Plenary Session Three--Alternate Academic Achievement Standards for Students with Significant Cognitive Disabilities: “on track to pursue postsecondary education or competitive integrated employment”

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New Requirement under ESEA

• Alternate academic achievement standards must be aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment, consistent with ESEA section 1111(b)(1)(E)(i)(V) and 34 CFR § 200.2(b)(3)(ii)(B)(2).
Competitive Integrated Employment for Students/Youth with Disabilities
Topics

• What changes did WIOA make in employment services for students and youth with disabilities?

• What is Competitive Integrated Employment?
National VR Program Data FFY 2016

• Nationally, of the 19,108 individuals who were under 25 at exit and had an intellectual disability:
  • 18,320 (95.9%) were determined eligible;
  • 12,969 (67.9%) received VR services;
  • 6,836 (35.8%) achieved an employment outcome; and
  • Among those 6,836 employment outcomes, 6,473 (94.7%) achieved competitive integrated employment.
What changes did WIOA make in employment services for students and youth with disabilities?

• Department of Labor Youth Program must now use 75% of its program funds to serve out-of-school youth, including youth with disabilities

• Department of Education Vocational Rehabilitation Program State grantees must reserve 15% of their federal allotment to provide pre-employment transition services
What changes did WIOA make in employment services for students and youth with disabilities?

• Placed limitations on the use of subminimum wage employment for students and youth with disabilities
The Workforce Innovation and Opportunity Act (WIOA) amended the Rehabilitation Act of 1973 (Act), by:

- Emphasizing the provision of services to students and youth with disabilities to ensure they have opportunities to receive the training and other services necessary to achieve competitive integrated employment;

- Expanding the population of students with disabilities who may receive services and the kinds of services that the VR agencies may provide to youth and students with disabilities who are transitioning from school to postsecondary education and employment;
WIOA Amendments to the Act (cont.)

• Increasing opportunities to practice and improve workplace skills, such as through internships and other work-based learning opportunities;

• Requiring VR agencies to reserve and expend not less than 15 percent of the Federal VR allotment to provide, or arrange for the provision of, pre-employment transition services for students with disabilities transitioning from school to postsecondary education programs and employment; and

• Requiring VR agencies to coordinate the provision of pre-employment transition services with local educational agencies (LEAs).
WIOA Key definition

A “student with a disability” is an individual who:
• Is in an educational program; and
• Meets certain age requirements; and
• Is eligible for and receiving special education or related services under IDEA; or
• Is an individual with a disability for purposes of section 504 of the Act.
Pre-Employment Transition Services

Pre-employment transition services (section 7(30) of the Act and § 361.5(c)(42)) are:

• “Required” activities (section 113(b) of the Act and § 361.48(a)(2));

• “Authorized” activities (section 113(c) of the Act and § 361.48(a)(3)); and

• “Pre-employment transition coordination” activities (section 113(d) of the Act and § 361.48(a)(4)).
Pre-Employment Transition Services
Section 113(b) of the Rehabilitation Act, as amended

The five “required” activities of pre-employment transition services are:

• Job exploration counseling;
• Work-based learning experiences;
• Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at IHEs;
• Workplace readiness training to develop social skills and independent living; and
• Instruction in self-advocacy, including peer mentoring.
What is Competitive Integrated Employment?

Definition

- To satisfy the definition of “competitive integrated employment,” the employment must satisfy the requirements for all three components:
  - Competitive earnings;
  - Integrated Location; and
  - Opportunities for advancement.

- If an individual’s employment fails to satisfy any one of the above components, the employment will not meet the definition of “competitive integrated employment.”
Competitive Integrated Employment—Competitive Earnings Component

Under the definition of “competitive integrated employment,” earnings must be:

• Equal to or greater than the Federal, State, or local minimum wage rate, whichever is higher, where the place of employment is located; and

• Comparable to the customary rate paid by the employer to employees without disabilities in similar positions with comparable skills, experience, and training.

The employee with the disability also must receive benefits comparable to those of employees without disabilities in similar positions.
Competitive Integrated Employment—
Integrated Location Component

• VR agencies must determine on a case-by-case basis whether the work performed is in a location where the employee with a disability interacts with other persons who are not individuals with disabilities to the same extent that employees without disabilities in similar positions interact with other persons.
Types of Competitive Integrated Employment

• Supported Employment – the individual with a most significant disability requires ongoing support services to maintain employment.

• Customized Employment - a type of employment that is based on the particular strengths, needs and interests of the individual that also meets the business needs of the employer.
Customized Employment

• Customized Employment (CE) is a set of tools and strategies to ensure successful employment outcomes.
• CE utilizes Discovery instead of traditional vocational evaluations
• Interest-based negotiation is used to create jobs vs. relying on job market indicators
Overview of Section 511 — Limiting the Use of Subminimum Wage

Section 511—

• Prohibits an “entity” that holds a section 14(c) certificate from compensating an individual with a disability at a subminimum wage unless certain conditions are met; and

• Focuses on the payment of subminimum wage, not the nature of the work setting.
Overview of Section 511’s Provisions

• Section 511—

• Requires youth with disabilities to satisfy certain service-related requirements prior to starting work at subminimum wage; and,

• Requires VR agencies and local educational agencies (LEAs) to document the individual with a disability’s completion of the requisite services;
Section 511 Requirements – Youth

Prior to beginning work at subminimum wage, a youth with a disability must demonstrate, through documentation:

• Receipt, as applicable, of—
  o Pre-employment transition services under the VR program; or
  o Transition services under IDEA;

• Application for VR services that results in determination of—
  o Ineligibility; or
  o Eligibility; and

• Receipt of career counseling, and information and referral services.
Examples of Competitive Integrated Employment – Students and Youth

https://www.dropbox.com/sh/v36foihbqa7w9nk/AAC_Kc9QTJcA1eFEZnVSx9A2a?dl=0
About the Video Clips

Intelligent Lives is a video by Dan Habib about secondary transition for students with disabilities.
“Untapped” is one of four new films on postsecondary transition, part of Dan Habib’s new project INTELLIGENT LIVES. To learn when these films will be freely available, sign up for email updates at www.intelligentlives.org or on Facebook: @Intelligentlives or Twitter: @IntelligenceDoc.
Peer Reviewer
Commentary on Alternate Achievement Standards

Ensuring Alternate Achievement Standards are aligned such that a student who meets proficiency is on track for Postsecondary Education or Competitive Integrated Employment.
AALDs on track to pursue PSE or CIE

- We are addressing only alternate academic achievement standards at the proficient level for high school accountability assessments (ELA, Mathematics, and Science).
- The charge is to determine how to develop evidence that our alternate academic achievement standards (AAAS) demonstrate that a student is on track to pursue postsecondary education (PSE) or competitive integrated employment (CIE).
  - PSE options include community colleges, four-year colleges and institutions, vocational-technical colleges, and the other various forms of adult education. (Grigal & Hart, 2009):
  - The definition for competitive, integrated employment is supplied by the Workforce Innovation and Opportunity Act (WIOA).
- None of us are expert in these areas, so we are sharing our initial wonderings.
Some Academic Skills Observed in Video Clips

• *Reading for information*

• *Speaking and Listening*
ELA Strands (CCSS)

- Reading Literature
- Reading: Informational Text
- Writing
- Speaking and Listening
- Language

Grade 11-12 Literacy (CCSS)

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
AALDs = on track for Postsecondary Opportunities

A student who achieves the at target performance level typically can identify text elements, demonstrate and understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by:
• Identifying two related points
• Identifying details that defend a claim

The student demonstrates an understanding of language by
• Determining the figurative meaning of words and phrases

The student identifies text structure by
• Identifying the linear parts of a story

Relate computer Inventory category to entry

Identify location of parts by following linear inventory sheet column headers
AALDs = on track for Postsecondary Opportunities

A student who achieves the **at target** performance level typically can identify text elements, demonstrate and understanding of language, and identify text structure when reading literature and informational text.

When writing, the student

- introduces a topic clearly to convey information
- includes quotes from print sources
- produces grammatically correct simple, compound, and complex sentences
- uses domain-specific vocabulary to strengthen claims
- produces a conclusion
- spells single-syllable words conventionally and phonetically
ELA Strands (CCSS) = Important but not seen in AALDs (Locally measured?)

- Reading Literature
- Reading: Informational Text
- Writing
- **Speaking and Listening**
- Language
Some Academic Skills Observed in Video Clips

• Matching
• Counting
• Implementing concept of zero
• Visual-spatial reasoning
• Abstract letter/number code interpretation
• Organizing and categorizing spare parts
Eight Mathematical Practices (CCSS)

• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.
• Model with mathematics.
• Use appropriate tools strategically.
• Attend to precision.
• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.
AALDs = on track for Postsecondary Education in Mathematics

• In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:

• Compare units in terms of magnitude (0-40)
• Identify congruent angles, rectangles, and rhombuses
• Identify objects that are shaped like circles or rectangles.
### NGSS Science and Engineering Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Asking Questions and Defining Problems</strong></td>
<td>A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.</td>
</tr>
<tr>
<td><strong>Developing and Using Models</strong></td>
<td>A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.</td>
</tr>
<tr>
<td><strong>Planning and Carrying Out Investigations</strong></td>
<td>Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.</td>
</tr>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td>Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis.</td>
</tr>
<tr>
<td><strong>Using Mathematics and Computational Thinking</strong></td>
<td>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analyzing data; and recognizing, expressing, and applying quantitative relationships.</td>
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<tr>
<td><strong>Constructing Explanations and Designing Solutions</strong></td>
<td>The products of science are explanations and the products of engineering are solutions.</td>
</tr>
<tr>
<td><strong>Engaging in Argument from Evidence</strong></td>
<td>Argumentation is the process by which explanations and solutions are reached.</td>
</tr>
<tr>
<td><strong>Obtaining, Evaluating, and Communicating Information</strong></td>
<td>Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.</td>
</tr>
</tbody>
</table>
1. Patterns
Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

2. Cause and Effect
Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.

3. Scale, Proportion, and Quantity
In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy scales, and to recognize proportional relationships between different quantities as scales change.

4. Systems and System Models
A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.

5. Energy and Matter
Tracking energy and matter flows, into, out of, and within systems helps one understand their system's behavior.

6. Structure and Function
The way an object is shaped or structured determines many of its properties and functions.

7. Stability and Change
For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.
AALDs = on track for Postsecondary Education in Science

• In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:

• Based on a simple problem that impacts a community identify the problem, possible constraints or solutions to the problem.

- Microchip quality assurance review
- Transistor tracking and organization
Possible Agencies to Engage in AALD Review

- Division of Vocational Rehabilitation (DVR)
- Local agencies that serve students with intellectual disabilities
- National agencies that serve students with intellectual disabilities
  - TASH, AAID, AUCD/University Centers of Excellence, ARC, UCP, PACER/Parent Training Information Centers, AHEAD
- Business and Non-profits that have a history of incorporating students with intellectual disabilities into their workforce
- One potential bridge to relevant information, with contacts in your state, ThinkCollege: [https://thinkcollege.net/](https://thinkcollege.net/)

Post-Secondary Ed Funding Resources to Consider (Grigal & Hart, 2009)

- IDEA funds: Dual enrollment programs are often funded by the school system using IDEA or local school district funds. Additionally, the higher education institution can waive tuition.

- Vocational Rehabilitation (VR): Vocational Rehabilitation (VR): If an eligible student's coursework is directly related to their employment goal, state VR funds might be used. Additionally, some VR agencies may offer financial assistance with the costs of post-secondary education for eligible students.

- Family funds: PSE options can be paid for by students' families. Students without a standard high school diploma are not eligible to apply for financial aid, nor can their families use college savings or 529 plans to pay tuition and fees. This limits access for economically challenged students.

- Other rehabilitation organizations: State developmental disability/mental retardation departments may provide funding to assist a student with intellectual disabilities to access PSE.
Post-Secondary Ed Funding Resources to Consider (Grigal & Hart, 2009) (cont.)

- **Scholarships**: Foundations or organizations can give scholarships to students enrolling in PSE regardless of their financial or disability status, providing the student meets other requirements. Individual colleges also award annual scholarships based on demonstrated financial need.

- **AmeriCorps programs**: Funded by the Corporation for National and Community Service, these programs provide an education award or stipend to participants who volunteer for one or two years.

- **Plans for Achieving Self-Support (PASS Plans)**: PASS Plans were developed by the Social Security Administration as an incentive to encourage individuals who receive Supplemental Security Income (SSI) or Supplemental Security Disability Income (SSDI) to enter the workforce. This plan allows an individual to work and save money without being penalized with a deduction from their SSI or SSDI check. There are restrictions on how the saved money can be used, but college tuition and fees would be permissible if shown to relate to a career goal and outcome.
Evidence: On track to pursue postsecondary education or competitive integrated employment

- **Inventory current available data sources**
  - Special Education Programs
    - SPP/APR- Indicators on Graduation, Transition, Post School Outcomes, SSIP
    - State Monitoring or Focused Monitoring
  - National TA Centers and Model Programs

- **Identify other state agencies and partners with shared requirements or mission**
  - Vocational Rehabilitation
    - Increasing opportunities to practice and improve workplace skills
    - Requiring VR agencies to reserve and expend not less than 15 percent of the Federal VR allotment
    - Requiring VR agencies to coordinate the provision of pre-employment transition services with local educational agencies (LEAs).
  - Career and Technology Programs
Evidence: On track to pursue postsecondary education or competitive integrated employment

• Other state agencies and partners (cont.)
  o Higher Education
    ▪ Think College
  o US Business Leadership Network-Disability: IN
    ▪ Corporations committed to expanding opportunities
      • EX: Marriott, HP, SAP, Microsoft, AETNA, EY, American, Medronic, Walmart, JPMorgan Chase, Florida Blue, Aramark, Merck, Lockheed Martin, TMobile

• Identify what may be created based on program improvement areas
  o Develop models for replication within state using discretionary funds
  o Gather input from Parents, Education, and Business
Evidence: On track to pursue postsecondary education or competitive integrated employment

- **Existing Alignment Options**
  - Process and Procedures Used to demonstrate challenge
  - IEP Sampling as part of monitoring
    - Checklist for IEP team - identifies transition plan, internships, classes
    - Development of benchmarks designed to demonstrate alignment
    - Review Summary of Academic Performance (SOP) of proficient students on the alternate using criteria for on track to pursue either postsecondary education or competitive integrated employment
  - Follow up Studies
    - TAC suggestions