

# PATHWAYS TO SELF SUFFICIENCY: CAREER AND TECHNICAL EDUCATION FOR YOUTH WITH EMOTIONAL DISTURBANCES

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# Acknowledgements / Disclosures

The mission of the Transitions to Adulthood Center for Research (ACR) is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at-risk population to achieve this mission.

Visit us at [umassmed.edu/TransitionsACR](http://umassmed.edu/TransitionsACR)

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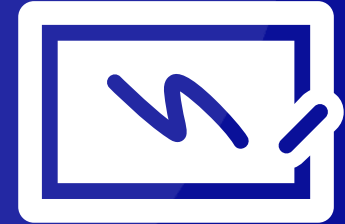


# Webinar Housekeeping

- This webinar is being recorded and will be available on the Transitions to Adulthood Center for Research's website.
- Slides will be posted on the [Transitions ACR](https://www.umassmed.edu/TransitionsACR) website and sent to participants (<https://www.umassmed.edu/TransitionsACR>).
- Please use the Q&A button to send questions to the presenters.
- Live captions are being auto-generated by Zoom. The icon to enable them is in the control panel at the bottom of your Zoom window.
- Participants are automatically muted with webcams off.
- Problems? Email Ally Murray at [Alexandra.Murray2@umassmed.edu](mailto:Alexandra.Murray2@umassmed.edu).
- Poll – What best describes your role or position?

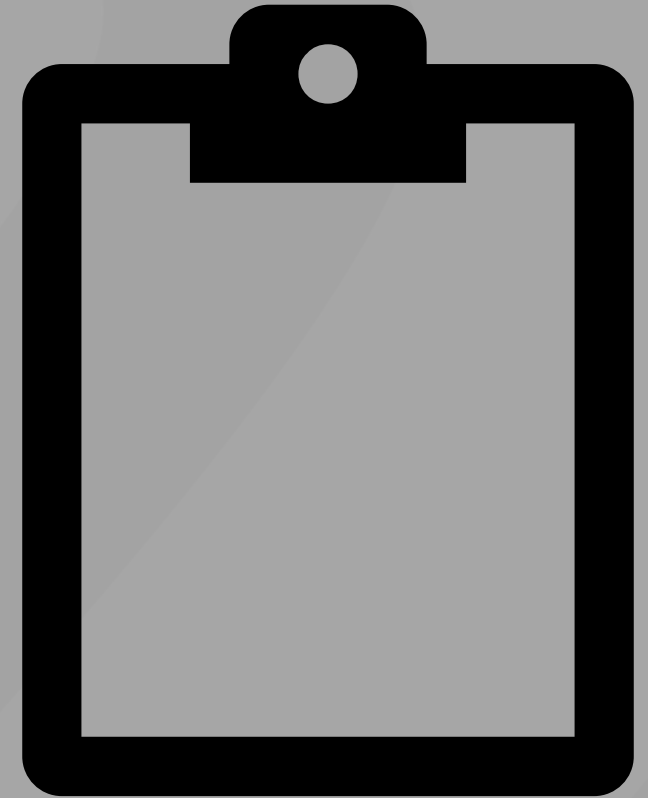
# Learning Objectives

- Describe the poor post-secondary outcomes of students with emotional disturbance
- Articulate how Career Technical Education (CTE) can improve these outcomes
- Understand the recent policy context associated with CTE and students with disabilities
- Describe strategies to mitigate barriers that students with emotional disturbance face with engaging and completing CTE to help them prepare for careers



# Poll Results

- What best describes your role or position?





# Overview

- What is Career and Technical Education (CTE)?
- Why is CTE important for students with disabilities,  
→ and for students with Emotional Disturbance?
- What is the legislative context and policy considerations of CTE?
- How can “Translating Evidence to Support Transitions: TEST-CTE” improve the access and success of students with emotional disturbance in CTE?
- Questions/Discussion

## *Today's Presentation & Discussion*



# The What and Why of Career Technical Education



## Career and Technical Education (CTE):

- Provides secondary students with technical knowledge,
- Academic and employability skills, and
- Real-world experience that can lead to high-skill, high-wage, in-demand careers

# Activities Included in Secondary CTE Programs

Integrated academic and vocational courses

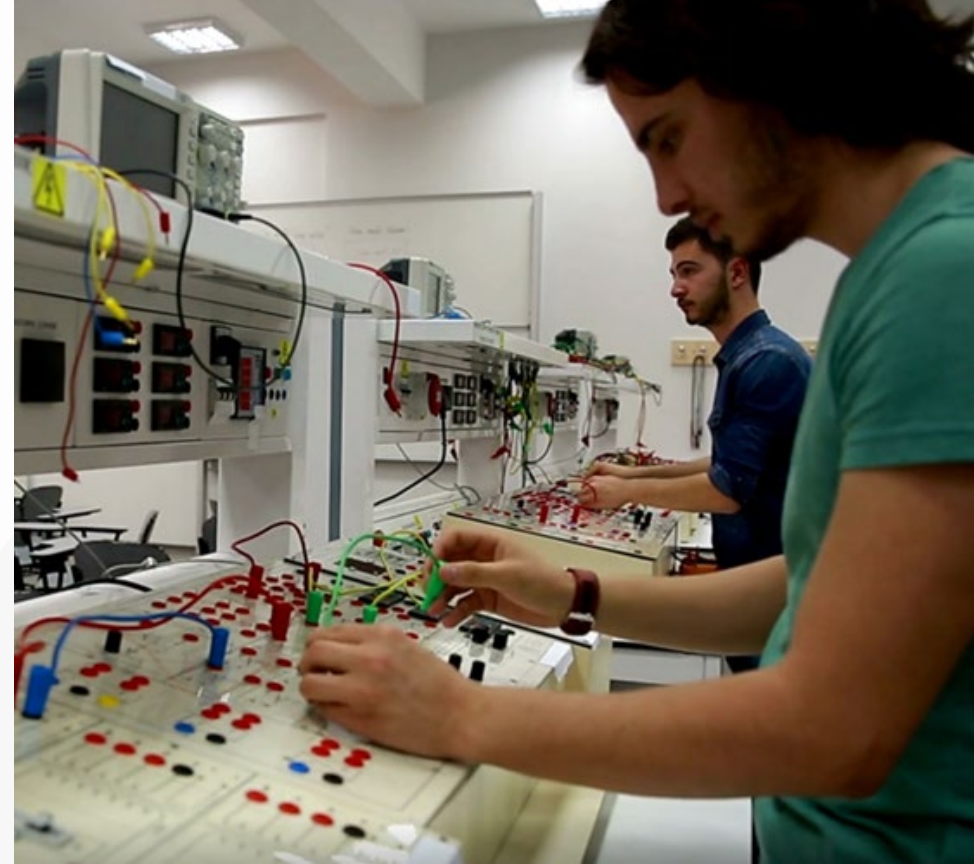
In-school and community work-based learning experiences

- volunteer work,
- job shadowing,
- work-study,
- apprenticeships, or
- internships

Linkages to postsecondary education and/or employment

Opportunities to earn certificates in specific career areas

Partnerships with local businesses



# Availability of CTE



**98%**

CTE programs are available in over 98% of public high school districts

**9 million**

Almost nine million secondary students participated in CTE in the U.S. 2018-2019

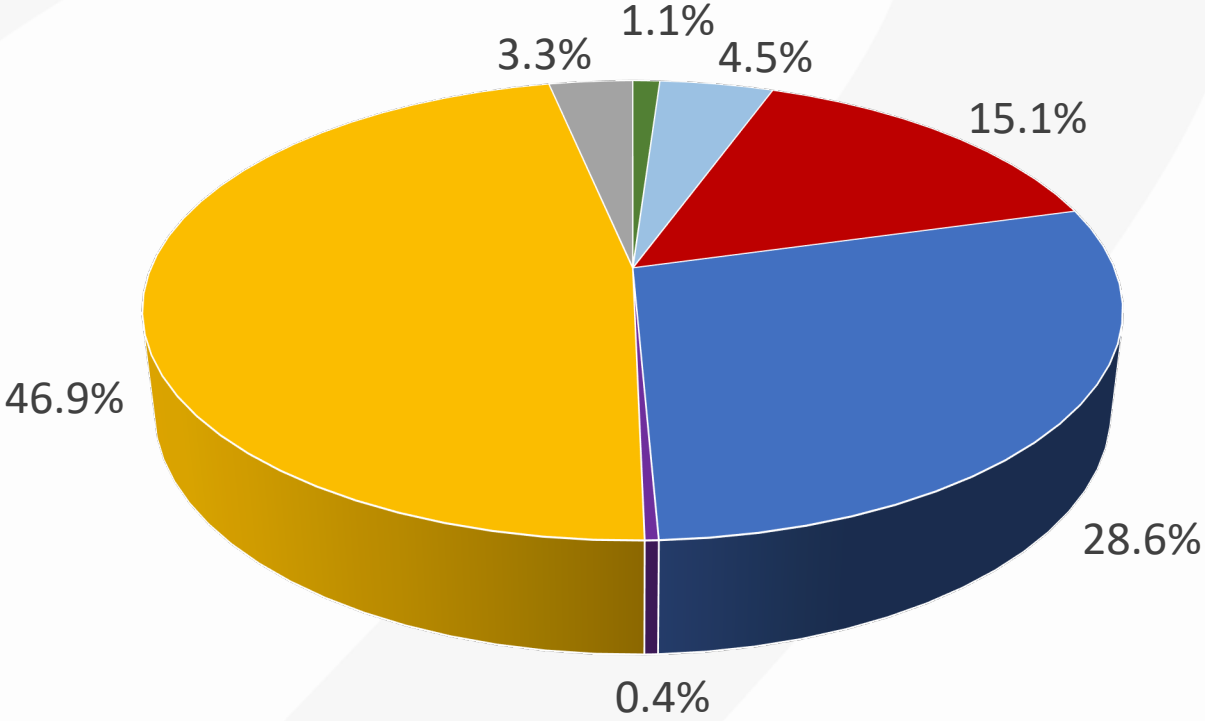
**11.1%**

Almost one million (11.1%) of these students had disability status

Perkins CTE Participants by Race/Ethnicity: 2018-2019

# Participation In CTE

Data compiled January 9, 2022, from CTE Participant Enrollment on the Perkins Data Explorer: [Perkins Data Explorer \(ed.gov\)](#)



- American Indian or Alaskan Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- Asian
- Hispanic/Latino
- White





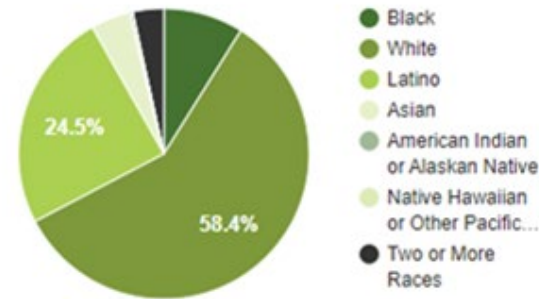
# Data and Resources Available on CTE Participation

[CTE In Your State | Advance CTE \(careertech.org\)](https://careertech.org/cte-your-state)

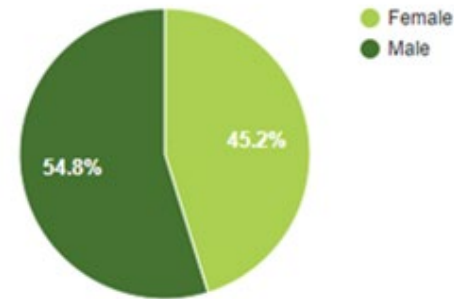
<https://careertech.org/cte-your-state>

Secondary CTE Enrollment			
Public High Schools	338	Public High School Enrollment	287,890
High School CTE Concentrators	25,457	Total Secondary CTE Enrollment	62,349

Secondary CTE Enrollment by Race

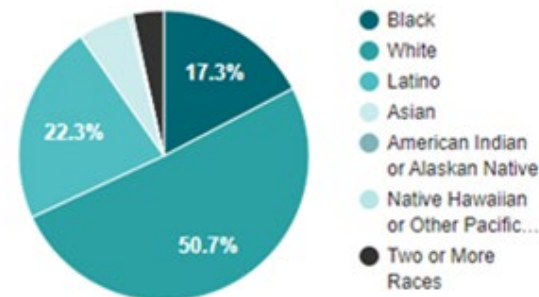


Secondary CTE Enrollment by Gender

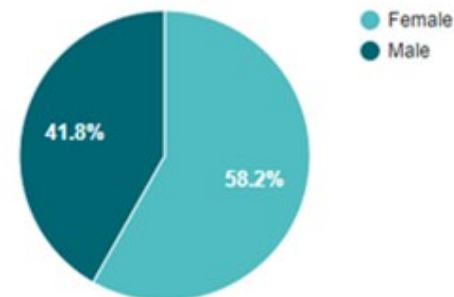


Postsecondary CTE Enrollment			
Public Community Colleges	16	Public Community Colleges Enrollment (full & part-time)	117,930
Postsecondary CTE Concentrators	32,343	Total Postsecondary CTE Enrollment	48,654

Postsecondary CTE Enrollment by Race



Postsecondary CTE Enrollment by Gender

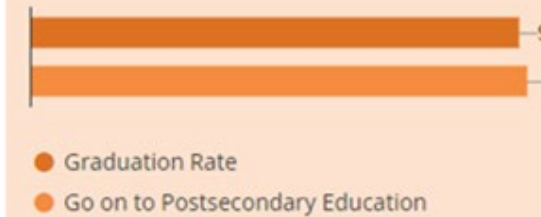


## Want to Compare States?

Compare states across a variety of criteria such as Accountability, Perkins Funding, Administration and Governance, and Program Quality. Spreadsheets of the data are also available for download.

## Fast Facts

### CTE Secondary Concentrators



### CTE Postsecondary Concentrators



### Associates Degrees & Certificates

**17,956**  
Associate Degrees and Certificates Awarded

**13.2%**  
of All Degrees and Certificates Awarded Statewide



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# How is CTE organized?

**A National Career Clusters® Framework serves as an organizing tool for CTE**

- 16 Career clusters that apply to different high-demand industries  
→Represents 79 career pathways

**Within each cluster are pathways that correspond to a collection of courses and training opportunities to prepare students for greater success in careers.**

**Provides a structure for organizing and delivering quality CTE programs**

- Help learners identify interests
- Bridge programs of study and plan for careers
- Choose training and credentials for a variety of jobs

# National Career Clusters Framework

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Corrections
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Math
- Telecommunications
- Transportation, Distribution, and Logistics



- **Marketing**
  - > Merchandising
  - > Marketing Management
  - > Marketing Communications
  - > Marketing Research
  - > Professional Sales

- **Business, Management, and Administration**
  - > Administrative Support
  - > Operations Management
  - > Business Information Management
  - > Human Resources Management
  - > General Management

- **Hospitality and Tourism**
  - > Lodging
  - > Recreation, Amusements and Attractions
  - > Restaurants and Food/Beverage Services
  - > Travel and Tourism

- **Finance**
  - > Banking Services
  - > Business Finance
  - > Securities and Investment
  - > Accounting
  - > Insurance

- **Agriculture, Food, and Natural Resources**
  - > Animal Systems
  - > Agribusiness Systems
  - > Environmental Service Systems
  - > Food Products and Processing Systems
  - > Natural Resources Systems
  - > Plant Systems
  - > Power, Structural, and Technical Systems

- **Arts, Audio/Video Technology, and Communications**
  - > Audio/Video Technology and Film
  - > Journalism and Broadcasting
  - > Performing Arts
  - > Printing Technology
  - > Telecommunications
  - > Visual Arts

- **Information Technology**
  - > Information Support and Services
  - > Network Systems
  - > Programming and Software Development
  - > Web and Digital Communications



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- **Law, Public Safety, Corrections, and Security**
  - > Correction Services
  - > Emergency and Fire Management Services
  - > Law Enforcement Services
  - > Legal Services
  - > Security and Protective Services

- **Human Services**
  - > Consumer Services
  - > Counseling and Mental Health Services
  - > Early Childhood Development and Services
  - > Family and Community Services
  - > Personal Care Services

- **Government and Public Administration**
  - > Revenue and Taxation
  - > Foreign Service
  - > Governance
  - > National Security
  - > Planning

- **Education and Training**
  - > Administration and Administrative Support
  - > Professional Support Services
  - > Teaching/Training

- **Health Science**
  - > Biotechnology Research and Development
  - > Diagnostic Services
  - > Support Services
  - > Health Informatics
  - > Therapeutic Services

- **Transportation, Distribution, and Logistics**
  - > Facility and Mobile Equipment Maintenance
  - > Health, Safety, and Environmental Management
  - > Logistics Planning and Management Services
  - > Sales and Services
  - > Transportation Operations
  - > Transportation Systems/Infrastructure Planning, Management, and Regulation
  - > Warehousing and Distribution Center Operations

- **Architecture and Construction**
  - > Construction
  - > Design/Pre-construction
  - > Maintenance/Operations

- **Manufacturing**
  - > Production
  - > Manufacturing Production
  - > Process Development
  - > Maintenance, Installation, and Repair
  - > Quality Assurance
  - > Logistics and Inventory Control

- **Science, Technology, Engineering, and Mathematics**
  - > Engineering and Technology
  - > Science and Mathematics

# Career Clusters

## Transportation, Distribution, and Logistics Career Cluster

- Transportation, Distribution, and Logistics career cluster
- The Transportation, Distribution, and Logistics cluster is all about moving people and things from one location to another quickly, safely, and at a low cost.
- Workers in this industry design transportation systems, operate or repair equipment, plan how to move materials, and take care of storing products. Transportation systems included in this cluster include aircraft, railroad, waterways, over the road, and pipelines.

## How is automation influencing jobs in the cluster?

Human workers in transportation, distribution, and logistics careers are finding that automation helps make many aspects of their work more efficient, for example:

- Bar codes track goods for shipping and distribution.
- Automated navigation equipment helps operate ships and aircraft safely.
- GPS technology is heavily relied on for jobs in delivery, logistics, ride hailing services, and many more.



### [Career clusters](https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/transportation-distribution-and-logistics-career-cluster.aspx)

<https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/transportation-distribution-and-logistics-career-cluster.aspx>

# In-Demand Industries

- Workforce Innovation and Opportunities Act (WIOA) defines “in-demand sector or occupation”, as:
  1. An industry sector that **has a substantial current or potential impact** (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate; or
  2. An occupation that currently has or is projected to have a number of positions (including positions that lead to **economic self-sufficiency and opportunities for advancement**) in an industry sector.



# Legislative Context

Perkins V (CTE) ▶

IDEA (Special Education)

WIOA (Workforce & VR)



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# Strengthening Career and Technical Education for the 21st Century Act (Perkins V)



- ~\$1.3 billion annually in funding for provision of CTE in secondary and post-secondary schools.

Perkins V requires or encourages state CTE programs to:

- **Partner with business** and industry
- Structure courses to meet **concentrator status**.
- **Recruit special populations** including students with disabilities.
- **Conduct a needs assessment** to align with high-wage, high-skill, or in-demand career fields.
- **Analyze equity gaps in enrollment** for special populations.
- **Report performance data** disaggregated by special population status.
- Submit plans to **promote accessibility** for disability groups.
- **Identify achievement gaps and address racial inequities** in access and participation of groups.

# Individuals with Disabilities Education Act (IDEA) Provisions

- Mechanisms for:
  - assessing students with disabilities for their education needs and eligibility for IDEA;
  - developing an IEP for eligible students; and
  - describing accommodations and educational services needs and plans.
- Secondary students must have transition services that specifies postsecondary goals for education/training, and employment in their IEP.
  - Provides a mechanism to connect students with vocational rehabilitation agencies.
  - Transition services can include a program of CTE

## Teens on IEPs tip sheet

<https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1067&context=pib>

## What is an Individualized Education Program (IEP) and "Transition" Services?

*An IEP is an individual education plan written in public school for children ages 3 to 21 that by law, describes the special education services and goals for a student with an identified disability. Special ed services involve different techniques that help the student in a way that typical instruction cannot. Transition services are plans within the IEP that address your specific needs in relation to life after high school.*



## What are my school's responsibilities?

- Determine eligibility for special ed services (If you think you should be getting these services and aren't, ask for help)\*
- To conduct an annual review of my IEP to identify my strengths, interests and needs (You can request meeting more often to review goals)
- Summarize my academic and functional levels
- Deliver accommodations, modifications and related services i.e., counseling, occupational and physical therapy, speech-language pathology, and psychological services decided by my IEP team
- At age 16, discuss with me my plans for after high school including "transition" services
- My attendance at IEP meetings on "transition" services or goals

## What should my IEP "transition" services include?

- Identification of your interests and ideas for work or school after high school
- Measurable goals related to education, training, jobs and independent living
- Related services or courses needed to reach goals
- Referrals or activities to link me up to adult services to meet my goals; i.e., vocational programs, supported employment or education and adult mental health services
- A specific transition planning form; requirements as described in IDEA, state requirements may vary. \*See NSTTAC Indicator 13 Checklist link below for minimum requirements.

\*For more information please visit: <http://ed.gov/parents/needs/speced/iepguide/index.html#process> & <http://fcsn.org/parentguide/pguide1.html>

\*National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist Form A: <http://www.nsttac.org/content/nsttac-i-13-checklist>



# Workforce Innovation and Opportunity Act (WIOA)

- Authorizes education and vocational training programs for **vulnerable populations**.
- Requires **strategic planning** between state agencies for secondary students with disabilities, including CTE.
- Provides skill development, employment, and training services through **grants to states**.
- State agencies of vocational rehabilitation are required to provide “**pre-employment transition services**” (**Pre-ETS**) to students with disabilities that include:
  - job exploration, work-based learning experiences, counseling on postsecondary education, workplace readiness training, and self-advocacy training.

[WIOA tip sheet](https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1127&context=pib)

<https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1127&context=pib>



Tip Sheet 16

Transitions ACR

Revised April 2019

The Workforce Innovation and Opportunity Act (WIOA) P.L. 113-128, 2014 mandates services for youth and young adults (ages 14-24) with disabilities, including those with psychiatric disabilities or serious mental health conditions, to help them prepare for, obtain and pursue careers in integrated settings that offer competitive salaries and benefits. This tip sheet provides information that parents can use to advocate for and educate themselves about WIOA services that are available to youth and young adults living with serious mental health conditions.

## What is important about this law for youth and young adults with psychiatric disabilities?

- Students with disabilities can get new career and educational development services.
- There is a focus on providing career and educational development services to youth and young adults who are not in school.
- The focus is on competitive jobs in integrated settings paying at least minimum wage or higher.



## Who Can Access WIOA Youth Program Services?

1

Out-of-School Youth

2

In-School Youth

Youth and young adults between the ages of 14-24 with a psychiatric disability are eligible. A youth or young adult with a disability is defined by the Americans with Disabilities Act (ADA) as a person who has a physical or mental impairment that substantially limits one or more major life activity, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

## Eligibility Criteria

<b>Out-of-School Youth</b> (including those with a psychiatric disability) must be	<ul style="list-style-type: none"> <li>✓ Between the ages of 16-24 at enrollment (age may differ in your state).</li> <li>✓ Not attending any school (as defined under your state's law).</li> </ul>
<b>In-School Youth</b> (including those with a psychiatric disability) must be	<ul style="list-style-type: none"> <li>✓ Between the ages of 14-21 at enrollment (age may differ in your state).</li> <li>✓ Attending school (such as high school, alternative school, or college).</li> <li>✓ "Low income", which is based on the young adult's own income—not the family's income (e.g., living in a high poverty area or is eligible to receive a free or reduced price lunch).</li> <li>✓ Eligible for and receiving special education or related services under the Individuals with Disabilities Education Act (IDEA); or is eligible for and receiving accommodations as part of a Section 504 Plan.</li> </ul>



# Survey of State CTE Directors: Key Takeaways

- State CTE Directors aim to leverage Perkins V to improve equitable access, success and outcomes for learners with disabilities in CTE.
- State CTE Directors are **partnering with other state leaders** to support learners with disabilities in CTE; however, engagement does not always translate to direct action.
- State level commitments to learners with disabilities **may not be brought to practice on the local level.**
- Many states **do not disaggregate CTE data by disability type**, even though this information is available through IDEA.
- Learners with disabilities can access opportunities to earn credentials in high-skill, in-demand industries; however, **few states offer interventions, accommodations or programs** that address their specific needs.



## Advancing Employment for Secondary Learners with Disabilities through CTE Policy and Practice

Date issue

The Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V, P.L. 115-224) provides new opportunities for states to serve learners with disabilities in CTE. Perkins V specifies that learners with special population status, including learners with disabilities, need to be prepared for high-wage, high-skill, in-demand employment opportunities or post-secondary education. Perkins V requires state and local leaders to describe how CTE will be made available to learners with special population status and provides flexible funding and policy levers to achieve that goal.



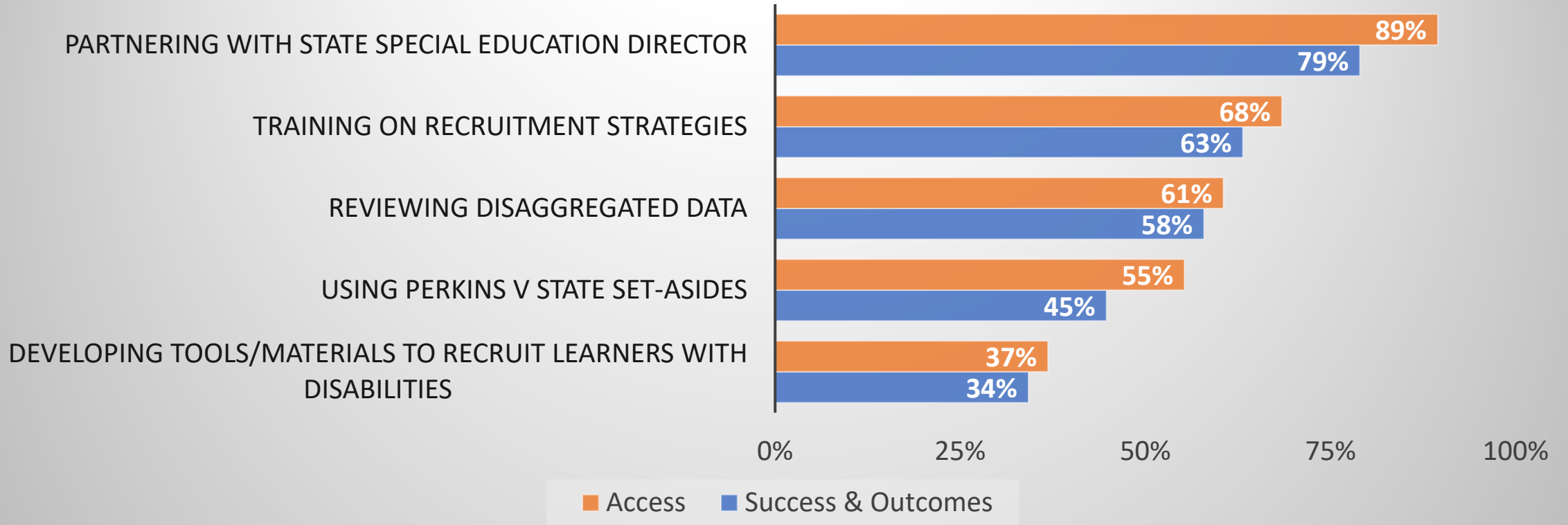
### Why CTE is important for learners with disabilities.

To understand how states are leveraging Perkins V to support learners with disabilities in CTE, researchers at the University of Massachusetts Chan Medical School partnered with Advance CTE to conduct an online survey of State CTE Directors. While the survey was intended to lay the

The secondary school experience and post-high school outcomes for youth with disabilities compared to youth without disabilities<sup>1</sup>. Despite federal programs promoting their work experiences<sup>2</sup>, youth with disabilities engage in paid and unpaid work experiences at lower rates during high school and have lower without disabilities)<sup>3</sup>. Children who receive supplemental security income as a result of a disability have lower employment rates than peers without disabilities<sup>4</sup>, and dependency on Social Security disability benefits as adults is a common outcome<sup>5</sup>. Poor outcomes for students with emotional disturbance include higher drop-

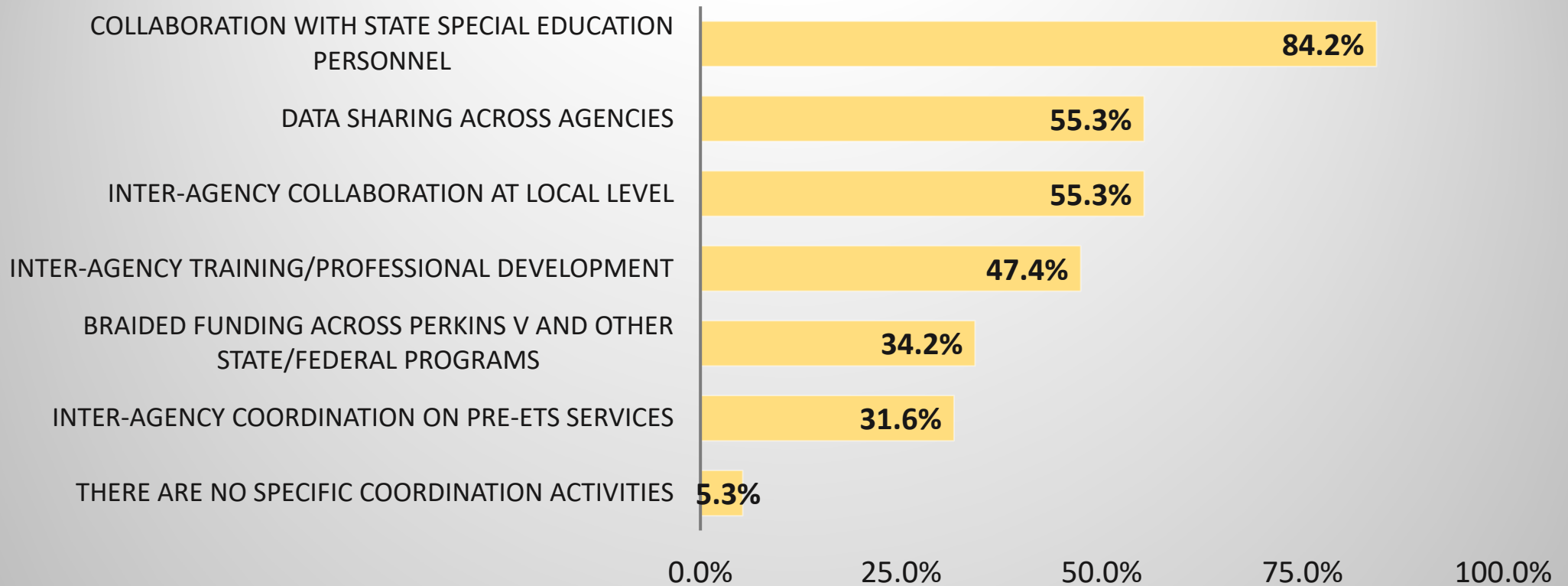
# Survey of State CTE Directors (1 of 5)

## Common State Strategies to Ensure Equitable Access, Success and Outcomes for Learners with Disabilities (N=38)



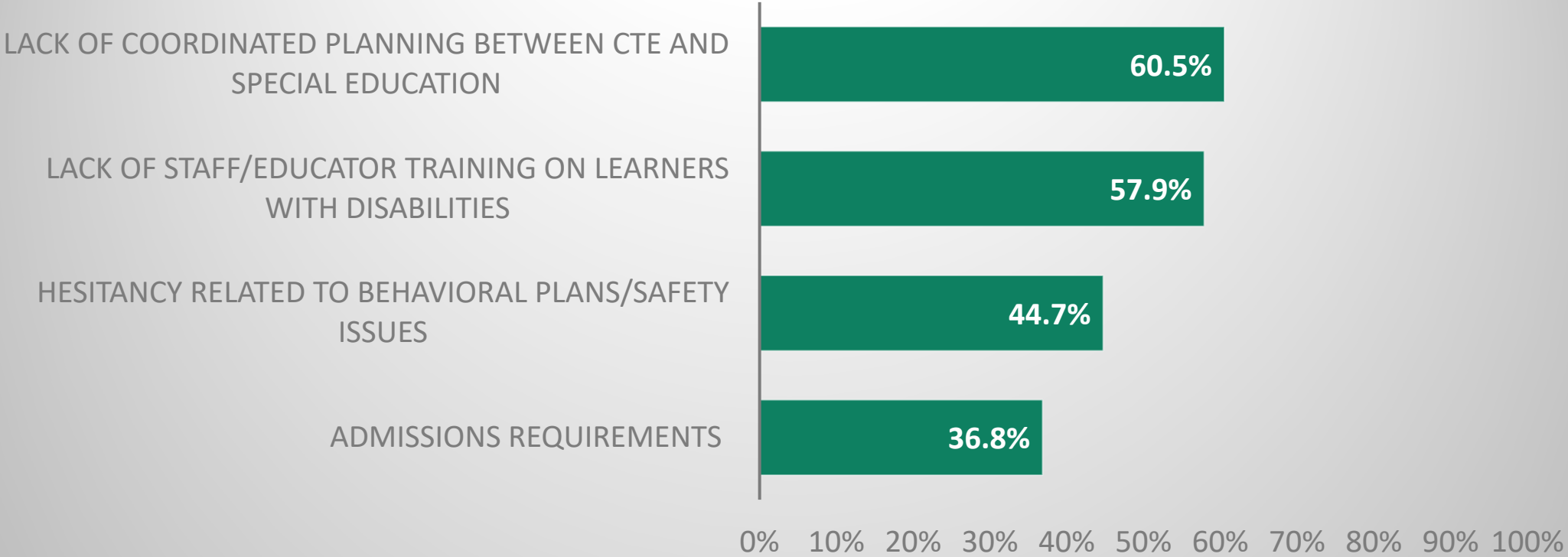
# Survey of State CTE Directors (2 of 5)

## State Strategies to Coordinate CTE Services and Supports for Learners with Disabilities (N=38)



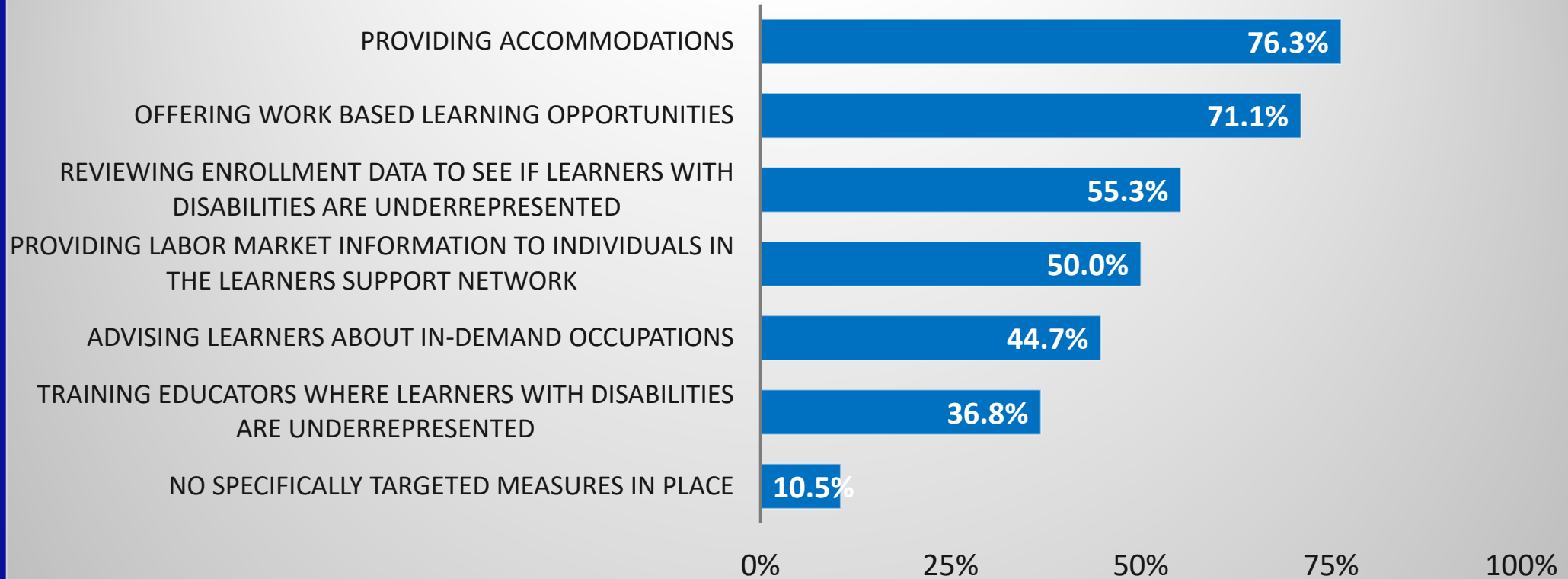
# Survey of State CTE Directors (3 of 5)

## Barriers to Enrolling Students with Disabilities in High Quality CTE Programming (N=38)



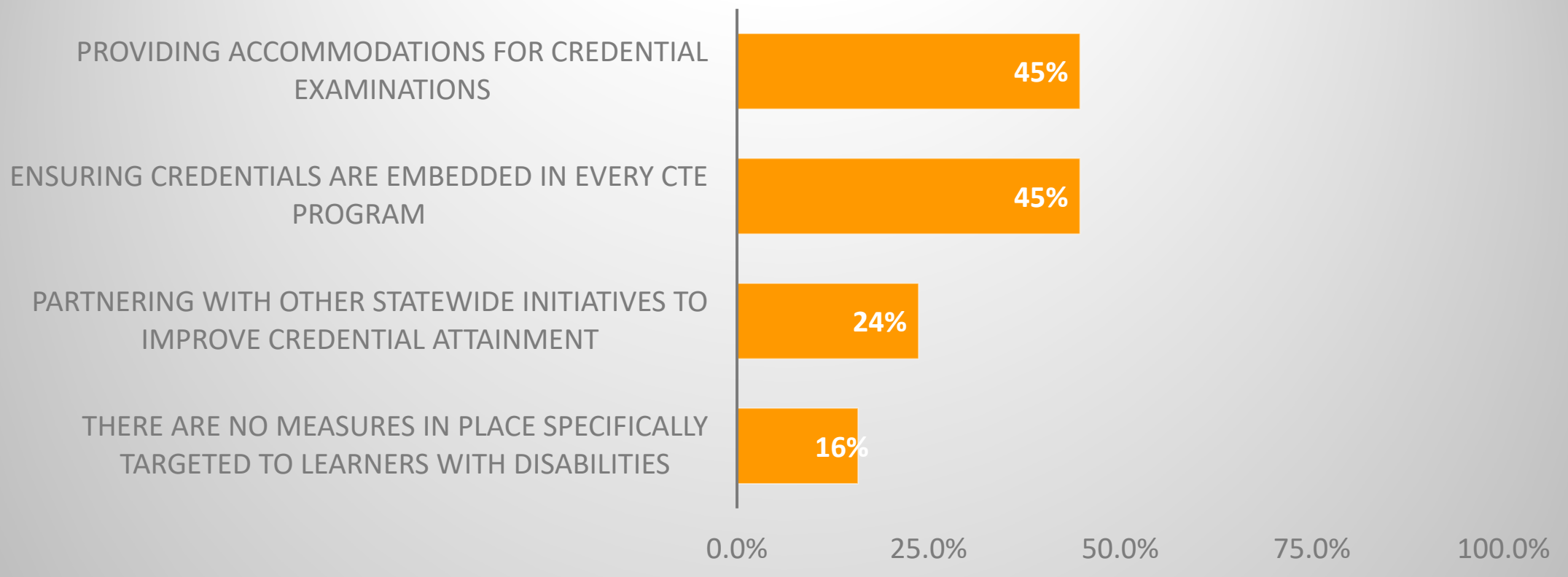
# Survey of State CTE Directors (4 of 5)

## Measures to Ensure CTE Programs Lead to High-Skill, High-Wage, In-Demand Occupations for Learners with Disabilities (N=38)



# Survey of State CTE Directors (5 of 5)

Measures Used by States to Ensure that Learners with Disabilities Have Opportunities to Earn Industry Recognized Credentials (N=38)





# CTE for Students with Disabilities and the Coronavirus Pandemic

## Promoting and Maintaining Career and Technical Education for Students with Disabilities:

State Strategies Developed During the COVID-19 Pandemic

By Colleen E. McKay, M.A., CAGS, Marsha Langer Ellison, Ph.D., and Emma L. Narkewicz, M.P.A. | October 2021

### Summary

The COVID-19 pandemic posed challenges for the provision of Career and Technical Education (CTE) for Students with Disabilities (SWDs). Many schools were forced to rapidly pivot to providing remote or virtual learning rather than the hands-on learning common to CTE. Despite challenges, state policymakers, educators, workforce administrators and CTE personnel responded to pandemic exigencies, leveraged funding and developed strategies to promote and maintain CTE for SWDs. This brief describes adapta-

tions used by states to respond to challenges with CTE for SWDs during the COVID-19 pandemic. The lessons learned provide policymakers with opportunities to incorporate these promising approaches beyond the pandemic to support the aims of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Workforce Innovation and Opportunity Act, to address barriers to CTE and to meet the needs of youth with disabilities to prepare them for the workforce.

States implemented strategies to mitigate the impact of COVID-19 on CTE service provision for SWDs and to expand CTE access for SWDs. As the U.S. recovers from the pandemic, states have an opportunity to:

1. Strengthen interagency collaboration to maximize resources, address inequities and streamline CTE service provision.
2. Utilize federal funding to leverage and provide technology to expand access to CTE for SWDs.
3. Offer stackable credentials to facilitate employment opportunities.
4. Increase CTE instructors' capacity to serve students with disabilities through professional development opportunities.
5. Improve data collection efforts to identify and address CTE access challenges for students with disabilities.

### CAPE Youth CTE Brief

[https://capeyouth.org/wp-content/uploads/sites/9/2021/11/CAPE\\_Youth\\_CTEBrief.pdf](https://capeyouth.org/wp-content/uploads/sites/9/2021/11/CAPE_Youth_CTEBrief.pdf)



# Policy Considerations



Strengthen interagency collaboration to maximize resources, address inequities, and streamline CTE service provision.



Utilize federal funding to leverage and provide technology to expand access to CTE for SWDs.



Offer stackable credentials to facilitate employment opportunities.



Increase CTE instructors' capacity to serve students with disabilities, through professional development opportunities.



Improve data collection efforts to identify and address CTE access challenges for students with disabilities

# CTE and Students with Disabilities

# Special Education and CTE

## Percentage of Students with IEPs in Public High Schools: 2008

School characteristic	Total, all high schools	Regular high school	Career/tech high school
Student has an IEP (%)	18.5	12.7	17.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.



Photo by Allison Shelley / The Verbatim Agency for

- **CTE is an evidenced-based predictor** of post-school employment for students with disabilities (Mazzotti and others 2019).
- A concentration of secondary CTE is **predictive of positive outcomes** for students with disabilities (Lee et al., 2016)
- Students with disabilities who participated in CTE were **more likely to be gainfully employed** compared to non-CTE participants (Wagner, 1991).
- Students with disabilities who participated in CTE were **more likely to obtain and keep paid competitive jobs** (Wonacott, 2001).

# Impact of CTE for Students with Disabilities

- Improved graduation rates (Hehir, Dougherty, & Grindall, 2013; Theobald, Goldhaber, Gratz, & Holden, 2019).
- Improved employment outcomes (Harvey, 2002; Lee, Rojewski, & Gregg, 2016; Theobald, Goldhaber, Gratz, & Holden, 2019; Wagner, 1991).



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# **Can CTE Help Students with Emotional Disturbance?**

**What are the challenges?**



# Functional Implications on Work and School

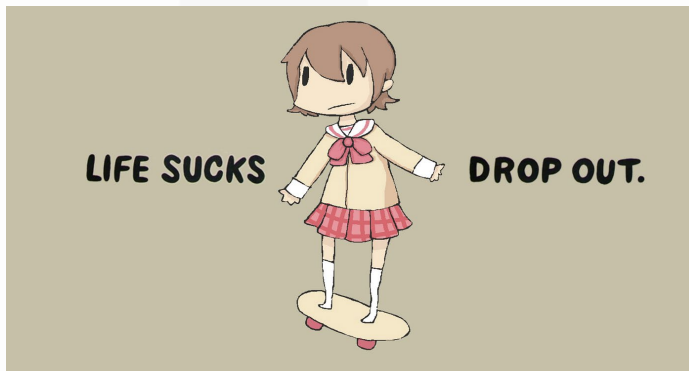
Executive functioning and symptom challenges to:

- Sustaining concentration and stamina
- Screening out stimuli
- Time management
- Handling pressure
- Memory and retention of information
- Interpersonal skills, social interaction
- Impulse and behavioral control
- Emotional regulation





# What are the Outcomes for Secondary Students in Special Ed with Emotional Disturbance?



- Worst attendance, grades, and grade progression compared to other disability groups;
- High school dropout rates of 35% (twice as likely compared to all students served in Special Education);
- One third of those that did graduate did not receive a regular diploma; and
- 58% had ever had a competitive job in 3 years post high school.

# Post-Secondary Education Problems

- High drop-out rates – up to 86%
- Lower graduation rates
- Less than half obtained a certificate or degree
- Less than 20% obtained accommodations or supports



# Employment Outcomes

Poor employment rates increases reliance on disability benefits for income. 24% of all young adults receiving SSI had mental health conditions. [What's so bad about that?](#)

- **Monthly SSI rate \$794 (2021)** (below federal poverty level)
- **Fewer than 5% of SSI recipients are employed** (over half had no income other than SSI)
- **Once on, few get off.** (When youth with emotional disturbance enroll in SSI before the age of 18, they remain on the disability rolls for an average of 27 years.)
- **Rates of exit from SSI rolls are lowest** among adults with SMHCs. (less than 1%)



<http://www.apimages.com/metadata/Index/Los-Angeles-Homeless/71e100cbdbac40c29e56c13445e65e08/22/0>

# Patterns of Engagement

## NEET – Not In Employment Education or Training

Engagement	Up to 2 years	2 up to 4 years	> 4 years
No work, no school	40.9%	20.6%	19.9%
No work, in school	11.9%	17.4%	19.4%
Part-time work, no school	15.8%	7.4%	8.3%
Full-time work, no school	16.8%	22.8%	22.0%
Part-time work, in school	8.7%	11.7%	9.6%
Full-time work, in school	5.9%	20.1%	20.7%

Full time employment of adults with SMI 38% compared to no mental illness 61.7%



# Effects of Taking Any General CTE and Concentration of CTE on Full-time Employment

Full-time employment, by time period	Odds Ratios	
	Any general education CTE	Concentration* of general education CTE
Up to 2 years post high school	1.95	4.07**
2 up to 8 years post high school	2.04	1.80
Any time since leaving high school	2.49*	4.04*

Concentration = earning 4 or more credits in an occupationally specific CTE subject \* $p < .05$



# Translating Evidence to Support Transitions (TEST)

## Incorporating Career and Technical Education for Students with Emotional Disturbance

- <https://www.umassmed.edu/TransitionsACR/models/test/>



Translating Evidence for Successful Transitions (TEST)



## INCORPORATING CAREER AND TECHNICAL EDUCATION IN TRANSITION PLANNING

FOR STUDENTS WITH EMOTIONAL DISTURBANCE

Marsha Langer Ellison  
Sloan Huckabee  
Laura Golden  
Kathleen Biebel

November 2020



# TEST-CTE Video

- <https://youtu.be/1YfeZLlxJuc>

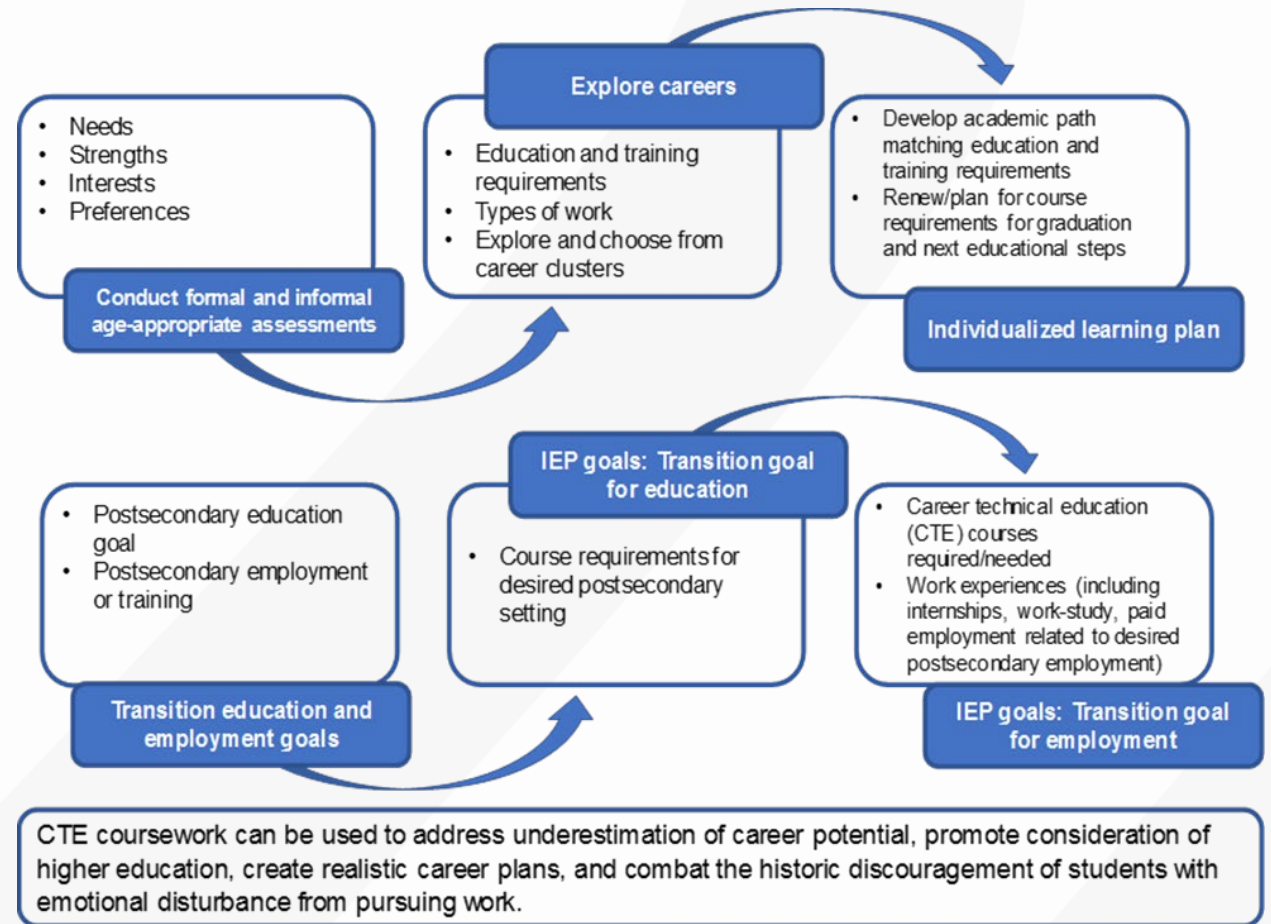
Development Of TEST-CTE Was Funded By National Institute On Disability, Independent Living, And Rehabilitation Research (NIDILRR Grant# 90DP0080). NIDILRR Is A Center Within The Administration For Community Living (ACL), Department Of Health And Human Services (HHS). The Contents Of The Guide Or This Presentation Do Not Necessarily Represent The Policy Of NIDILRR, ACL, Or HHS And You Should Not Assume Endorsement By The Federal Government.

PRODUCTION

# Key Features of TEST-CTE

Activities for students and teachers to complete while planning the transition component of the IEP

1. Conduct assessment and career exploration activities
2. Formulate a S.M.A.R.T postsecondary education/training or employment goal
3. Specify a progression of CTE courses along a career pathway in high-demand industries
4. Develop IEP supports and other activities to reinforce CTE learning
5. Reassess career goals and CTE course progression as needed



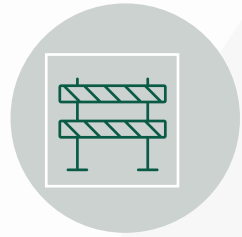


# Steps to Develop and Earn 4 Credits of CTE

1. **Review CTE classes** to become familiar with the skills, expertise, and knowledge being developed in each class.
2. **Collaborate with CTE teachers** and guidance counselors to identify appropriate classes that match the skills needed for a student's identified career goal.
3. **Share class descriptions** with students and families to help students identify appropriate occupational courses that align with the career goal developed.
4. **Identify a progression of at least 4 CTE credits** that are needed/desired for the career area/job of interest.
5. **Identify and plan for supports** and or accommodations needed to progress in the chosen classes.
6. **Arrange for a workplace experience** or internship.
7. **Ensure occupational coursework is specifically stated** in students' IEPs.
8. **Monitor the selection of classes** over a student's high school career to ensure that graduation requirements are met.
9. **Participate in curriculum alignment activities** at the school, district, and state levels to ensure skills, expertise, and knowledge relative to a single occupation or career cluster are explicitly stated in curricula.



# Applying CTE to Students with Emotional Disturbance



**SOLVE BARRIERS SUCH AS TRANSPORTATION OR COST**



**VIEW CAREER CLUSTERS AND THEIR PAY RATES**



**ADDRESS STIGMA OF CTE CLASSES**



**EXPLAIN HOW CTE IN HIGH SCHOOL CAN BE USED TO PAY FOR COLLEGE LATER**



**DEVELOP COURSEWORK FOR "SOFT SKILLS"**



**ADDRESS EXECUTIVE FUNCTIONING, TIME AND TASK MANAGEMENT AS PART OF THE IEP**





# Work with CTE to Address Attendance Policies

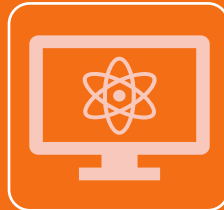
Arrange for strategies to make-up missed classroom hours



Open the lab/workshop at additional times



Use measures of competency rather than time units



Provide on-line coursework and give attendance credit for time spent on-line



Reach out to CTE instructors at semester start to plan for addressing attendance issues

# Provide “Outside the Box” Accommodations

- Flexible attendance policies
- Additional individual time to preview classwork
- Preferential seating (back or front)
- No participation expectations
- Accommodations for test-taking
- Providing a “safe space” to relax if anxious
- Allow breaks in class



Students who have a mental health condition may need additional support to help them do the best they can in school and work. The “American with Disabilities Act” (ADA) entitles students with disabilities, like mental health conditions, to get academic help with academic accommodations and other legal rights.

Most schools are used to providing typical accommodations such as: note taker, extra time for assignments, and assistive technology for students of many different disabilities. Yet, the challenges of having a mental health condition are unique.



This tip sheet will help you to think “outside-the-box” to get the educational accommodations that help you with your unique struggles.

### What Are Academic Accommodations Anyway?

Academic accommodations are like any other helping tool, like an audio book or a calculator. They are changes in how you participate in your courses. When considering the accommodation, you need think about things like:

- Where you take your test or where you sit in class
- How information is given to you (recorded audio, written notes, visual presentations, etc)
- How you work with students or how you respond to



### Important to Note

Academic Accommodations are not the same as modifications. This means that they are not a change in the curriculum of the class or how you are graded. They are more of a change in how you do the same work so that you have the same opportunity that everyone else has regardless of your mental health condition or other disability.

Learn about the basics of accommodations and how to get them, see our “Tools for School” tipsheet:

<http://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1066&context=pib>

Outside-The-Box Educational

# Other Supports for CTE

## With the Student

- Build hope for future career and higher education and a “vocational identity”.
- Visit CTE class ahead of time
- Identify a peer mentor or “go to” person in class or worksite
- Teach self-advocacy
- Practice communication and soft-skills

## With the CTE Instructor

- Establish collaboration
- Discuss student's strengths and needs
- Explain effective behavioral strategies and possible triggers
- Explore possible accommodations
- Contingency planning for medical or prolonged absences

# Encouraging CTE for Students with Emotional Disturbance

<https://www.umassmed.edu/TransitionsACR/models/test/>



**School that Makes  
Sense Cent\$**  
Taking CTE Courses

Tip Sheet 16

Transitions to Adulthood Center for Research

September 2020

**C**areer and Technical Education (or CTE) classes are a great way to learn skills for your future career. CTE is the practice of teaching career skills to students. A concentration of CTE courses is 4 classes that add up to prepare you for a particular career. If you take a concentration of CTE courses, you can graduate with special certifications that make you eligible to work in certain jobs, for example as a Certified Nursing Assistant or Auto Repair Technician. These certifications can help you get a head start on your college or career.



## Which CTE focus is right for me?



Choosing a focus that matches your interests is important. Your school guidance counselor or transition planner can do activities with you to help you choose a concentration:

- Tell you about all of the different career paths and what types of classes you would take
- Complete a "career interest inventory" or other survey to think about careers that are a good fit for you  
<https://www.rcsdki2.org/cms/lib/NY01001156/Centricity/Domain/4459/Career%20Interest%20Survey.pdf>
- Be sure that your career goal and the courses you will need get listed in your Graduation Plan, Individualized Learning Plan (ILP) or Individualized Education Program (IEP)

**It's okay if you change your mind!**

It's okay if you learn that the first concentration you try is not the direction you want to go with your career. For example, you may have thought you wanted to go into fashion design; but, during the first course of sewing realize this concentration is not for you. That's okay. You have learned something about yourself and can check that career off your list.

# Strategies to Reduce Anxiety

- Modify expectations, praise small accomplishments
- Prepare student for the situation
- Reframe negative thoughts
- Encourage relaxation techniques
- Provide peer support





# TEST-CTE Success Story

- ❖ A student had been interning at a screen-printing company, but unfortunately the company had to shut down.
- ↓ The educator worked with the student and the CTE center at the school to help him get another screen-printing internship that was paid.
- ↓ The student interned there twice a week for four hours each day. The internship went well, and the student said that this was the kind of work he wanted to pursue.
- ↓ The educator believes that the business owner was impressed with the previous skills that the student had developed.
- ↓ The student was excited that the owner paid him for his work.
- ❖ The internship ended with his upcoming graduation and post-graduation paid employment was being considered.

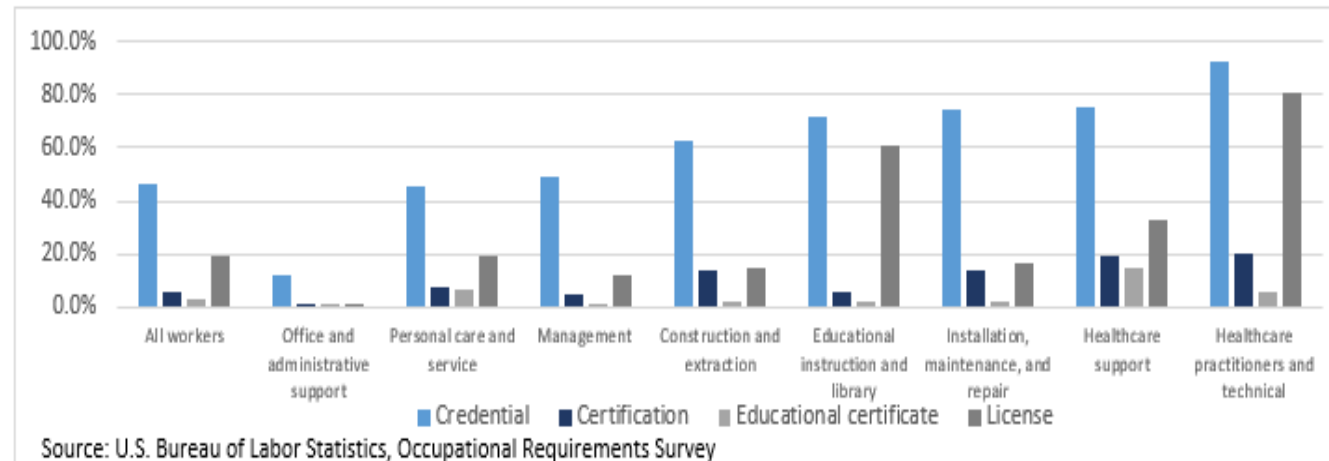
# TEST-CTE Success Story, continued

- The supports that were used were:
  - Weekly check-ins
  - A journal outlined everything that the student learned that day or that week
  - Weekly quizzes on what he learned created by his supervisor
  - Revised resume and cover letter
  - Mock interviews
  - Over time the supports for the student slowly phased out.

# Another Strategy: Stackable or Micro- Credentials

- A credential is “stackable” when “a credential is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs”
- Stackable Credentials toolkits are available:
  - [PCRN: Introduction to Stackable Credentials](#)
  - [Stackable Credentials Tool Kit ED version 2018.pdf \(careertech.org\)](#)

Chart A. Percentage of civilian workers with credential requirements by occupational group, 2021



# Stackable Credentials

- **Stackable Credentials**

- Stackable credentials or certificates are linked, build on one another, and align with industry certifications.
- Allow students to develop competencies, obtain certificates, and progress along career pathways.
- May provide increased flexibility and multiple entry and exit points for students whose educational pathways are interrupted.
  - Useful for students with mental health or other conditions that result in multiple absences (which might otherwise require them to drop out of a full certificate or degree program).
- Meet needs of employers in a changing workforce
- Align work-based learning experiences with in-demand occupations

- **Micro-credentials and/or Badges**

- Like certificates
- Develop distinct skills
- Often available online

# Next Steps for TEST-CTE

→ [https://www.dol.gov/sites/dolgov/files/ODEP/pdf/SSI\\_Youth\\_McKay\\_Final\\_Proposal.pdf](https://www.dol.gov/sites/dolgov/files/ODEP/pdf/SSI_Youth_McKay_Final_Proposal.pdf)

Career and Technical Education for Students with Emotional Disturbance

April 30, 2021

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# For More Information



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# Questions and Discussion

