate rigorous content into a dual/concurrent curriculum.</td>
<td>States</td>
</tr>
<tr>
<td>- Develop integrated, rigorous content to support dual/concurrent coursework and CTE educators.</td>
<td>- Must support recruiting, preparing, or retaining of CTE teachers, postsecondary faculty, administrators, paraprofessionals, or career guidance and academic counselors.</td>
</tr>
<tr>
<td>- Deliver instruction to support academic, technical, and employability skills.</td>
<td>- May support professional development that is coordinated with ESSA Title II activities, that is evidence-based (to the extent practicable), and that:</td>
</tr>
<tr>
<td>- Integrate academic and technical course content.</td>
<td>- Promotes integration of academic and CTE content.</td>
</tr>
<tr>
<td>- Address the needs of all students, particularly those at risk, through activities that may include specialized instructional support services.</td>
<td>- Improves educators’ ability to stay current with industry standards and earn industry credentials.</td>
</tr>
<tr>
<td><strong>TITLE II: STATE PLANS</strong></td>
<td>- Increases educators’ ability to provide universal design for learning and other accommodations to disadvantaged students.</td>
</tr>
<tr>
<td>The SEA may use funds to:</td>
<td>- May partner with intermediaries to improve training, develop public-private partnerships, systems development, capacity-building, and scalability to deliver high-quality CTE.</td>
</tr>
<tr>
<td>- Improve instructional strategies of teachers, principals, and other school leaders to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.</td>
<td>- May support elimination of barriers to equitable access for all students to CTE educators and staff.</td>
</tr>
<tr>
<td><strong>LEAs</strong></td>
<td><strong>LEAs</strong></td>
</tr>
<tr>
<td>Must provide professional development to teachers, faculty, administrators, counselors, specializing in CTE.</td>
<td>Must provide professional development to teachers, faculty, administrators, counselors, specializing in CTE.</td>
</tr>
</tbody>
</table>

Source: CCRS Center retrieved from https://ccrscenter.org/implementation-tools/developing-college-and-career-ready
Where Did We Find Opportunities for Alignment?

- Rigorous Academics
- Workforce Readiness
- Personalization of Student Supports
- Educator Support
Goals and Expectations

What should learners know and be able to do to achieve college and career readiness?

• Employability Skills
• Academic and Technical Skills
Rigorous Academics

**ESSA**
- Well-rounded education focused on early learning, rigorous sequence of courses, career and technical content
- Dual enrollment/concurrent enrollment opportunities
- AP/IB course availability

**Perkins**
- Dual enrollment/concurrent enrollment opportunities
- AP/IB course availability
- Integration of employability skills into academic and technical standards

**WIOA**
- Title II funds to develop curricula for the attainment of basic skills in ELA, math, and English language proficiency

**IDEA**
- Provide supports to ensure that students with disabilities have the opportunity to achieve high academic standards
## Workforce Readiness

<table>
<thead>
<tr>
<th>ESSA</th>
<th>Perkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Funding for competency-based education assessments</td>
<td>• Provide opportunities for real-world application</td>
</tr>
<tr>
<td>• Well-rounded education supports work-based learning</td>
<td>• Defines CTE as contributing to higher-order reasoning and problem-solving skills, work attitudes, and employability skills</td>
</tr>
<tr>
<td>• Develop foundational social and emotional learning skills</td>
<td>• Funding for work-based learning</td>
</tr>
<tr>
<td>• Project-based learning supporting collaboration and critical thinking skills</td>
<td>• Career exploration in earlier grades</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WIOA</th>
<th>IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must provide integrated education and training programs workforce preparation and training for a specific occupation</td>
<td>• Transition services to move from school to post-school activities, e.g. postsecondary, vocational education, employment, continuing, adult services, independent living</td>
</tr>
<tr>
<td>• Focus on local economic needs of states and regions, including the requisite knowledge and skills of industries</td>
<td>• Develop employment and post-school objectives and acquire daily living skills</td>
</tr>
</tbody>
</table>
Outcomes and Measures

How do we know when learners are meeting expectations for college and career readiness and success?

- On-track Indicators for Readiness
- Measures of Postsecondary Readiness
- Measures of Postsecondary Success
The WINTAC is a national center that is funded to provide training and technical assistance to state vocational rehabilitation agencies and related rehabilitation professionals and service providers to help them develop these fields and processes needed to meet the requirements of the Workforce Innovation and Opportunity Act, or WIOA.

The WINTAC is funded by cooperative agreement from the Department of Education's Rehabilitation Services Administration.

Visit our website at www.wintac.org

WINTAC pre-employment transition services:
http://www.wintac.org/topic-areas/pre-employment-transition-services
VR Alignment With the WDS, Education, and Other Partners

• Effectiveness in serving employers – Primary indicator of performance for states

• Work with the local education agency to supplement IDEA transition services by developing, expanding, or enhancing in-school, after-school, or summer work experience opportunities in diverse career pathways, leading to more meaningful postsecondary employment and training goals in the IEP/IPE.

• Utilize VR business specialists’ and/or workforce partners expertise’ to identify early work experiences and job opportunities outside the traditional school setting in the local labor market that will provide increased opportunities to explore postsecondary training options, leading to more industry-recognized credentials, skills gains, and meaningful postsecondary employment.

• Provide increased opportunities for state VR agencies to support advanced training in STEM and other technical professions (science, technology, engineering, math).

• Pay students competitive wages or training stipends for work performed during an employment experience.
Pre-Employment Transition Services
Within a Career Pathways/CPID Continuum

5 Required Pre-ETS Activities
- Job Exploration Counseling
- Work-based Learning Experiences
- Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Ed Programs at IHE
- Workplace Readiness Training
- Instruction in Self-Advocacy, which may include peer mentoring

Possible VR led Activities
- Targeted outreach to VR eligible individuals
- Career exploration and counseling
- STEM Camps/Career Academies
- Customized employment and work-based learning opportunities, including internships, registered apprenticeships
- Flexible work, education and training arrangements, assistive technology and other workplace accommodations;
- Comprehensive support services, including benefits planning, educational and financial supports, self-advocacy training, and family engagement

Advanced Education or Training
- Education coursework and/or training credentials align with employer-validated work readiness standards and competencies
- Industry-recognized credentials
- Flexible education and training with an upward projection
- Labor market identifiable skills that transfer into work

Career and Economic Success
- High quality employment outcomes
- Employment within a specific industry or occupational sector that will allow for advancement over time to successfully higher levels of education or employment in that sector
WIOA and Serving Youth With Disabilities

- Places an emphasis on credentialing, skills gains, and competitive integrated employment for all students with disabilities.

- **Increased opportunities** for students, including students with the most significant disabilities, to practice and improve workplace skills in competitive integrated work settings before high school exit.

- **Increased opportunities** for students with disabilities to explore postsecondary training options, leading to more meaningful postsecondary employment and training goals in the IEP.

- VR may share post-school employment and training outcomes with schools, which may in turn positively affect district-level reporting outcomes for all IDEA Transition Indicators (1, 2, 13, 14).
<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
</table>
| 4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program. | 1. Percent of youth with IEPs graduating from high school with a regular diploma.  
2. Percent of youth with IEPs dropping out of high school.                                      |

*Note: Supporting the attainment of a high school diploma may help decrease dropout rates.*
### IDEA Transition Indicator 13

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</td>
<td><strong>13.</strong> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</td>
</tr>
<tr>
<td><strong>5.</strong> Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Measureable secondary and postsecondary goals, while tracking and documenting courses of study and skills gained, may increase student performance and education outcomes.*
**IDEA Transition Indicator 14**

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit.</td>
<td>14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:</td>
</tr>
<tr>
<td>2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit.</td>
<td>A. Enrolled in higher education within one year of leaving high school.</td>
</tr>
<tr>
<td>3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.</td>
<td>B. Enrolled in higher education or competitively employed within one year of leaving high school.</td>
</tr>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program AND who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.</td>
<td>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</td>
</tr>
</tbody>
</table>

*Note: Successful transition planning that includes postsecondary and employment goals, with continued engagement and partnership with VR and Education, may increase students’ ability to perform and the agencies’ long-term education and employment outcomes.*
Additional Alignment for Success

- **Workforce Innovation and Opportunity Act (WIOA)**
  - Labor
  - Adult education
  - Vocational rehabilitation
- **Employment First (EF)**
- **Career and Technical Education (CTE)**
- **Independent Living Centers**
- **State and Local Agencies and Initiatives**
  - Employment of people with disabilities
  - Homeless projects
  - Mental illness employment initiatives
  - Developmental disability agencies
- **Family and Advocacy Groups**
Poll Question

Is your state currently addressing a career technical education (CTE) activity by partnering with special education and adult agencies?
Analysis of ESSA, Perkins V, IDEA, and WIOA—Findings Part 2
Pathways and Supports

What should interventions provide to enable learners to achieve college and career success?

- Academic Organization
- Pathway Knowledge
- Supports
- Enrichment and Preparation
## Personalization of Student Supports

### ESSA
- Reduction of exclusionary disciplinary processes
- Integrated systems of family and student support
- Bullying and harassment prevention
- School-based mental health services

### Perkins
- Ensuring the educational stability of children who are homeless and in foster care
- Career counseling
- Dual enrollment/concurrent enrollment tuition support
- Transportation support

### WIOA
- Providers must assess supportive service needs, e.g., transportation, child care, housing, and counseling
- One-stop providers must offer career services that connect aptitudes and interests to in-demand careers, and must help navigate these pathways

### IDEA
Prepare SWDS for education, employment, and independent living:
- Free of charge
- Meet the standards of the SEA
- Include preschool through secondary
- Conform to the individualized education program (IEP)
What do institutions need in order to enable learner readiness for college and careers?

- Processes
- Resources
Supporting Educators

**ESSA**
- Professional learning for developing social emotional skills
- Co-learning professional development for CTE and general education teachers

**Perkins**
- Teacher externships
- Co-learning professional development for CTE and general education teachers

**WIOA**
- Fund training of staff and educators of local boards, offices of chief elected officials, one-stop operators, one-stop partners, and eligible service providers
- Support high-quality PD to improve reading instruction or other instructional practices

**IDEA**
- Funding for personnel preparation, PD, and capacity-building activities
- Funding to assist LEAs in addressing personnel shortages
- Ensure personnel have the necessary skills and knowledge to be successful in serving students with disabilities
PIPELINE TO CAREER SUCCESS
FOR STUDENTS WITH DISABILITIES

Dale Matusevich, Educational Associate,
Secondary and Transition Services, Exceptional
Children Resources, DE Dept. of Education –
dale.matusevich@doe.k12.de.us

Hunter Matusevich, Pre-ETS Career
Counselor, Division of Vocational Rehabilitation
hamatusev@ku.edu
Job Growth & Replacement

By 2024, Delaware will hire or replace 30% of its workforce

Delaware Employment Projections, 2014-2024

<table>
<thead>
<tr>
<th>Number of People</th>
<th>2014 Employment</th>
<th>2024 Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>442,466</td>
<td>104,267</td>
</tr>
<tr>
<td></td>
<td>(8%)</td>
<td>(22%)</td>
</tr>
<tr>
<td>Replacement</td>
<td>39,326</td>
<td>335,437</td>
</tr>
<tr>
<td>Growth</td>
<td>(70%)</td>
<td></td>
</tr>
</tbody>
</table>

30% of workforce (143,593 jobs)

Source: DE Department of Labor, Employment Projections, 2014
Delaware Workforce Skill Level by County, 2014

- **New Castle County**
  - Low Skill: 37%
  - Middle Skill: 32%
  - High Skill: 31%

- **Kent County**
  - Low Skill: 48%
  - Middle Skill: 34%
  - High Skill: 18%

- **Sussex County**
  - Low Skill: 54%
  - Middle Skill: 35%
  - High Skill: 11%

Note: In 2014, 2% of jobs were multi-county.
Source: DE Department of Labor, Wage Projections, 2014
## Labor Market

<table>
<thead>
<tr>
<th>Cluster</th>
<th>% of Middle Skill Jobs</th>
<th>% of High Skill Jobs</th>
<th>Growth Rate</th>
<th>Avg. Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Delaware</td>
<td>33%</td>
<td>29%</td>
<td>8.1%</td>
<td>$49,520</td>
</tr>
<tr>
<td>Health Science</td>
<td>37%</td>
<td>49%</td>
<td>15.4%</td>
<td>$63,320</td>
</tr>
<tr>
<td>Information Technology</td>
<td>25%</td>
<td>75%</td>
<td>13.2%</td>
<td>$86,953</td>
</tr>
<tr>
<td>Human Services</td>
<td>24%</td>
<td>42%</td>
<td>13.1%</td>
<td>$34,850</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>52%</td>
<td>10%</td>
<td>12.7%</td>
<td>$48,452</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>7%</td>
<td>93%</td>
<td>10.2%</td>
<td>$55,372</td>
</tr>
<tr>
<td>Finance</td>
<td>36%</td>
<td>50%</td>
<td>9.2%</td>
<td>$72,418</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>35%</td>
<td>&lt;5%</td>
<td>8.9%</td>
<td>$23,957</td>
</tr>
</tbody>
</table>

Source: DE Department of Labor, Employment Projections, 2014
Rigorous career pathways for all students, across key industry sectors, to ensure students earn early college credit and industry recognized credentials

Meaningful work experiences and opportunities for career coaching, provided by a network of engaged employers, to ensure students’ skills have value in the marketplace

Connected services across partnering state agencies and community organizations, to ensure all youth are able to realize their postsecondary identities

Acquiring both academic and technical skills in combination with meaningful work experience gives students the freedom to choose their life’s path
Delaware Team

**Delaware Department of Education**
Dale Matusevich, Education Associate, Exceptional Children Resources
Mary Ann Miezkowski, Director, Exceptional Children Resources
Luke Rhine, Director, Career and Technical Education
Lisa Stoner-Torbert, Policy Advisor, Career and Technical Education

**National Alliance for Partnerships in Equity**
Mimi Lufkin, CEO Emerita
Gregory Jackson, Program Manager

**Tilson and Diaz Solutions**
George Tilson, President
Carol Burbank, Consultant
Delaware Team

Delaware Department of Education
Dale Matusevich, Education Associate, Exceptional Children Resources
Mary Ann Miezkowski, Director, Exceptional Children Resources
Luke Rhine, Director, Career and Technical Education
Lisa Stoner-Torbert, Policy Advisor, Career and Technical Education

National Alliance for Partnerships in Equity
Mimi Lufkin, CEO Emerita
Gregory Jackson, Program Manager

Tilson and Diaz Solutions
George Tilson, President
Carol Burbank, Consultant

©2019
Delaware Team

DELAWARE DEPARTMENT OF LABOR
Division of Vocational Rehabilitation

DELAWARE DEPARTMENT OF HEALTH AND SOCIAL SERVICES
Division for the Visually Impaired
Division of Developmental Disability Services

NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION
Increase the number of students with disabilities who:

1. Enroll in CTE career pathways;

2. Participate in related work-based learning experiences in authentic employment settings;

3. Earn college and career credentials in CTE career pathways;

4. Graduate from high school as a CTE career pathway completer;

5. Continue their education and training beyond high school; and

6. Enter in-demand employment.
• Modification of NAPE’s Program Improvement Process for Equity™ (PIPE)
• Multi-year professional development and technical assistance model for district and school teams
What are our Pilot Sites saying?

“Provides an organized structure for accomplishing the work.”

“Aligns the goals of the district to the PIPEline initiative.”

“Stakeholder engagement is good because teachers/businesses want to better understand how to work with this population of students.”

“Evidence of the work provides stakeholders with proof of real impact for students.”

“Focuses effort among different departments within the school district central office and aligns to the School Success Plan.”
PROGRAM
IMPROVEMENT PROCESS
FOR EQUITY
ORGANIZE

EXPLORE

SELECT

DISCOVER

ACT

Evaluate

Evaluate

Evaluate

Repeat to broaden the impact.

Reflect on the results.
Perkins Act Accountability

- Academic Attainment (Reading/Language Arts and Mathematics (1s1 and 1s2)
- Technical Skill Attainment (2s1)
- School Completion (3s1)
- Student Graduation (4s1)
- Placement (5s1)
- Participation and Completion of Programs Preparing Students for Nontraditional Careers (6s1 and 6s2)
DATA Dashboards for Delaware

• Participants in CTE Programs by District and School
• Concentrators in CTE Programs by District and School
• Disaggregated by Disability Type and
  – Gender
  – Race
  – ELL
  – Economically Disadvantaged
• All Perkins Accountability Measures
• Work-based Learning

©2019
Review
Research
Summary

Available at
napequity.org
Root Cause Analysis
Through Action Research

- Surveys
- Equity Audits
- Interviews
- Focus Groups
Select Strategies Aligned with Root Causes
What You’ll Do

Formative vs. Summative

SMART Objectives

Evaluation Planning

Implementation Plan
How to Get Involved

- Join NAPE’s Affinity Group on Students with Disabilities
- Invest in the pilot
- Interest in partnering on NSF Grant
- Consider implementing a pilot in your state
- Use the resources available at napequity.org
Braiding the Work: Identify Resources and Structures That Already Exist

Beth Ratway, Senior Consultant, College and Career Readiness and Success Center
Braiding the Work
## Opportunities for Alignment

<table>
<thead>
<tr>
<th>ESSA</th>
<th>IDEA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Title I: schoolwide programs</td>
<td>• Part B: state-level use of funds</td>
<td>• Title I: youth activities</td>
</tr>
<tr>
<td>• Title II: state plans</td>
<td>• Part D: personnel preparation and professional development</td>
<td>• Title I adult activities</td>
</tr>
<tr>
<td>• Perkins V</td>
<td></td>
<td>• Title II adult education and family literacy</td>
</tr>
<tr>
<td>• Title I: CTE assistance to states</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Possible Strategies

- Human Capital
- Professional Development
- Learning Resources
- Fiscal
Have a Question for the Presenters?

Submit your questions here.
Next Steps
Aligning ESSA, Perkins V, IDEA, and WIOA…

- is essential for creating a coherent education-to-workforce pipeline.

- provides stakeholders an opportunity to increase efficiency and coherence, and ensure that there is a seamless system of academic, technical, and employability skills preparedness.
Aligning the Education-to-Workforce Pipeline Resources

Table 4. Summary of Findings on the Alignment of Resources and Structures

<table>
<thead>
<tr>
<th>ESSA</th>
<th>Perkins V</th>
<th>IDEA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE I: SCHOOLWIDE PROGRAMS</strong></td>
<td>The LEA may use funds to:</td>
<td><strong>TITLE I: CTE ASSISTANCE TO STATES</strong></td>
<td>The state must broadly support recruiting, preparation, and/or retention of CTE educators and staff, while LEAs must fund targeted professional development. States and LEAs may broadly use funds for other resources and structures.</td>
</tr>
<tr>
<td>The LEA may use funds to:</td>
<td></td>
<td><strong>PART B: STATE-LEVEL USE OF FUNDS</strong></td>
<td>Funds may be used:</td>
</tr>
<tr>
<td>- Provide in-service training for teachers—</td>
<td></td>
<td>For support and direct services, including technical assistance, personnel preparation, and professional development and training.</td>
<td>- For support and direct services, including technical assistance, personnel preparation, and professional development and training.</td>
</tr>
<tr>
<td>in collaboration with CTE educators and educators from institutions of higher education—on integrating rigorous content into a dual/concurrent curriculum.</td>
<td></td>
<td>To assist LEAs in meeting personnel shortages.</td>
<td>To assist LEAs in meeting personnel shortages.</td>
</tr>
<tr>
<td>Develop integrated, rigorous content to support dual/concurrent coursework and CTE education.</td>
<td></td>
<td>To support capacity-building activities.</td>
<td>To support capacity-building activities.</td>
</tr>
<tr>
<td>Deliver instruction to support academic, technical, and employability skills.</td>
<td></td>
<td>To provide technical assistance to schools and LEAs, and provide direct services.</td>
<td>To provide technical assistance to schools and LEAs, and provide direct services.</td>
</tr>
<tr>
<td>Integrate academic and technical course content.</td>
<td></td>
<td><strong>PART D: PERSONNEL PREPARATION AND PROFESSIONAL DEVELOPMENT</strong></td>
<td>SEAs shall use funding to provide professional development activities and personnel preparation:</td>
</tr>
<tr>
<td>Address the needs of all students, particularly those at risk, through activities that may include specialized instructional support services.</td>
<td>The LEA may partner with intermediaries to improve training, develop public-private partnerships, systems development, capacity building, and scalability to deliver high-quality CTE.</td>
<td>SEAs shall use professional development funds to:</td>
<td></td>
</tr>
<tr>
<td><strong>TITLE II: STATE PLANS</strong></td>
<td>The LEA may provide professional development to teachers, faculty, administrators, counselors, specialized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The SEA may use funds to:</td>
<td></td>
<td>- Provide support for special and regular education teachers of students with disabilities and principals through:</td>
<td>- Teacher mentoring, team teaching, reduced class sizes, and caseloads.</td>
</tr>
<tr>
<td>The SEA may use funds to:</td>
<td></td>
<td>- Encouraging collaborative and consultative models of providing early intervention, special education, and related services.</td>
<td>- Intensive professional development.</td>
</tr>
<tr>
<td>- Improve instructional strategies of teachers, principals, and other school leaders to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.</td>
<td></td>
<td>- Guiding beginning teachers using standards or assessments.</td>
<td>- Guiding beginning teachers using standards or assessments.</td>
</tr>
<tr>
<td>- Improve instructional strategies of teachers, principals, and other school leaders to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.</td>
<td></td>
<td>- Encouraging collaborative and consultative models of providing early intervention, special education, and related services.</td>
<td>- Encouraging collaborative and consultative models of providing early intervention, special education, and related services.</td>
</tr>
</tbody>
</table>

Source: CCRS Center retrieved from https://ccrscenter.org/implementation-tools/developing-college-and-career-ready
Interactive Tool—Search and Sort the Laws

- GOALS & EXPECTATIONS
  - Academic & technical content
  - Employability skills
  - Credential attainment

- MEASURES & OUTCOMES
  - On-track indicators for readiness
  - Measures of postsecondary readiness
  - Measures of postsecondary success
  - Assessment
  - Data collection

- RESOURCES & STRUCTURES
  - Resources
  - Processes

- PATHWAYS & SUPPORTS
  - Academic organization
  - Pathways knowledge

- Domains
  - Domain
  - Domain
  - Domain
  - Domain
Aligning the Education-to-Workforce Pipeline Resources
Additional Resources—Visit www.ccrs.org
Tessie Bailey, PhD
202.763.3955
tbailey@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007
800-634-0503
www.ccrscenter.org | ccrscenter@air.org