2020-21 ACP Virtual Community of Practice
ACP and Special Education
May 19, 2021

Sign in at
https://bit.ly/MayACPsigin
Please mute your audio and turn your camera off
ACP is more important than ever

• Increases sense of belonging and engagement in learning
• Helps students find the relevance in what they are learning and increases academic motivation
• Ensures ALL students have a plan for success after high school
• Ensures that students are more prepared and better equipped to succeed, even in a tough economic situation
We are in this together...

Learn with Webinars

Share with Follow Up Discussions

Apply with Ready to Use Resources
Today’s Presenters

- Alicia Reinhard
  WI DPI
- Stacy Duffy
  CESA 2
- Valerie Schmitz
  CESA 2
- Mary Maderich
  CESA 12
- Shawna Anderson
  Superior School District
ACP and Students with IEP’s

Why is this important?
How might this serve your work with transition students?

Leveraging XELLO for Equity
What is CTE?

College and Career Readiness
Academic and Technical Skills
Career-Based Learning
Leadership through Career and Technical Student Organizations (CTSOs)
Graduation Rates

- 4-Year Rate (2019 Cohort): 92.7%
- 5-Year Rate (2018 Cohort): 93.8%
- 6-Year Rate (2017 Cohort): 93.8%
- 7-Year Rate (2016 Cohort): 92.1%
Predictors of Post School Success

- Inclusion
- Paid Employment Work Experience
- Parent Expectations
- Self Care Independent Living
- Student Support
- Youth Autonomy
New Predictors

Psychological Empowerment
- A belief in the relationship between your actions and outcomes experienced.

Self Realization
- Having an understanding of one’s strengths and support needs.

Technology Skills
- Computer skills and self-perceived computer competence. (predictor of employment)
Strategies for Engagement

- PTP Transition Services
- Collaboration
- Academic and Career Planning
- Accessing Outside Services
- Engagement of Students with Disabilities and their families in CTE
- Self-Determination Self-Advocacy Skills
- Coursework Accommodations
- Job Accommodations
Leveraging Partnerships

Maintain high expectations for all students

Know your wrap around supports/Community Agencies:

DVR Liaison
Independent Living Centers
Long Term Disability Supports for Adults (MCO, IRIS)
County Mental Health Supports (CCS, CSP, IPS)

Utilize special education supports and IEP to guide inclusion
Leveraging Partnerships

Include special educators in ACP program design
Invite school counselors, ACP Coordinators, CTE Coordinators to IEPs
Align to existing business partnerships

Which businesses in your community employ people with disabilities?
Connecting to the PTP
IDEA defines transition services as:

“A coordinated set of activities for a student, designed within a results oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s strengths, preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.”
Indicator 13: 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.
The Postsecondary Transition Plan (PTP)

- The PTP is the application for collecting Indicator 13 data and facilitates effective transition planning for students with IEPs.
- State law requires transition plans for students with disabilities aged 14 and older.
PTP & ACP Connection

PTP includes providing transition services in the areas of:

- Work based learning experiences
- Job exploration/counseling services
- Postsecondary and higher education related services
- Work readiness
- Self advocacy
- Etc.
Indicator 14: requires states report an unduplicated count of the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.
Post School Outcomes (PSO) Surveys

- Indicator 14 data is collected through the Wisconsin Post School Outcomes Survey in the areas of:
  - Higher education
  - Other postsecondary education
  - Competitive employment
  - Other employment

- Special Education Transition Incentive Grant
- **Indicator 14 District Data**
- **Statewide Indicator 14 Data**
### 2020 Indicator 14 Survey

<table>
<thead>
<tr>
<th>Survey Response Rate</th>
<th>Higher Education</th>
<th>Competitive Employment</th>
<th>Other Postsecondary</th>
<th>Other Employment</th>
<th>Not Meeting Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.21%</td>
<td>25.79%</td>
<td>45.66%</td>
<td>4.55%</td>
<td>6.46%</td>
<td>17.53%</td>
</tr>
</tbody>
</table>

![Up Arrow](image1.png) ![Down Arrow](image2.png) ![Up Arrow](image3.png) ![Up Arrow](image4.png) ![Down Arrow](image5.png) ![Down Arrow](image6.png)
Virtual Resources for Providing PTP Services

- Available at the end of the slide deck
Quick look at student body:
- approx. 1300 grades 9-12
- approx. 44% low-income
- approx. 15% special education

Quick look at staff and resources:
- 3 administrators & 2 Dean of Students
- 4 guidance counselors
- 1 social worker
- 1 Senior Project Coordinator
- 1 Transition Coordinator
- 88 teachers

What ACP looked like:
- High school had 20 minute advisory periods 2x/week and ACP was ‘taught’ in those classes
- Senior Project (Graduation requirement)
- Stand alone pieces without clear messaging about purpose

What Special Education transition looked like:
- A separate form filled out in an IEP
- Many students exempted from senior project (Or significantly reduced expectations)
- ACP activities were not included in discussion at IEP or documented in the PTP
### Getting an Outside Perspective

- Wisconsin Evaluation Collaborative
- Consortium of Policy Research in Education
- Wisconsin Center for Education Research

Case Study - district volunteered to participate
- Small group interviews with students, teachers, staff, families, community members
- Review of materials

### What we learned

- Teachers don’t see the whole picture of ACP
- ACP activities are seen as stand alone with no curriculum connection
  - Not involved in planning/creating ACP activities
- Students want more follow up on activities
- Students want career information earlier than in senior project
- Students want to talk to people in careers
  - Families aren’t familiar with ACP/Xello activities
- Families support ACP and career exploration

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**School District of Superior**

All Means All: Every Student, Every Day
Changes to ACP - through 2021

**Senior Project**
- Now Capstone style project (over 4 years)
- Career Research and prep is main focus
- Community Service required each year

**ACP Program**
- Designated Coordinator (HS Guidance Counselor)
- Change in district and building administration bring renewed focus on ACP
- District Curriculum Director now involved in ACP

**Special Education**
- New Transition Coordinator and Special Education Director with new focus on transition
- New courses offered
- New programs created

**School District of Superior**
All Means All: Every Student, Every Day
What is good for special education transition is generally good for the whole student body so many activities are coordinated by Transition Coordinator but open to the whole student body:

- Business Lunch
- Pathway Career Fairs
- Reality Store
- Inspire Northward
- Job Board
- County Workforce Roundtable participation
Special Education Specific Transition Changes

- New Special Education courses
  - Student and Self, Student and Society, Student Success, Life Skills
  - Transition topics built in to calendar - time for TC to meet with students
- Project SEARCH - 18-21 year old transition program
- PAES Lab - 8th grade work experience lab
- Project LIFE - 16-18 year old transition program (Winter ‘22)
- Transition focus of IEPs - Administrative Leadership
- Transition checklists
  - By grade, for school and family and by post-secondary plan
- Community Conversation to raise awareness of post graduation outcomes (sharing graduate survey data with general education staff and community)
Based on what we have covered today, what new ideas do you have to strengthen connections between the ACP and PTP processes for students with IEPs?

Let’s Discuss Jamboard
Virtual Resources for Providing PTP Services
Resources: Transition Assessments

- **Xello Matchmaker, Personality Style, & Learning Style**
  - Accessibility in Xello 6-12
- WI Transition Improvement Grant: [Age-Appropriate Transition Assessments/Resources](#)
- National Technical Assistance Center on Transition (NTACT): [Transition Assessment Toolkit](#)
- Wisconsin Transition App
Disability Disclosure:

- University of Wisconsin System: [Coordinators of Services for Students with Disabilities](#)
- Wisconsin Technical College System: [Coordinator of Services for Students with Disabilities](#)
Virtual Career Exploration & Job Shadow Resources

Career Exploration:
- [Xello](#)
- [CareerOneStop](#)
- [O*Net Online](#)
- [CESA 7 ACP](#)
- [CESA 8 Content/Career Connections](#)
- [Inspire Sheboygan](#)
Part-Time Job Resources

Wisconsin Department of Workforce Development (DWD):

○ Work Permits
○ Hours and Times of Day Minors May Work in Wisconsin
○ Guide to Wisconsin’s Employment of Minors Laws

Job Accommodations:

○ Job Accommodation Network
Agency Resources

- Children’s Long-Term Support Waiver (CLTS)
- Aging and Disability Resource Center (ADRC)
- Division of Vocational Rehabilitation (DVR)
Next Steps


2. Go to [https://dpi.wi.gov/acp/resources/acp-community-practice](https://dpi.wi.gov/acp/resources/acp-community-practice) to:
   - Access additional resources for this topic
   - Register for the follow-up support session with your CESA

3. Get ready for your follow-up support session with your CESA:
   - Please spend time reviewing the resources shared.
Stay Informed!

Listservs - send an email with the subject “subscribe” to:

- ACP Listserv subscribe-acplist@lists.dpi.wi.gov
- School Counseling Listserv subscribe-wcscep@lists.dpi.wi.gov
- CTE Listserv subscribe-ctelist@lists.dpi.wi.gov

Twitter

- @WisDPI_ACP
Thank You!

You can find all of the ACP COP recordings and resources at https://dpi.wi.gov/acp/resources/acp-community-practice