

ESS, CTE PROGRAMS, PLACEMENT AND THE LAW

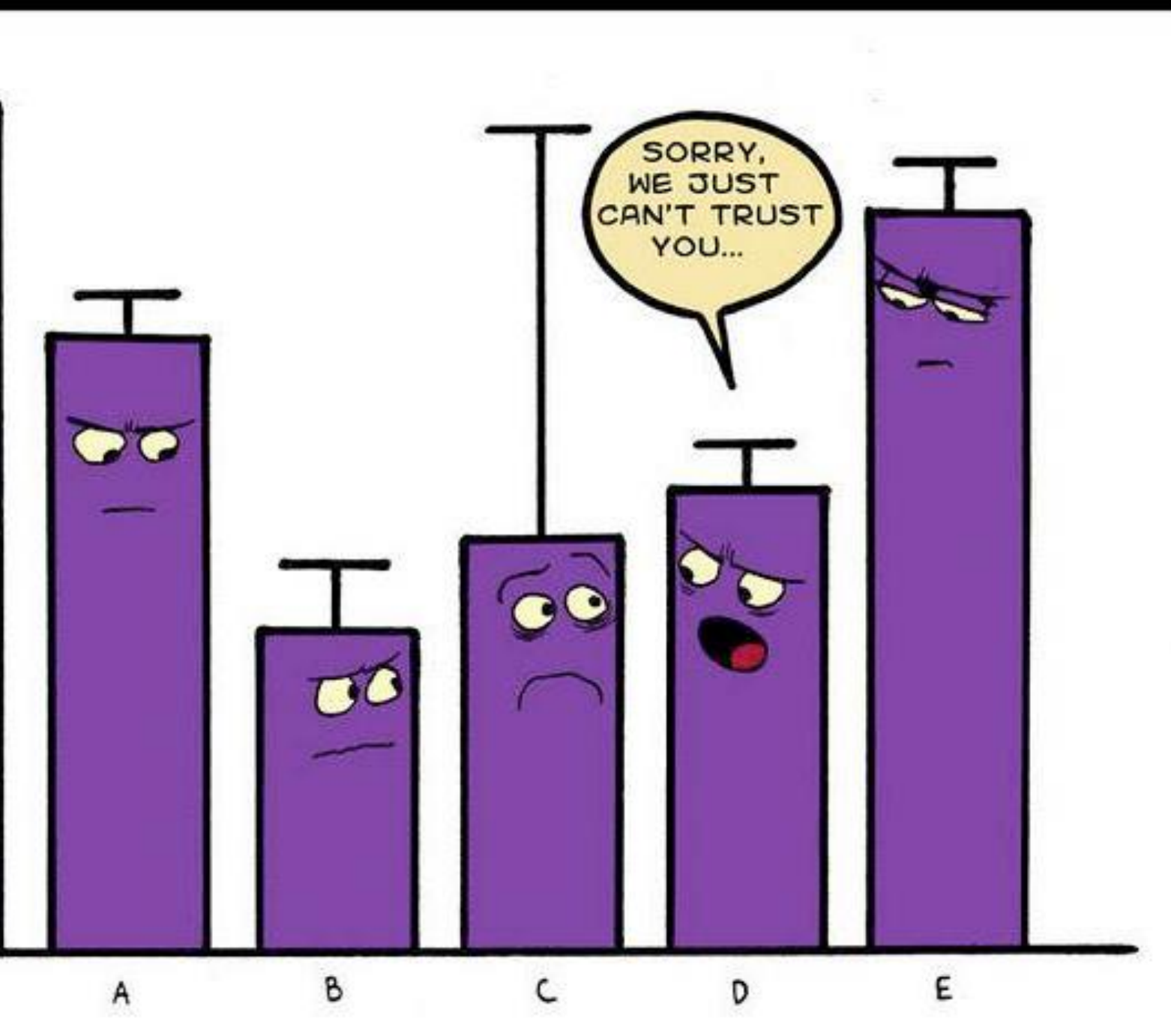


Arizona Department of Education

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OBJECTIVES...

- Looking at CTE/ESS data for engagement
- So many rules for students with disabilities. What's required?
- What is appropriate placement for a student with disabilities ?
- What services and support can be continued beyond high school?



WHAT DOES ENGAGEMENT LOOK LIKE?

- ✓ Defining engagement.
- ✓ How is Arizona doing with student engagement?
- ✓ What does the data show?

JUNE THROUGH SEPTEMBER 2016 SURVEY PARTICIPANTS

- 276 PEAs (districts and charter schools) were included in the reported data
- Per SAIS, the total number of exiters (youth who graduated, aged out, or dropped out) who were *eligible* to take the PSO Survey = 8,632
- Total number of exiters who responded to the PSO Survey = 6,971
(81% Participation rate)

INDICATOR 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. enrolled in higher education
2. competitively employed
3. enrolled in postsecondary education or training
4. some other employment

within one year of leaving high school.

CATEGORIES OF ENGAGEMENT

Higher Education

- **full- or part-time**
- **community college** (two-year program)
- **college/university** (four- or more year program)
- **one complete term**

Competitive Employment

- pay at or above the **minimum wage**
- **setting with others who are nondisabled**
- **20 hours** a week
- for at least **90 days** (includes military)

CATEGORIES OF ENGAGEMENT

Other Postsecondary Education or Training

- **full- or part-time**
- **at least one complete term**
- **education or training program** (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a two-year program)

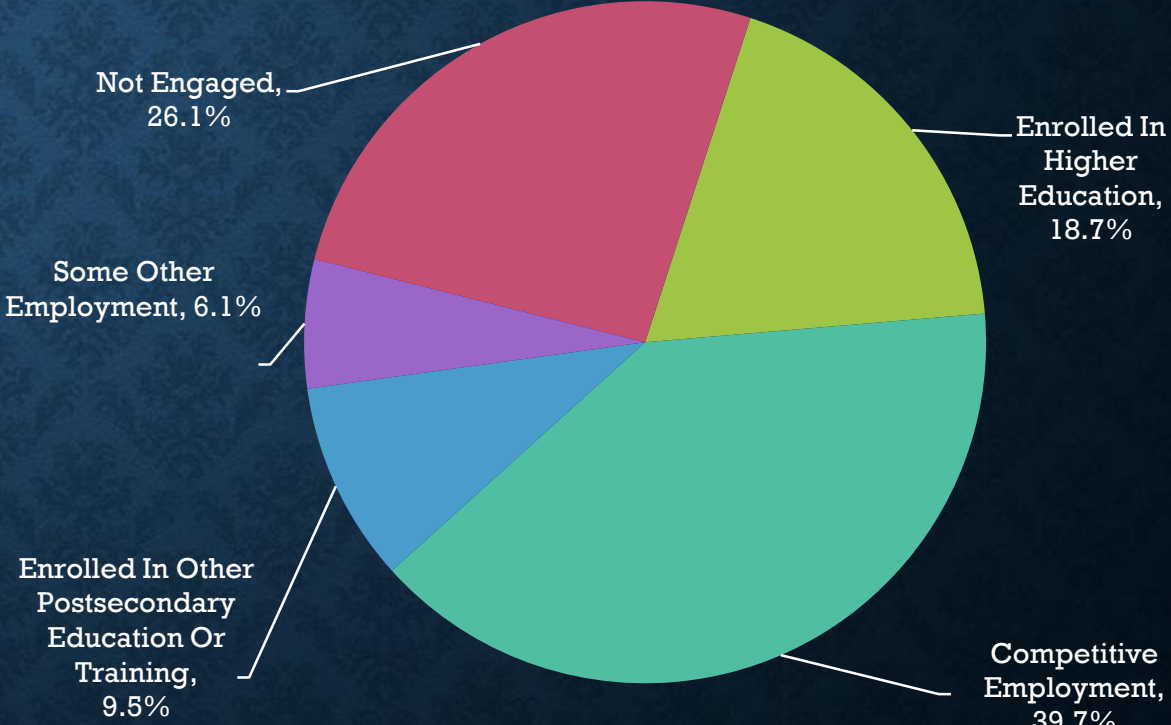
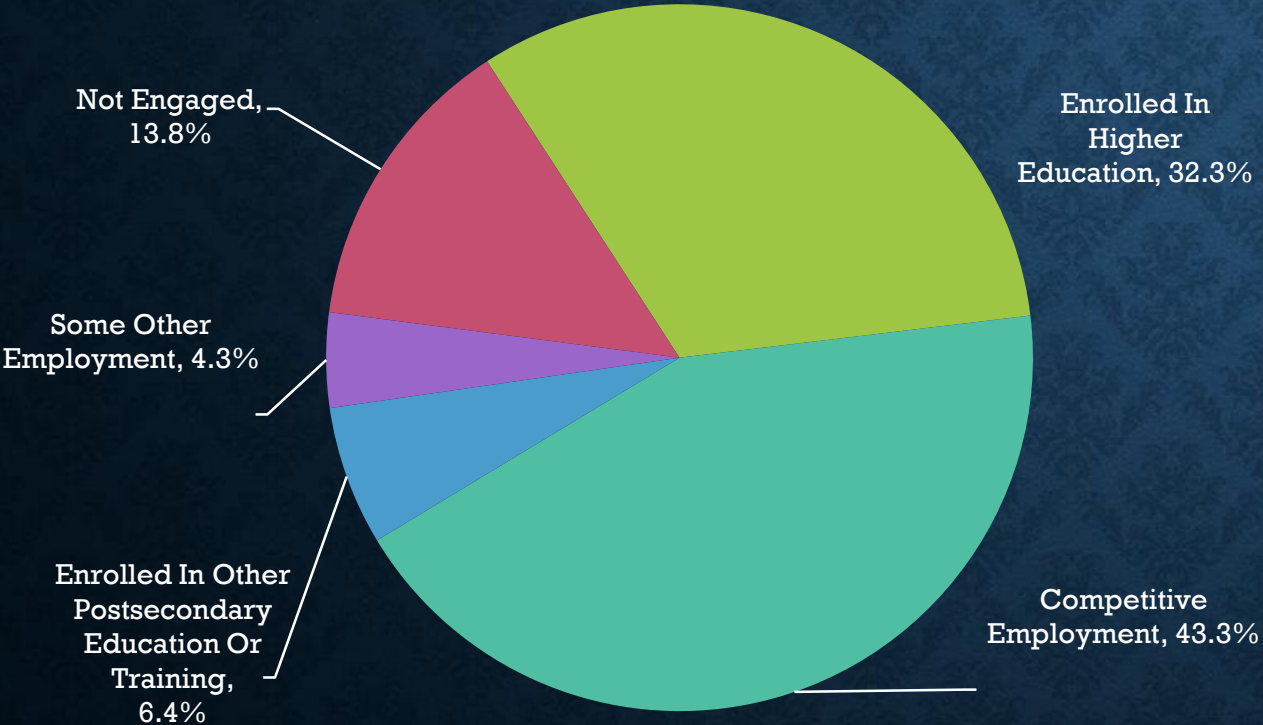
Other Employment

- **work for pay or self-employed**
- **at least 90 days**
- **includes working in a family business** (e.g., farming, working in a store, fishing, ranching, catering services)

ENGAGEMENT RATES

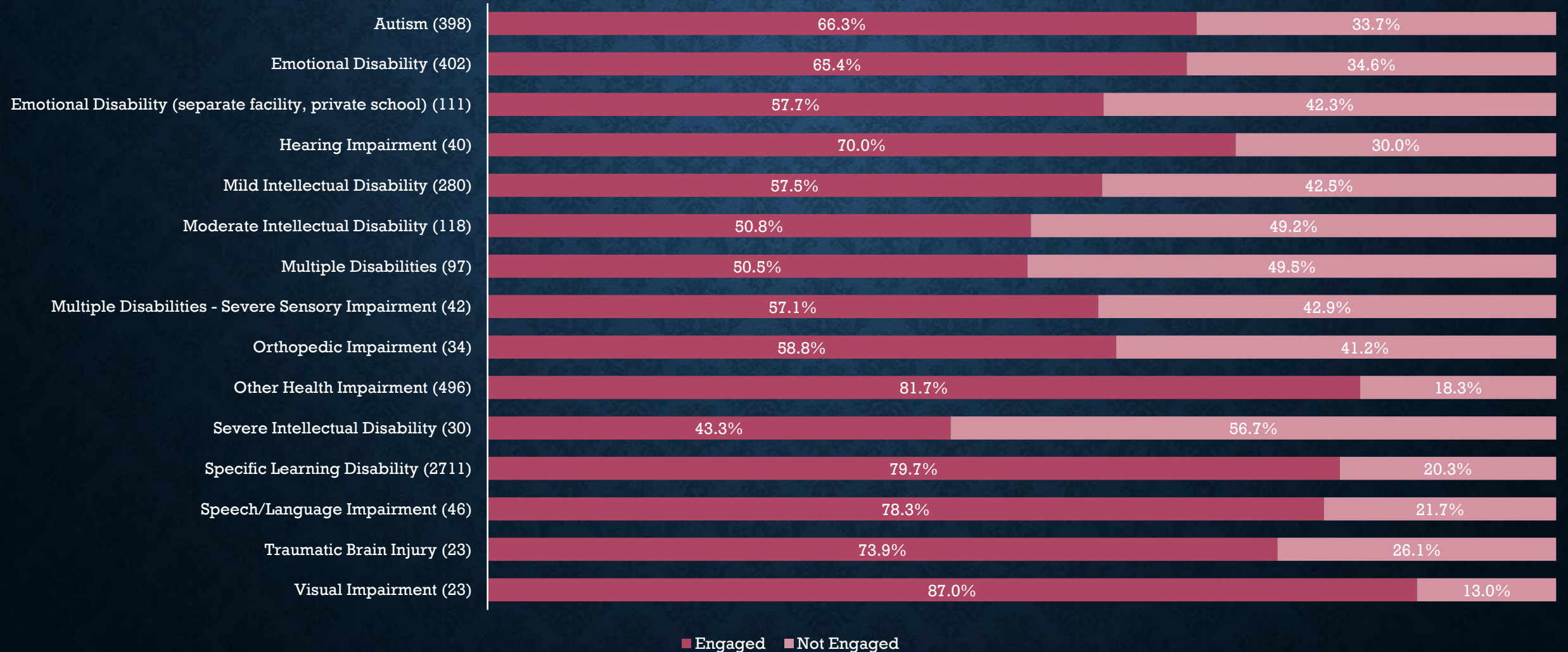
AZ CTE Students Engagement Rates: 2120 responded for a 88.5% response rate.

AZ Non-CTE Students Engagement Rates: 4851 responded for a 77.8% response rate.



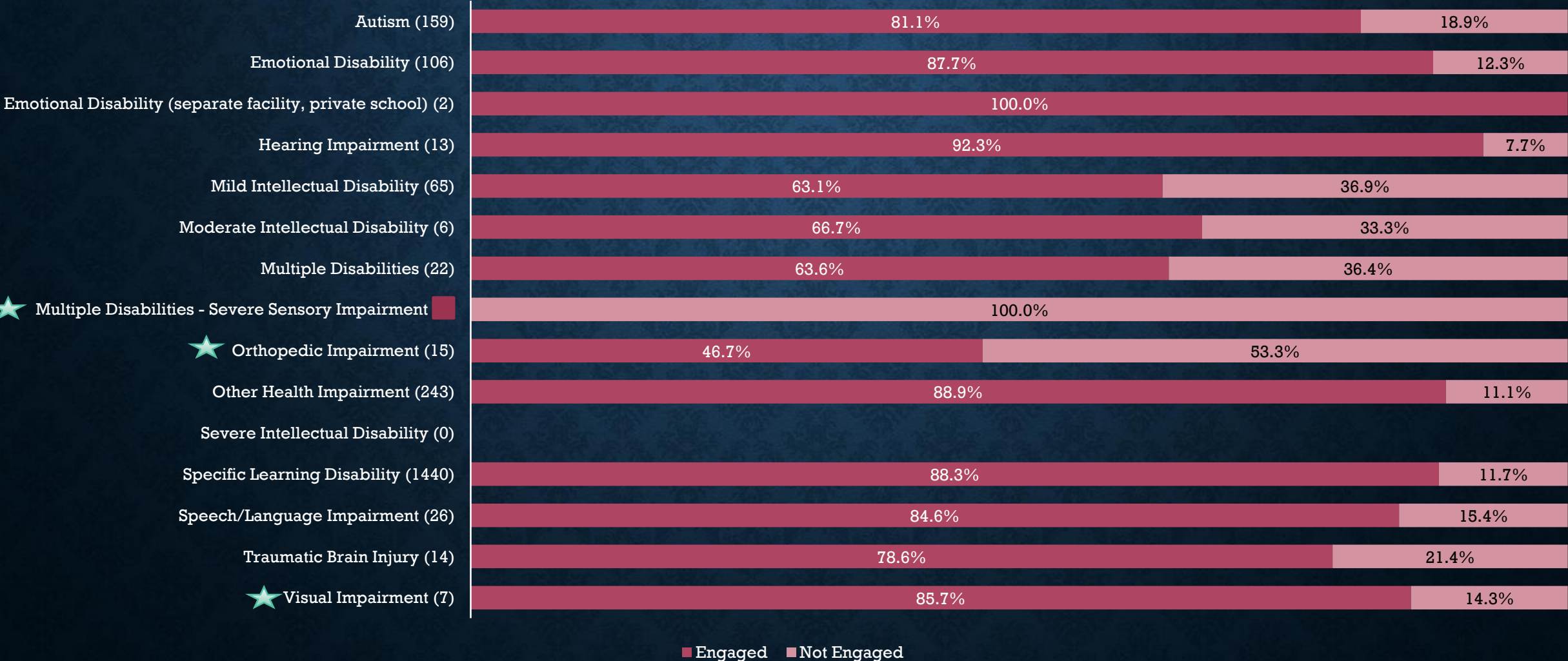
DISABILITY DATA (EXTENDED BREAKDOWN)

AZ Non-CTE Students Respondents' Post-Secondary Outcomes by Disability Type Engaged vs Not Engaged (Extended)



DISABILITY DATA (EXTENDED BREAKDOWN)

AZ CTE Students Respondents' Post-Secondary Outcomes by Disability Type Engaged vs Not Engaged (Extended)



IDEA, 504, ADA, CTE-POS, ECAP



Understanding the similarities, differences and reality of these laws and rules as it pertains to providing accommodations or modifications for students with disabilities

LAWS REQUIRING ACCOMMODATIONS

SECTION 504 of the REHABILITATION ACT OF 1973

Rehabilitation Act of 1973, Section 504

Ensures that persons with disabilities have, to the maximum extent possible, the opportunity to be fully integrated into mainstream American life. Applies to any program or activity that is receiving federal financial assistance.

Americans with Disabilities Act of 1990

Americans with Disabilities Act of 1990

Ensures that all persons with disabilities have broader coverage than Section 504 in all aspects of discrimination law, regardless of whether federal funding is received.

IDEA 2004

Individuals with Disabilities Education Act of 2004

Requires public schools to provide free, appropriate, public education (FAPE) in the least restrictive environment to students aged 3-21 years who are determined eligible to receive special education and related services.

REQUIRED PLANS

CTE Program of Study

CTE Program of Study

A program of study (POS) is a comprehensive, structured approach for delivering academic and career and technical education (CTE) to prepare students for postsecondary education and career success.

Education & Career Action Plan

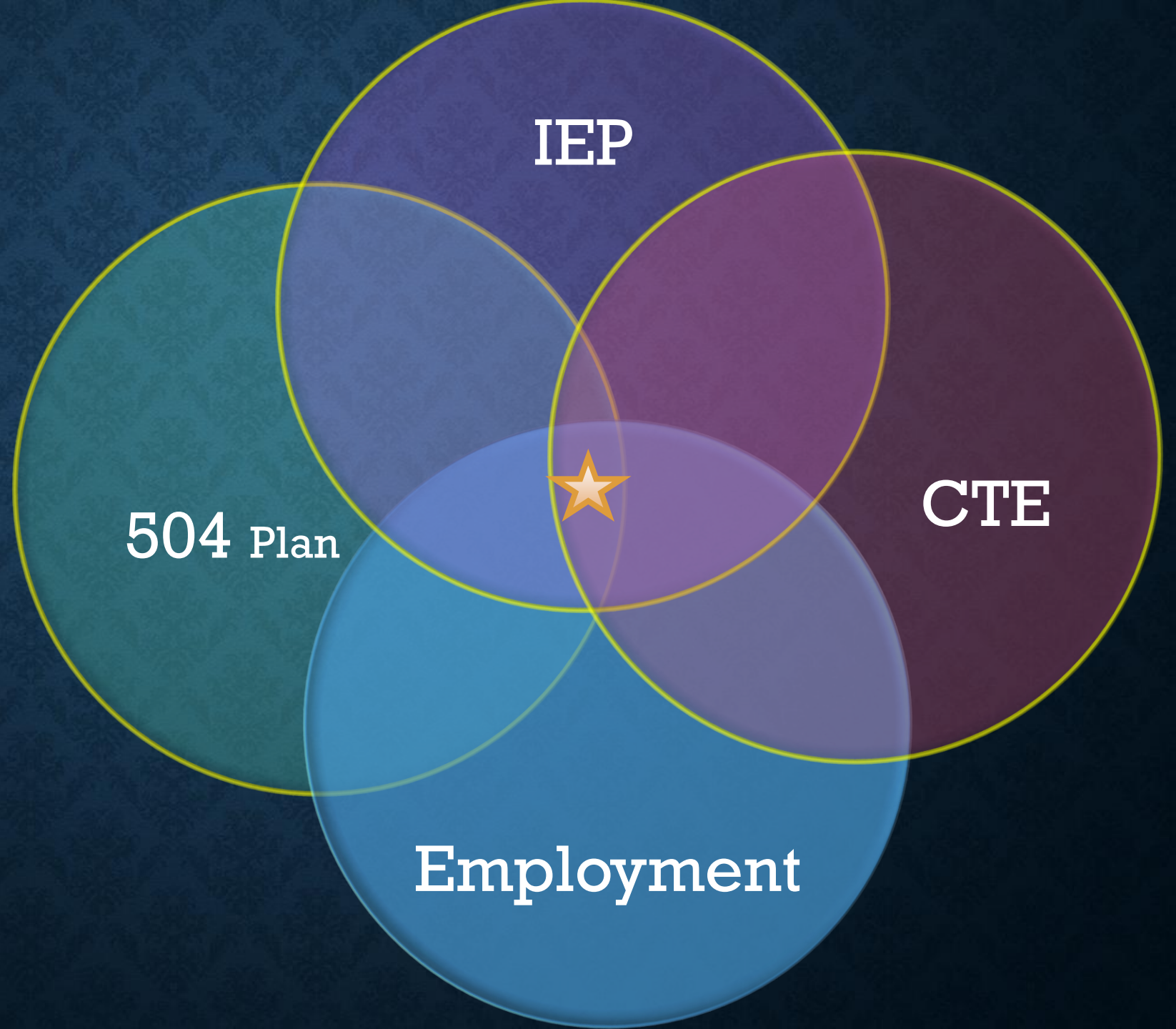
Education & Career Action Plan

ECAP is an ongoing process that empowers students to create a meaningful and individualized plan toward postsecondary success.

WHAT'S REQUIRED?

How can educators determine what's best for students so that they can participate in CTE courses to be postsecondary engaged as they transition into career and college readiness?

**WHAT
DO
THEY
HAVE
IN
COMMON?**



ACCOMMODATION vs MODIFICATION

Accommodations **facilitate** access to content and demonstration of skills.

Modifications **change** the content and performance expectations.

HOW

Examples of ACCOMMODATIONS:

- Extra time to preview/complete the same reading material
- Reduced number of the **same** items on a given assessment
- Use of dictionary, spell check, computer, copy of teacher notes.
- Allowing a student who has trouble writing to give his answers orally



WHAT

Examples of MODIFICATIONS:

- A modified curriculum for a student who may be reading at a lower level – Globe Fearon Edition Science Book.
- A modified assessment of one step equations while others are assessed on math high level Algebra concepts.
- 3 paragraph essay instead of 3 pages that does not address as many concepts as expected of others.

OUR HIGH SCHOOL STUDENT



Ed

WHAT YOU NEED TO KNOW ABOUT ED?

Present Levels of Performance

- What can he do? What are his needs?

Post Secondary Goals

- Employment – career aspirations
 - After graduation, Ed will be employed as a _____.
- Education/Training - 4 year university, community college, technical school, on the job training, etc.
 - After graduation, Ed will attend _____ to receive training/certification in _____.



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Accommodations

- Allows students to access the general curriculum and other learning materials and activities and to demonstrate what they have learned.

MEET ED

Strengths

- Participates in class discussions
- Behaviorally appropriate (most of the time)
- Works well 1 to 1
- Verbally demonstrates good ideas and stays on topic
- Enjoys teaching others
- Good site word vocabulary
- Listening Comprehension
- Good attendance and always on time



Limitations

- Demonstrating knowledge in writing
- Decoding unknown words of 2 or more syllables
- Comprehending material he reads on his own
- Managing assignments, papers, materials
- Staying on-task with paper-pencil assignments
- Note taking

ED IS IN YOUR CLASS...

- Which of Ed's strengths are a benefit to your class or program?
- Which of Ed's limitations need to be addressed in your class or program?
- What are the specific tasks that will be affected by these needs?

A landscape photograph featuring a green hillside on the left with a single tree, and a clear blue sky on the right. The image is overlaid with text.

Life

isn't about finding yourself.
Life is about creating yourself

George Bernard Shaw

WHAT'S NEXT FOR ED AFTER HIGH SCHOOL?

What accommodations do *YOU* use at work



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CONCERNS WITH CTE PLACEMENT?



- Student is non-verbal (too time consuming)
- Student has emotional outbursts (interrupts learning)
- Student can't read at grade-level (will not be a completer)
- Student cannot sit still (excessively disruptive)
- Student has poor fine and/or gross motor skills (safety concerns)
- Student has poor reading comprehension (will not pass licensure/ certification exam)

WHAT ARE YOUR CONCERNS?



SCHOOL vs WORK ACCOMMODATIONS

SCHOOL EXAMPLES

➤ Reading

- Screen reading software
- Change background color

➤ Organization

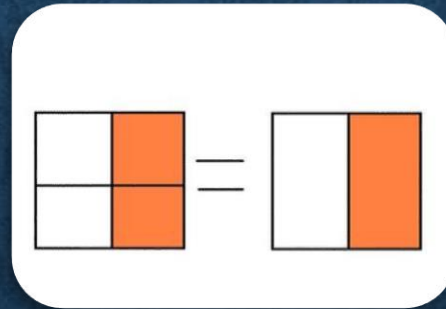
- Provide checklist
- Use timer

➤ Writing

- Speech to text software
- Oral responses

➤ Math

- Calculator (word problems)
- Increase space between problems



WORK EXAMPLES

➤ Reading

- Screen reading software
- Alter color scheme

➤ Organization

- Use checklist
- Use timer

➤ Writing

- Speech recognition software
- Verbal responses

➤ Math

- Fractional or statistical calculator
- Measurement guides

KNOW AVAILABLE RESOURCES

LAW

- US Department of Justice, ADA TA: https://www.ada.gov/2010_regs.htm
- US Department of Labor, Rehabilitation Act of 1973, Section 504:
<https://www.dol.gov/oasam/regs/statutes/sec504.htm>
- IDEA: <https://sites.ed.gov/idea/>

KNOW AVAILABLE RESOURCES

AGENCIES

- [Vocational Rehabilitation](#)
- [Division of Developmental Disabilities](#)
- [AZ Health Care Cost Containment System, Division of Behavioral Health Services](#)
- [Statewide Independent Living Council](#)

[**bit.ly/AZCOPT**](https://bit.ly/AZCOPT)

KNOW AVAILABLE RESOURCES

POST-SECONDARY ACCOMMODATIONS

- Human Resources Departments
- Disability Resource Centers
 - U of A~ <http://drc.arizona.edu/>
 - ASU~ <https://eoss.asu.edu/drc>
 - NAU~ <https://nau.edu/disability-resources/>
 - Maricopa CC~ <https://www.maricopa.edu/why-maricopa/support-services/disability-resources>
- Testing Accommodations~ https://www.ada.gov/regs2014/testing_accommodations.html

ACCOMMODATIONS



For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible.

ibm training manual 1991



KNOW AVAILABLE RESOURCES

SECONDARY ACCOMMODATIONS

- [Arizona Technology Access Program \(AzTAP\)](#)
- [ADE/ESS Short Term Loan Library](#)
- [ADE Assistive Technology Website](#)
- ADE AT Team atinfo@azed.gov

The Job Accommodation Network (JAN)

INDUSTRY SPECIFIC ACCOMMODATIONS

JAN is a free consulting service designed to increase the employability of people with disabilities by:

- ★ 1) providing individualized worksite accommodations solutions,
- 2) providing technical assistance regarding the Americans with Disabilities Act (ADA) and other disability related legislation, and
- 3) educating callers about self-employment options.



Connect with JAN

(800)526-7234 (Voice) | (877)781-9403 (TTY)

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FOR EMPLOYERS

- Private Employers
- Federal Employers
- State & Local Government

FOR INDIVIDUALS

- Employees
- Job Seekers
- Entrepreneurs

FOR OTHERS

- Rehabilitation & Medical Professionals
- Union Representatives
- Attorneys & Legal Representatives

JOB ACCOMMODATION NETWORK (JAN)

<https://askjan.org>

BENEFITS vs COSTS OF ACCOMMODATIONS

JAN STUDY FINDINGS

\$500 ➤ One-time expenditure by employers

\$400 ➤ Cost beyond what the employer would have paid for an employee without a disability

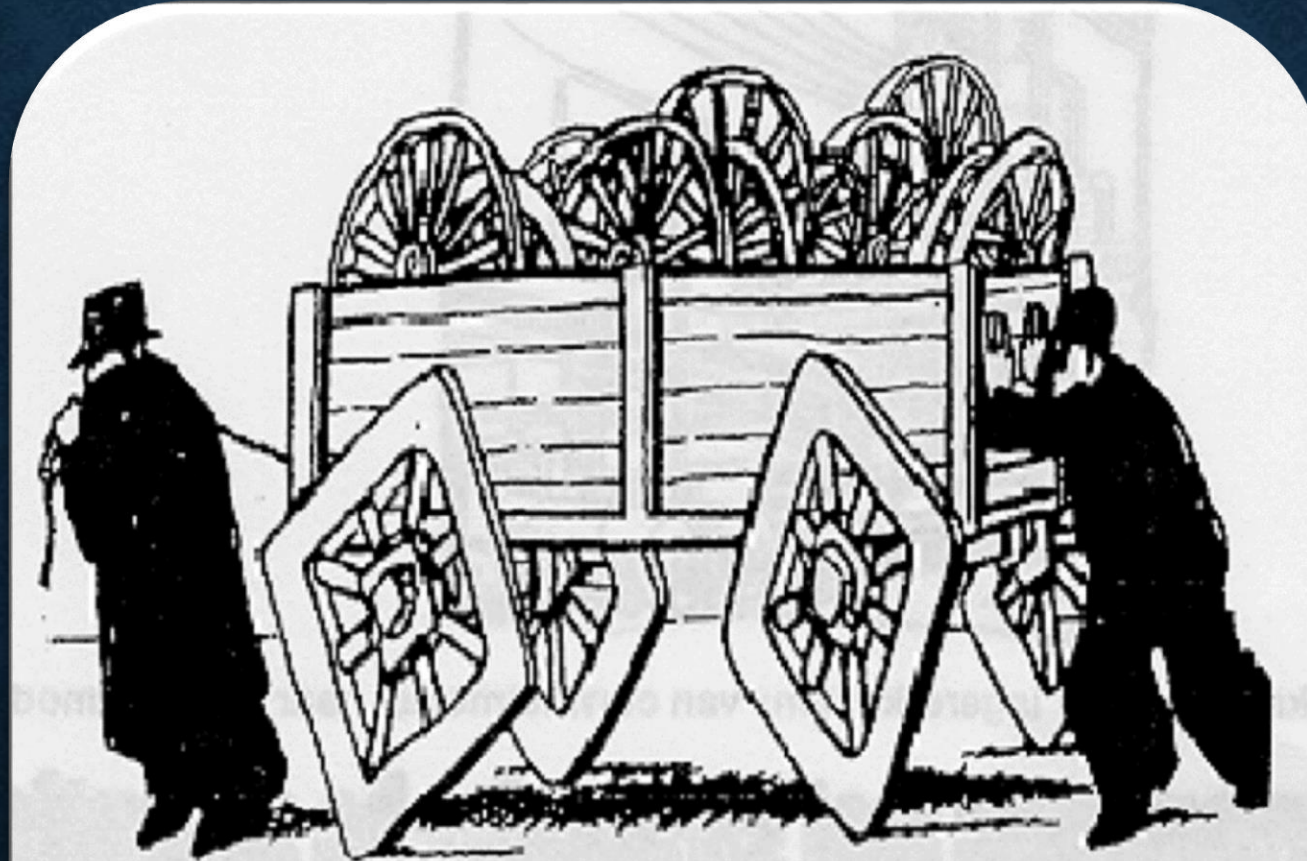
1% ➤ Combination of one-time and annual costs

4% ➤ Ongoing, annual cost to the company

37% ➤ One-time cost

58% ➤ Cost absolutely NOTHING

QUESTIONS?



**“We don’t have time to change the wheels:
Push harder Harry !!”**

AVAILABLE RESOURCES

- Post School Outcomes Survey: <http://www.azed.gov/specialeducation/transition/post-school-outcomes/>
- AZ Secondary Transition Website: <http://www.azed.gov/specialeducation/transition/>
- ADE ECAP Website: <http://www.azed.gov/ecap/>
- Job Accommodation Network: <https://askjan.org/>
- Career One Stop: <https://www.careeronestop.org/>
- O*Net: <https://www.onetonline.org/>
- AzCIS: <https://portal.azcis.intocareers.org/>
- Dictionary of Occupational Titles: <https://occupationalinfo.org/contents.html>

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