

Strategies for Meeting Requirements for Alternate Assessments and WIOA

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2019 OSEP LEADERSHIP CONFERENCE





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(Authority: 20 U.S.C. 1221e-3 and 3474)

Why Talk About ESSA and WIOA Requirements Together?

- K-12 educational services must be **coordinated** with the requirements of WIOA
- States must demonstrate that students who are proficient on their alternate assessments aligned with alternate academic achievement standards (AA-AAAS) are **on track** to pursue postsecondary education or competitive integrated employment.



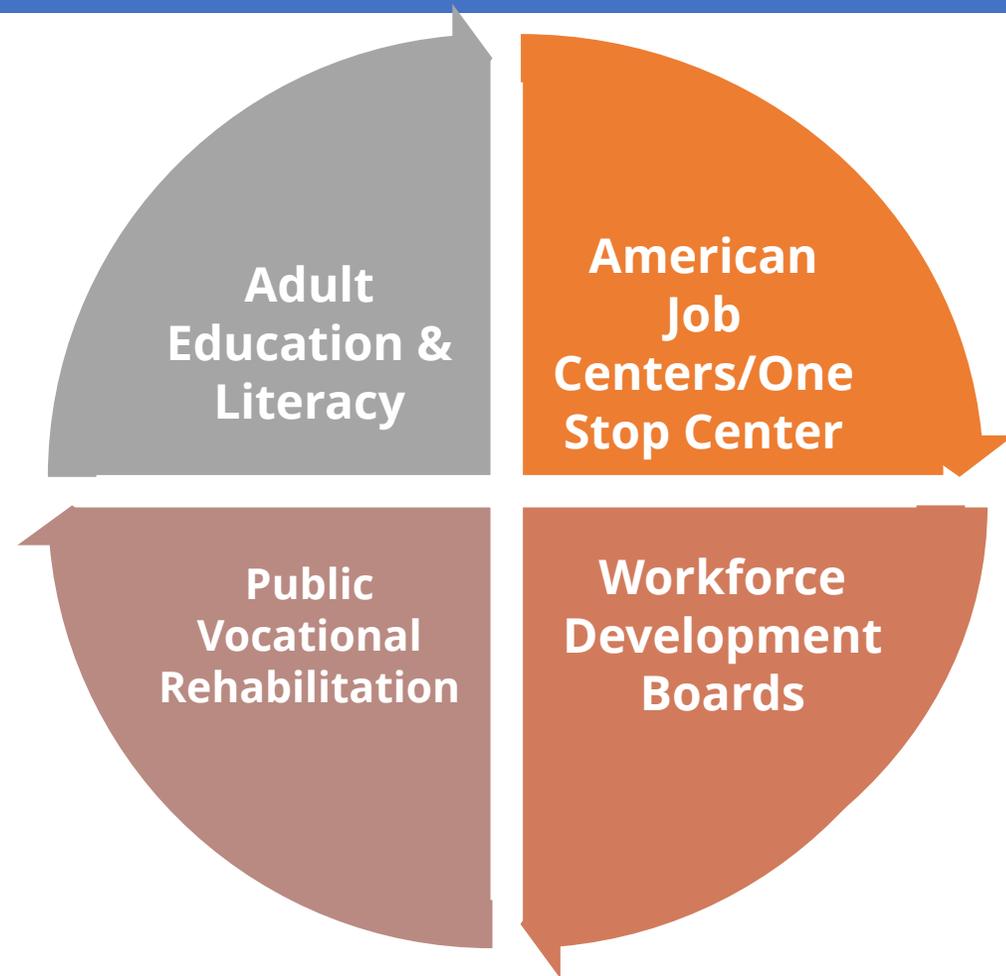
Plan for Session and Discussion

- Highlight WIOA (Kelly)
- Clarify what alternate academic achievement standards are (Martha)
- Sharing one state's experiences in coordinating K-12 ESSA requirements and WIOA requirements (Tania)
- Facilitated discussion (All)



WIOA Overview

“WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.”



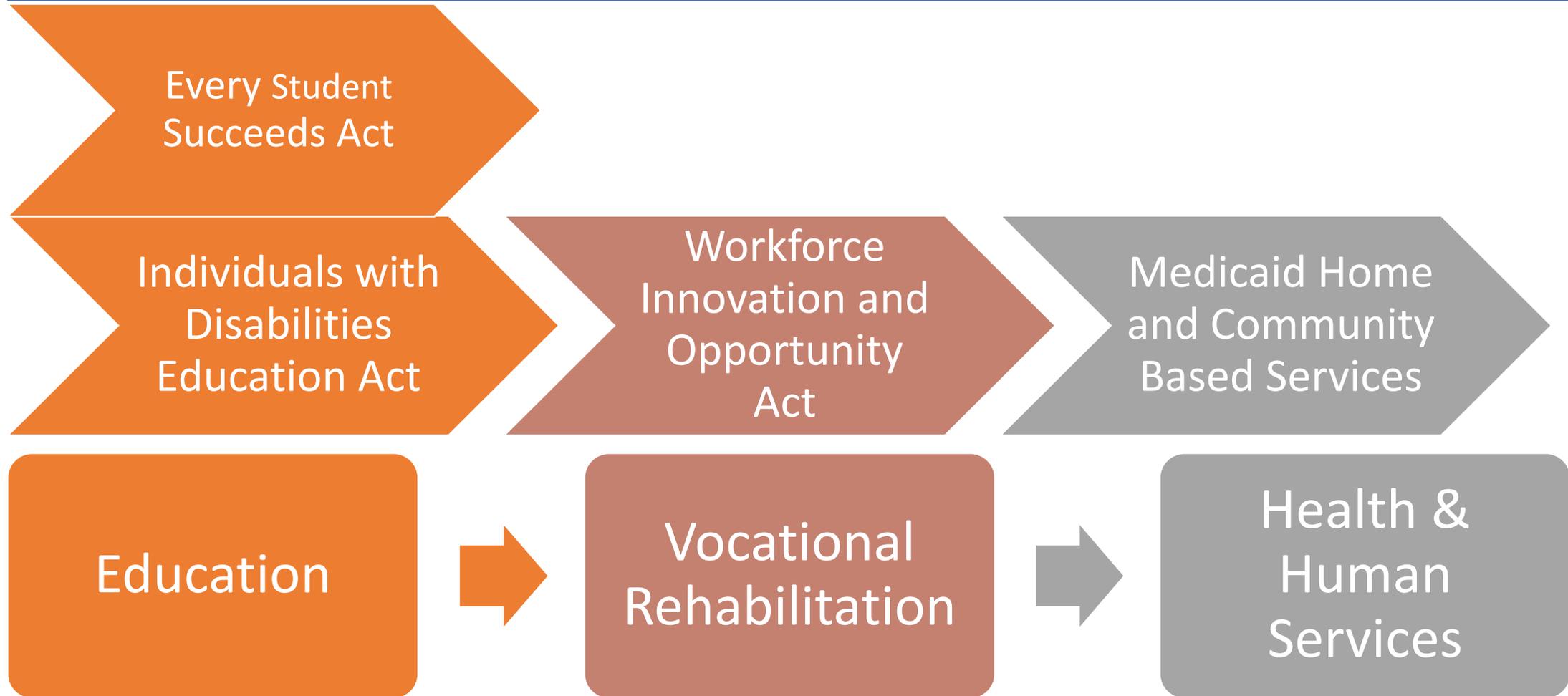
Optimal Outcome of WIOA

Competitive, integrated employment:

...full-time or part time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. (34 CFR §§361.5(c)(9)(ii) and 361.5(c) (32)(ii))



Complementary & Competing Policy



All means ALL

- WIOA provisions include youth with the most significant disabilities.
- Presumption that people with disabilities can work with the right supports.
- Can no longer automatically “track” youth with disabilities into sub-minimum wage work (See Section 511).
- Providing pre-employment transitions services to youth to ensure preparedness post-high school/transition.



What is VR Expected to do in WIOA?

- Partner with others (including schools) to provide transition planning and coordination
- Provide access to youth for “services”
- Offer Pre-ETS to eligible youth
- Limit access to sub-minimum wage
- Prioritize competitive, integrated employment (CIE)
- Primary focus on OOSY



What Can Schools Do?

- Review state's [WIOA plan](#)
 - Section 397, 511
- Partner with local VR to provide transition planning and service coordination
- Provide opportunities for paid work experiences for ISY
- Reduce or eliminate dependence on sub-minimum wage
- Prioritize competitive, integrated employment

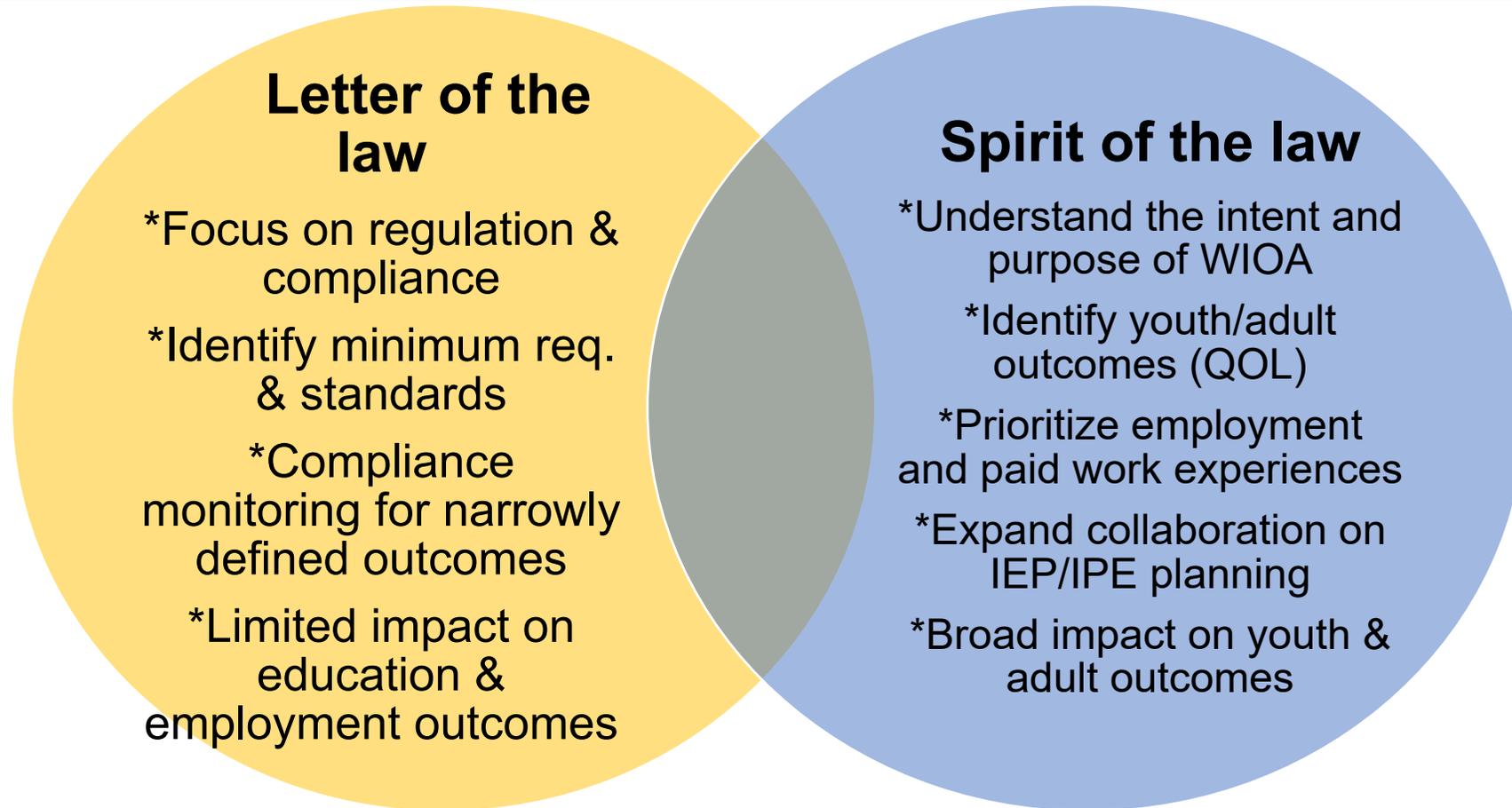


Getting "On Track"

Students with disabilities, including those with the most significant disabilities, should to be receiving the *services and supports* that ensure the student is ready for employment or prepared for a postsecondary option.



Why Not Both?



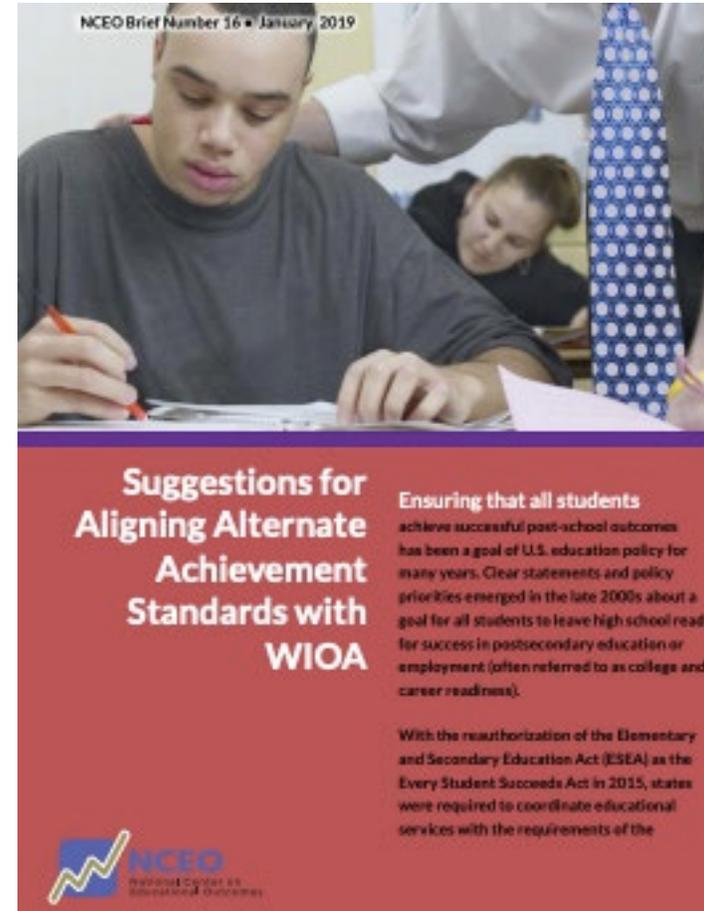
Credit: Modified from Transition Coalition (KS)



NCEO Brief

“Suggestions for Aligning Alternate Achievement Standards with WIOA”

<https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief16.pdf>



Are AA-AAAS Proficient Students "On Track"?

Examples of Proficient Level of Alternate Achievement Standards:

- **Reading:** The student is able to read a text with moderate text complexity to identify key details that support the development of a central idea of an informational text
- **Math:** The student who is proficient uses graphs to interpret concrete information and understands bar graphs, picture graphs, line plots, and pie charts



Ways to Examine "On Track"

Right now: Check existing evidence -

- SPP/APR Indicator 13 (Secondary Transition) to examine postsecondary goals
- SPP/APR Indicator 14 (Post-School Outcomes) to document work experience and work trajectory

Develop for future:

- Follow-up studies that examine proficiency on high school AA-AAAS and performance in post-secondary education, vocational training, or competitive integrated employment (with mechanisms to gather data)



Comparison of Indicators

- **VR Indicator:** 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
- **IDEA Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: A. Enrolled in high education within one year of leaving high school; B. Enrolled in higher education or competitively employed within one year of leaving high school; C. Enrolled in high 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.



Comparison of IEP and IPE Goals

IEP Goals (examples):

- Following graduation from the Transition Program, Willis wants to work part-time in a daycare center.
- Tawara will learn to use public transportation to get to and from work and school

IPE Goals (examples):

- Willis will apply for the child care associate program at Riverland Community College by March 1.
- Tawara will complete transportation training through ABC organization by April 30.



Suggestions for Partnering on WIOA

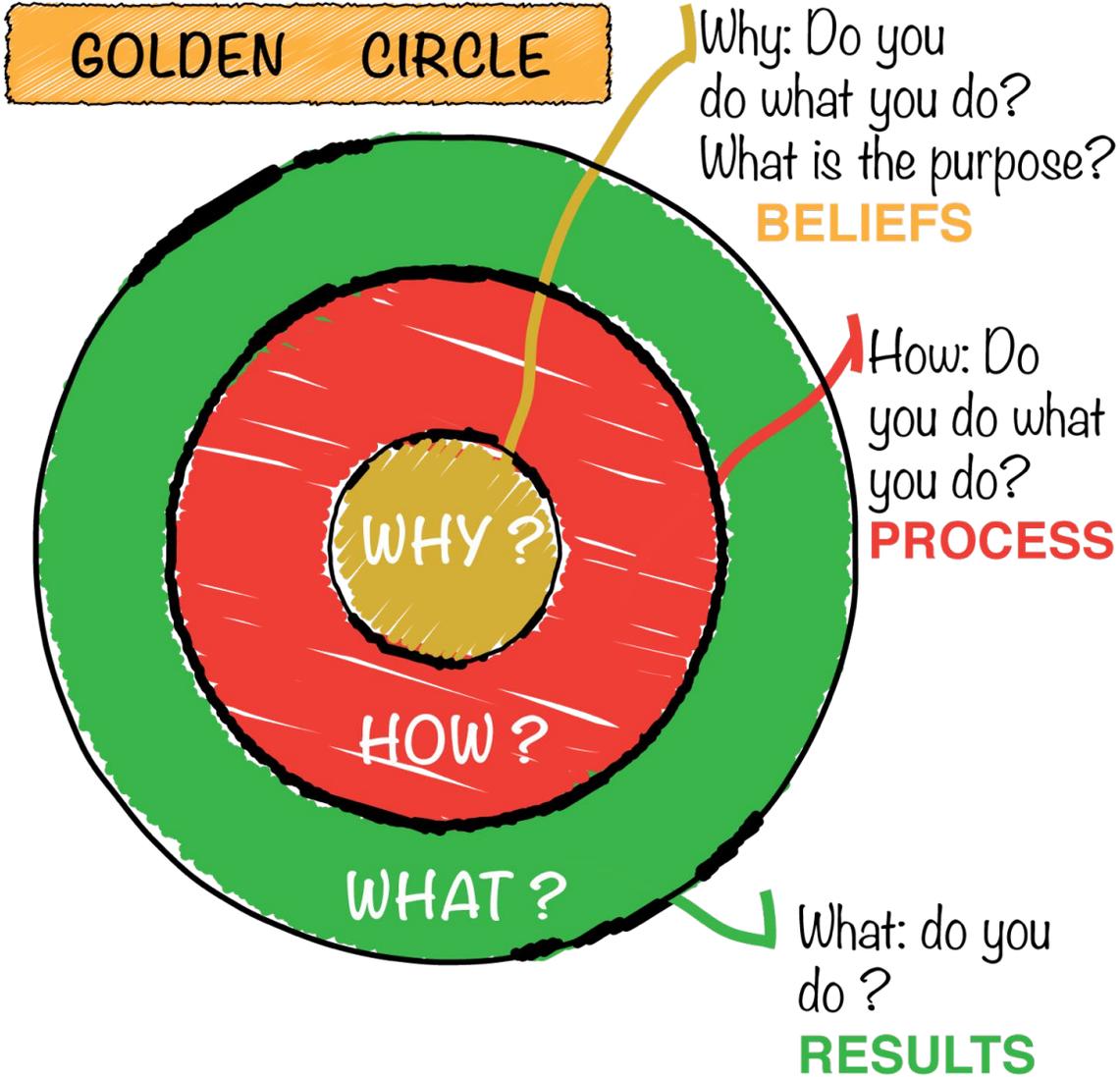
- Review state WIOA transition plan and identify areas of common interest
- Coordinate delivery and deployment of Pre-ETS with state VR programs
- Encourage IEP teams to invite the high school VR counselor to participate in meetings for all transition-age youth with significant cognitive disabilities
- Suggest schools and districts make referrals of students directly to state VR program
- Develop formal agreement with state VR program



High Expectations for Access, Outcomes, and Collaboration - Washington's Journey

- ❑ **Starting with Why:**
 - WA's Transition Data & Outcomes
- ❑ **The How: Policy & Priorities**
 - Managing Complex Change
 - Secondary Transition Initiatives
- ❑ **What This Means for Practice**
 - Statewide Transition Planning Leadership
 - PreETS Reset



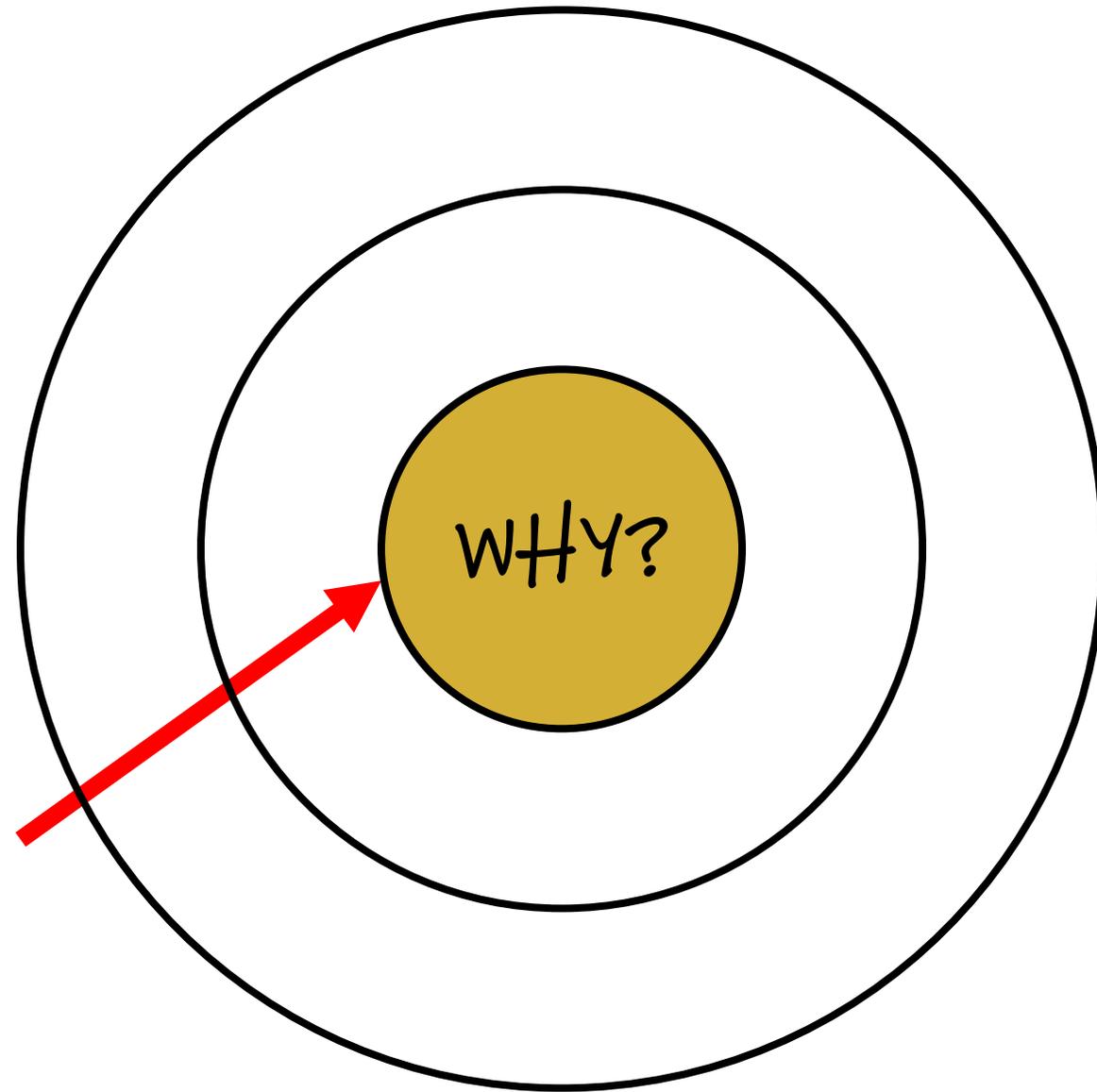


Source: Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York: Portfolio.

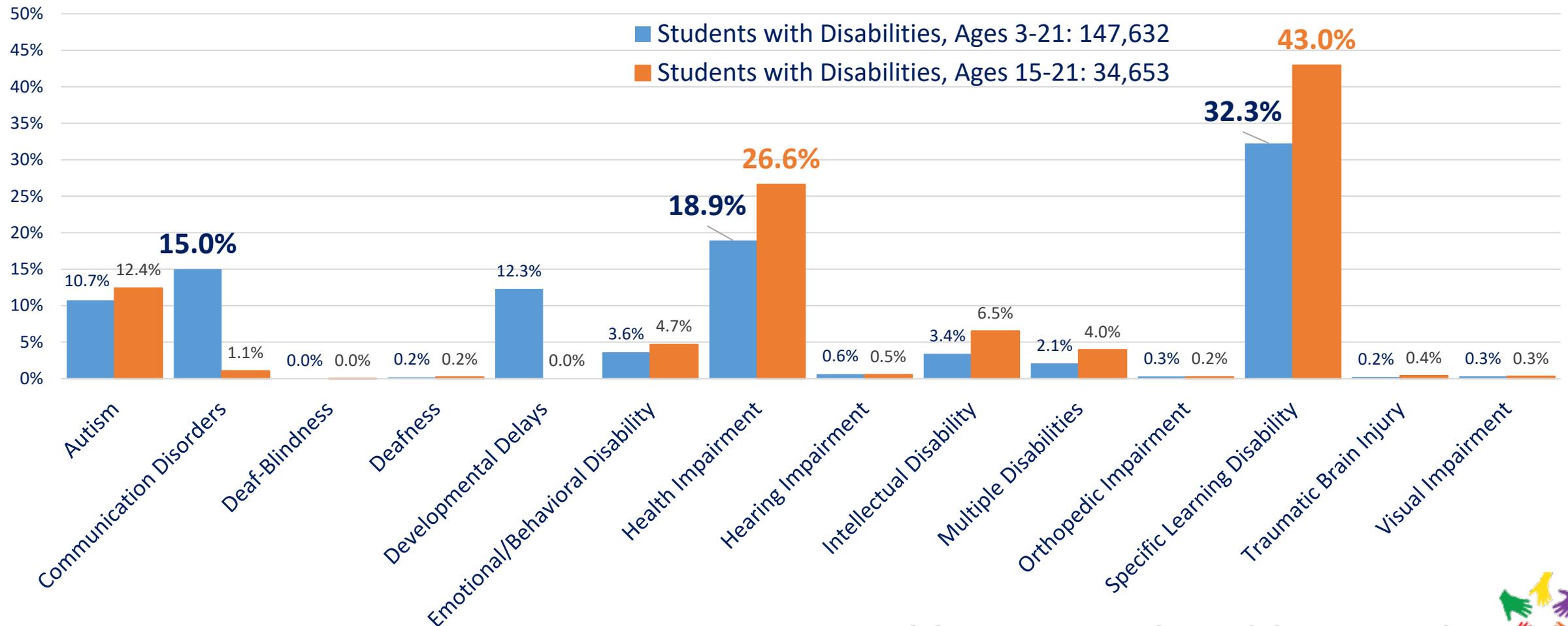
[TED Talk: Simon Sinek](#)
[How great leaders inspire action](#)



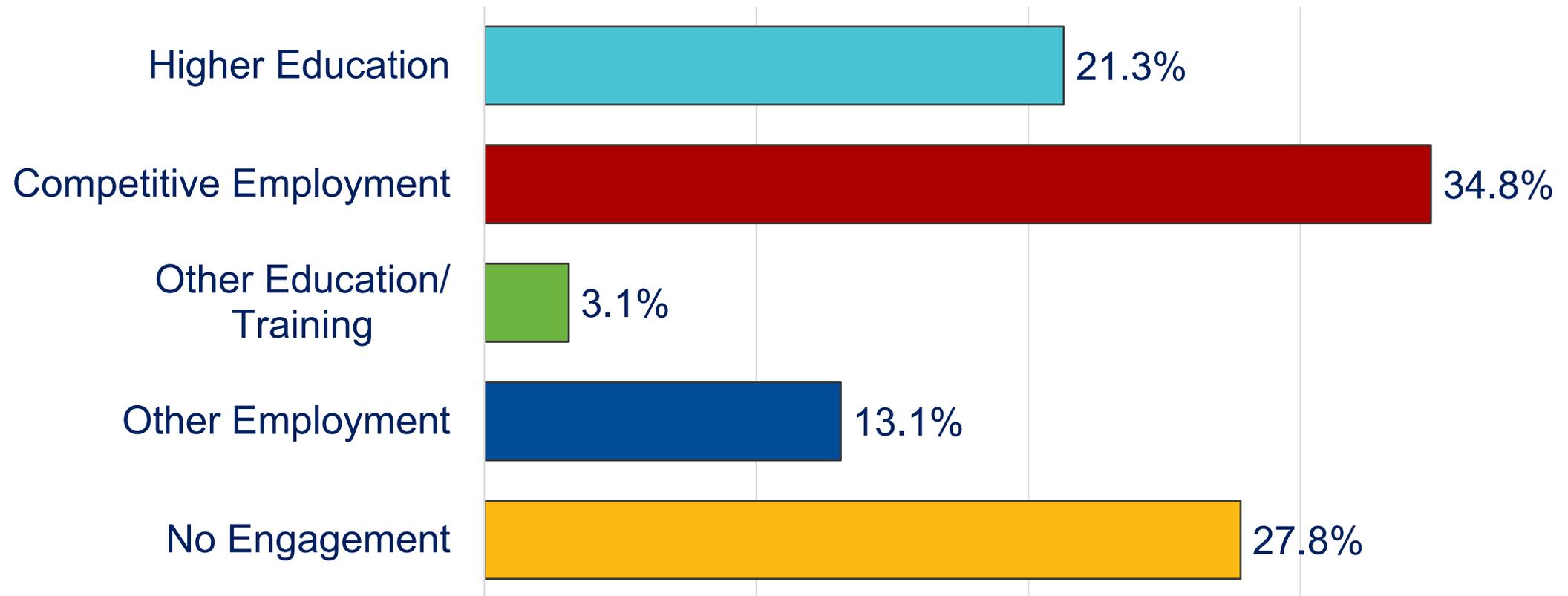
**Starting
with Why...**



2018 Percentage of WA Students with Disabilities, by Category and Age



2016-17 Post-School Outcomes for SWDs in Washington



Source: [Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17](#), Center for Change in Transition Services, Seattle University, 2018





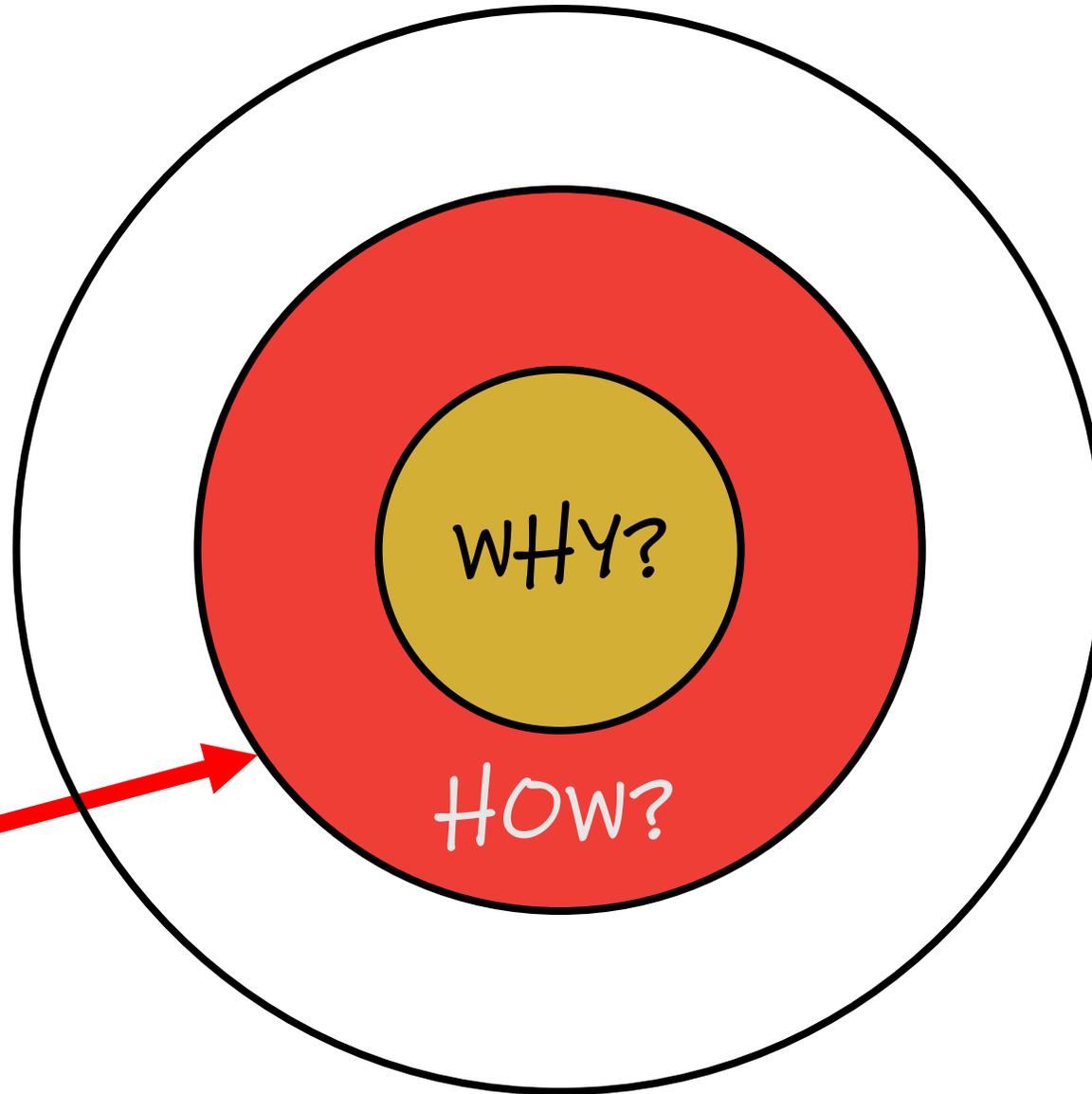
Finding your why...

What are the stars, or points of light, in these data?
Where are some leverage points for change?

What do you hope to learn from today's discussion?



**How do
we disrupt
these
patterns?**



"EVERY SYSTEM IS PERFECTLY DESIGNED
TO GET THE RESULTS IT GETS"

PAUL BATALDEN

Source: Batalden, P. & Davidoff, F. (2007). Teaching quality improvement: The devil is in the details. *JAMA*, 298(9), 1059–1061.

Flipping

the conversations



OSPI Priorities: Improving Outcomes for Students with Disabilities



Source: [OSPI Priorities for Improving Outcomes for Students with Disabilities](#), Office of Superintendent of Public Instruction



Transition Planning Initiatives

Rethinking Data Collection & Reporting

- Indicator 13 - Transition Components: Wider Statewide Data Collection
- Indicator 14 - Post-School Surveys: Definitions, Questions, & Data Analyses
- Comparison Data - Education Research & Data Center (ERDC) partnership for education

Collaborations

- Statewide Transition Support Network in development
- Inter-agency agreements:
 - ✓ Cross-agency partnerships for data sharing, training, & resources
 - ✓ Pre-ETS reset - partnerships between DVR, OSPI, and schools



Washington's Pre-ETS *Reset*

Peaks and Valleys!

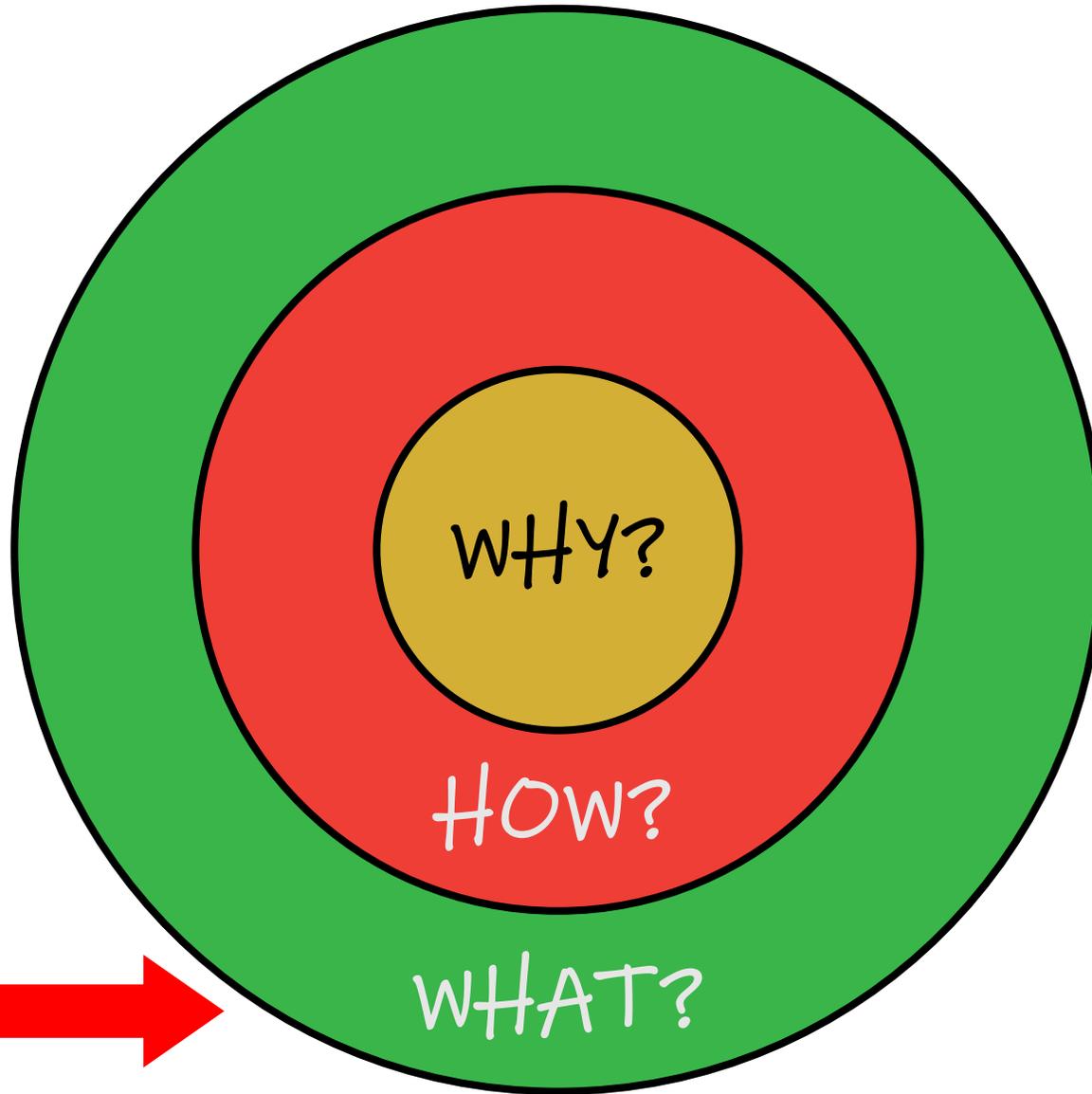
- Expanding Community College and Skills Center partnerships
- Rethinking partnerships with Educational Service Districts (ESDs)

Data-informed processes

- Quality Indicators for Successful Transition
- Higher Ed partnerships - Statewide Needs Assessment
- District Input - Self-Assessment



So... What do we do next?



Handout: *Transition Planning Checklist: 9 – 10th Grade*

ALL STUDENTS

- Match career interests/skills with Career and Technical Education (CTE) course work & community work experiences.
- Participate in work-based learning (job shadow, internship) to develop self-advocacy & other employability skills.
- Participate in postsecondary program experiences (e.g., site visit, virtual tour, meets with representative).
- Are informed of the importance of gathering employment-related documents (social security card, birth certificate).

STUDENTS WITH DISABILITIES

- All items listed under *All Students*.
- Identify community support services/programs (e.g., Division of Vocational Rehabilitation, county services, etc.).
- Explore legal status regarding decision-making prior to age of majority (wills, guardianship, special needs trusts, etc.).
- Determine the need for financial support (SSI, financial supplemental programs, Medicaid, Medicare, etc.).



NEXT STEPS

3

Practices currently in place in your school(s).

2

Promising practices not yet implemented.

1

Item you commit to exploring further.



Transition Discussion Questions

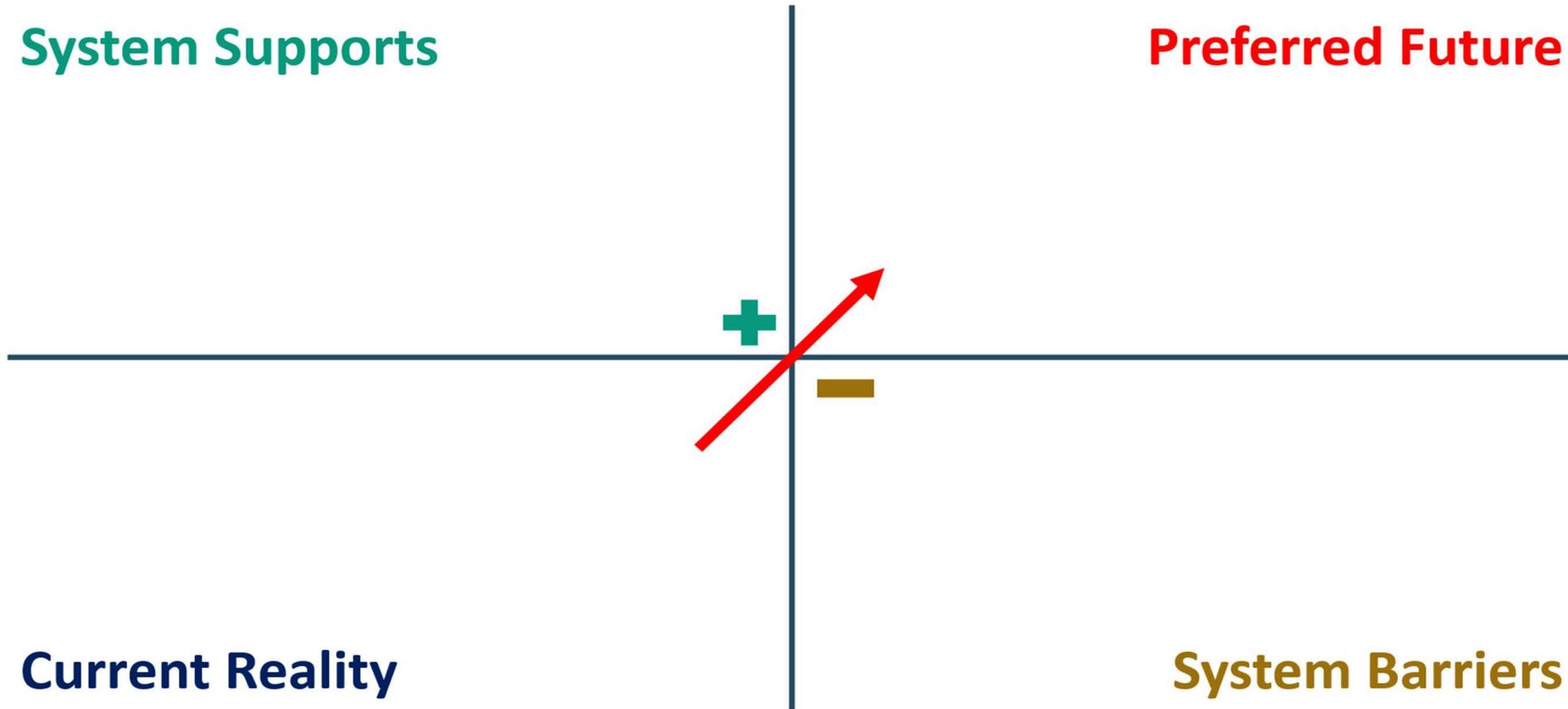
- Who are the stakeholders in your system with influence over transition outcomes?
- How ready for change to you believe stakeholders are with respect to improving transition planning?
- What are some next steps for engaging these stakeholders and identifying points of leverage for improving transition outcomes?



Transition Planning Outcomes

System Supports

Preferred Future



Current Reality

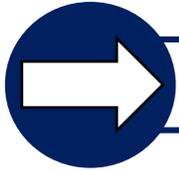
System Barriers

Adapted from: [District and School Data Team Toolkit](#), 2011.

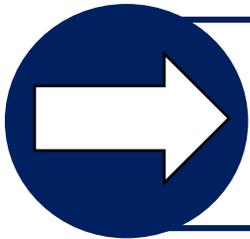
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What More Can We Do?

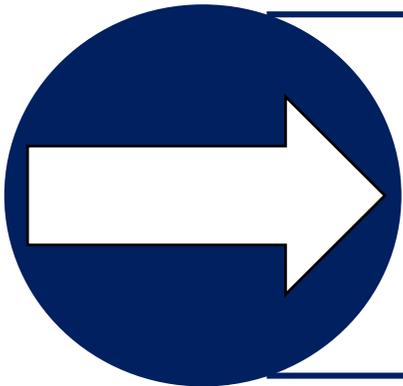


Foster collaboration between general & special education and community partners!



Develop transition plans that support successful post-school outcomes:

- Side-by-side resource documents; Transition planning checklists
- Include goals, services, and expectations for independence and self-determination



Mindset matters!

- All students are capable of achieving with the right supports
- Not all student needs (e.g., academic, social/emotional) indicate disability
- Addressing structural inequality must be part of the discussion



Connect with Us!

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