How We Created a Collaborative Workshop to Build Student Success

Jay Johnson
Education Program Specialist

Data Decision Making

Using Data for decision making includes:

Analyzing and summarizing the data (e.g., quarterly at a minimum)

- The following seven questions will guide your decision-making process when analyzing data for action planning (Homer, Lewis-Palmer, Sugai, & Todd, 2004; Sugai, 2003)
  - What does "it" look like now?
  - Are we satisfied with how "it" looks?
  - What would we like "it" to look like?
  - What would we need to do to make "it" look like that?
  - How would we know if we've been successful with "it"?
  - What can we do to keep "it" like that?
  - What can we do to make "it" more efficient & durable?

Communicating data summaries clearly in reports to staff

- Consider the audience and context when summarizing results
- Determine if the message answers questions that prompted data collection

  – State Implementation & Scaling-up Evidence-based Practices Center

Developing Action Plans

Developing action plans to improve program implementation

- Set goals that include what needs to change, by how much, and by when
- Identify the action and who is responsible

Sharing of data summaries and action plans with key stakeholders

- Use the Policy-Practice Feedback Loop and respective communication plans
- Identify method for dissemination to community stakeholders (families, local programs, universities)

"Without data, you're just another person with an opinion."

W. Edwards Deming

Collaboration Workshops

COLLABORATION WORKSHOPS

ESS

Using PSO Data obtained from the PSO Survey to facilitate results-driven analysis and improvement to secondary transition programs at the state and local levels.

WHY, WHAT, HOW, WHEN?

1,562 **KIDS NOT ENGAGED**

students with disabilities who exited high school and are considered Not Engaged. (Source: 2016 PSO Data)

Collaboration Workshops

AGENCIES/SCHOOLS WHAT?

Bringing Agencies (ADE, VR, DDD, Employment First, Community Colleges, et al.) and Schools/Districts (administrators, directors, teachers, et al.) to collaborate, plan, and align curriculum.

HOW? TEAMWORK

Asking Questions
Finding Solutions
Expecting Obstacles
Collaborating together
Asking more quetions

Welcome to our Workshop!

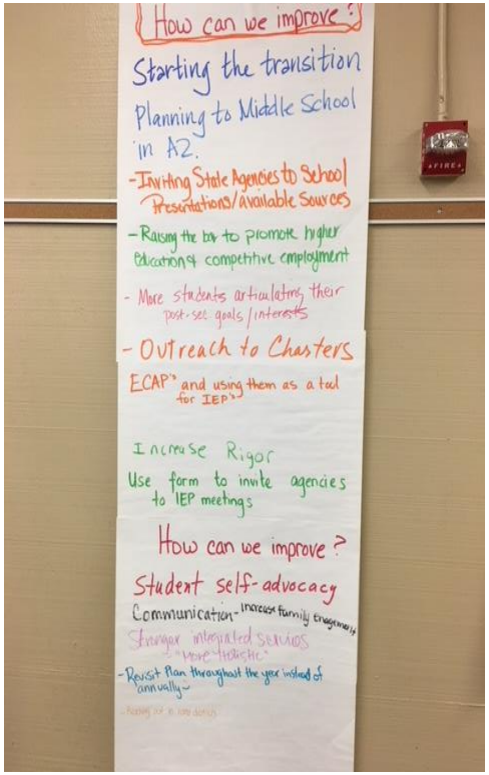
By The Numbers (Registrations):

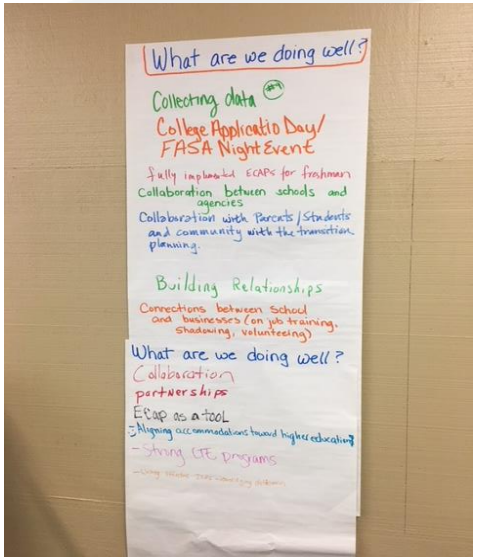
- Pinal County (February)
  - 36 School
  - 16 Agency
- Marana (March)
  - 35 School
  - 17 Agency
- TUSD (April)
  - 31 School
  - 19 Agency

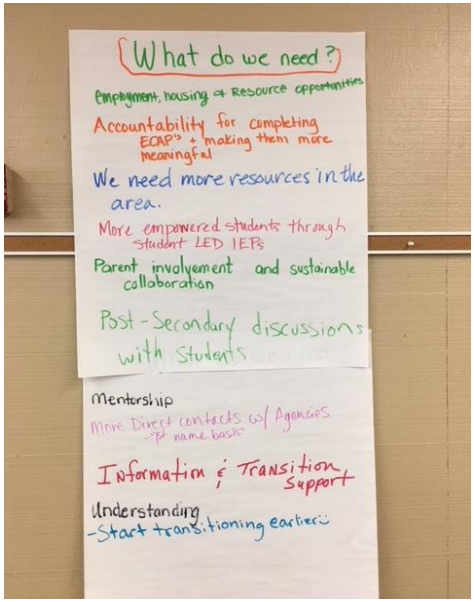
Welcome to our Workshop!

By the numbers (Registrations):

- Pima County (April)
  - 27 School
  - 27 Agency
- Flagstaff (May)
  - 29 School
  - 43 Agency
- ID and HI (June)
  - 25 School
  - 25 Agency



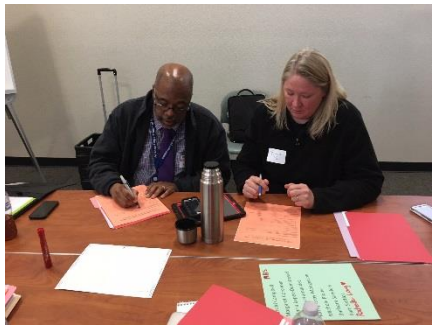




Welcome to our Workshop!

By the numbers (Registrations):

- Sunnyside (July)
  - 50 School
  - 23 Agency
- Total Numbers (February through July)
  - 233 School
  - 170 Agency
  - 403 Total (Emails, follow up, resources, etc.)



Who Has Attended

- Aspire Project
- Arizona's Children Association
- Arizona Department of Education
- Pima Community College
- Coconino Community College
- Central Arizona Community College
- Northern Arizona University
- Employment Services and Workability
- Diverse Ability Incorporated
- Pima County
- Vocational Rehabilitation
- Division of Developmental Disabilities
- Employment First
- Quality Connections
- Elite Community Services
- Raising Special Kids
- The Arc of Arizona
- Cenpatico
- Arizona Commission for the Deaf and the Hard of Hearing
- JobPath
- Pinal County

Who Has Attended

- Tucson Unified
- Sunnyside Unified
- Coolidge Unified
- Florence Unified
- JO Combs
- Casa Grande Union
- Eloy Elementary
- Santa Cruz Valley Union
- Apache Junction Unified
- Marana Unified
- Baboquivari Unified
- Winslow Unified School District
- Arizona Virtual Academy
- Glendale Union
- Sierra Vista Unified
- Arizona School for the Deaf and Blind
- Catalina Foothills
- Pima Joint Technical Ed. District
- Tucson International Academy
- Blue Ridge School Dist.
- Flagstaff Unified
- Ganado High School
- Humboldt Unified School District
- Kingman Unified School District
- Pinon Unified School District
- Red Mesa Unified School District
- Sanders Unified School District
- STAR School/Painted Desert
- Window Rock Unified
- Casa Grande Elementary
- St David Unified
- Cave Creek Unified

Seating

Teams

These five things are seen in cultures that support effective collaboration:

1) Clarity of purpose.

2) Norms of collaboration.

3) Resource allocation.

4) Facilitation and support.

5) Accountability for results.

Administration

Walk and Learn

PSO Data

learningforward
THE PROFESSIONAL LEARNING ASSO

Using PSO Data!

- 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% Part. Rate)

Categories of Engagement

Higher Education

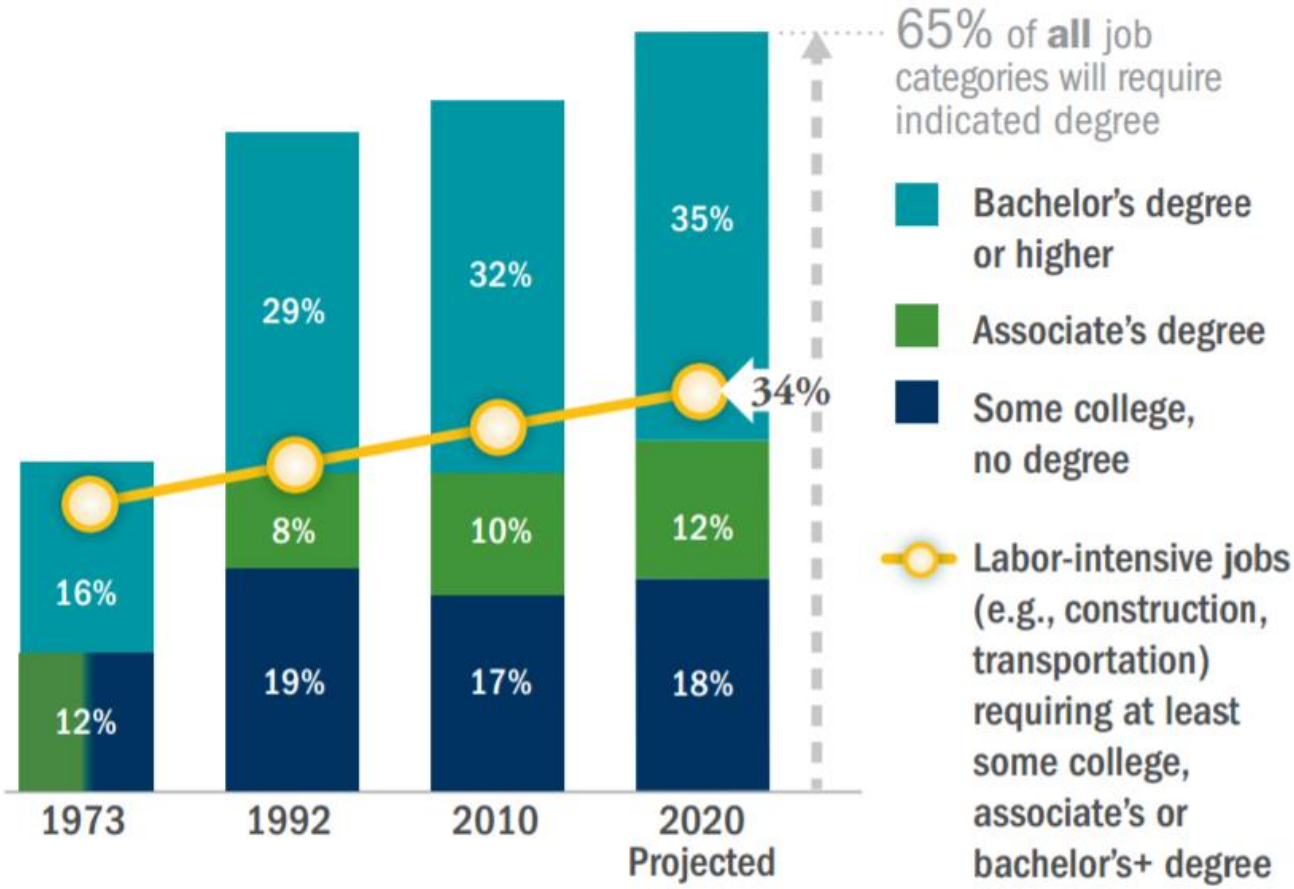
- **full- or part-time**
- **community college** (two-year program)
- **college/university** (four- or more year program)
- **one complete term**

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)**

College & Career Readiness and Success Center

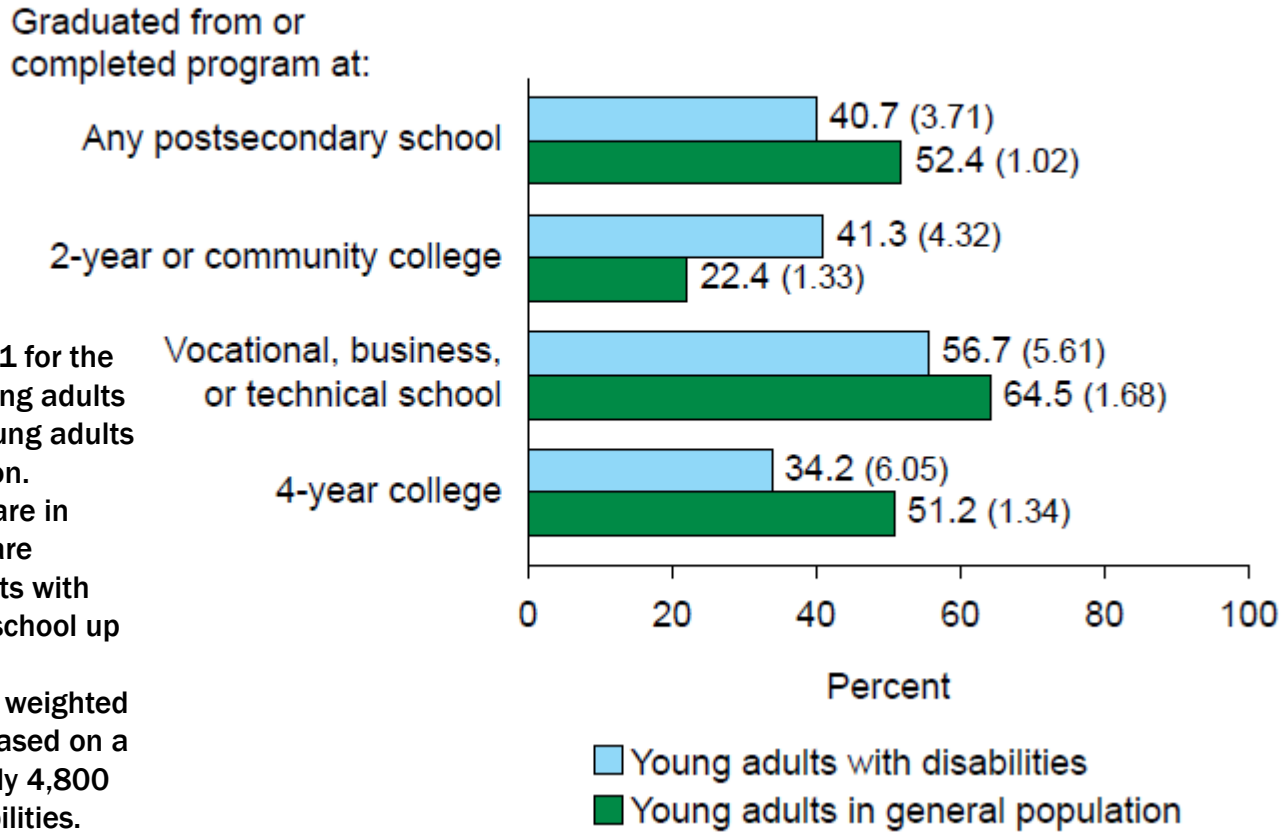
By 2020, the percentage of **all** jobs requiring at least some college will rise to 65%, including 34% of labor-intensive jobs traditionally associated with less education.



College & Career Readiness and Success Center

2011 National Longitudinal Transition Study

Figure 17. Completion rates of students with disabilities from current or most recently attended postsecondary school



** p < .01, *** p < .001 for the difference between young adults with disabilities and young adults in the general population.
NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years.
NLTS2 percentages are weighted population estimates based on a sample of approximately 4,800 young adults with disabilities.

2011 National Longitudinal Transition Study

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)

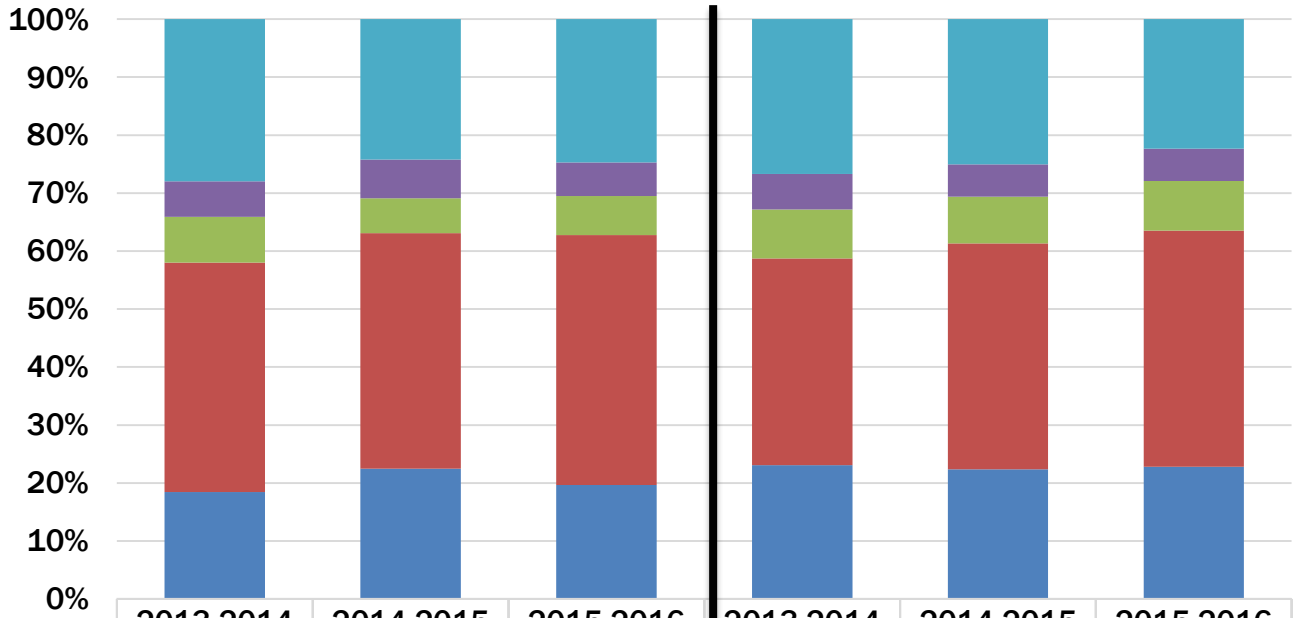
Other Employment

- **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)

Using Data to Seek Resources

- Breaking Data down by District, County, Special Populations, and CTE
- Providing Resources
- Feedback
  - Asking Questions, Finding Solutions, Expecting Obstacles, Collaborating Together, Asking More Questions
- Walk and Learn
- Seeking More Resources

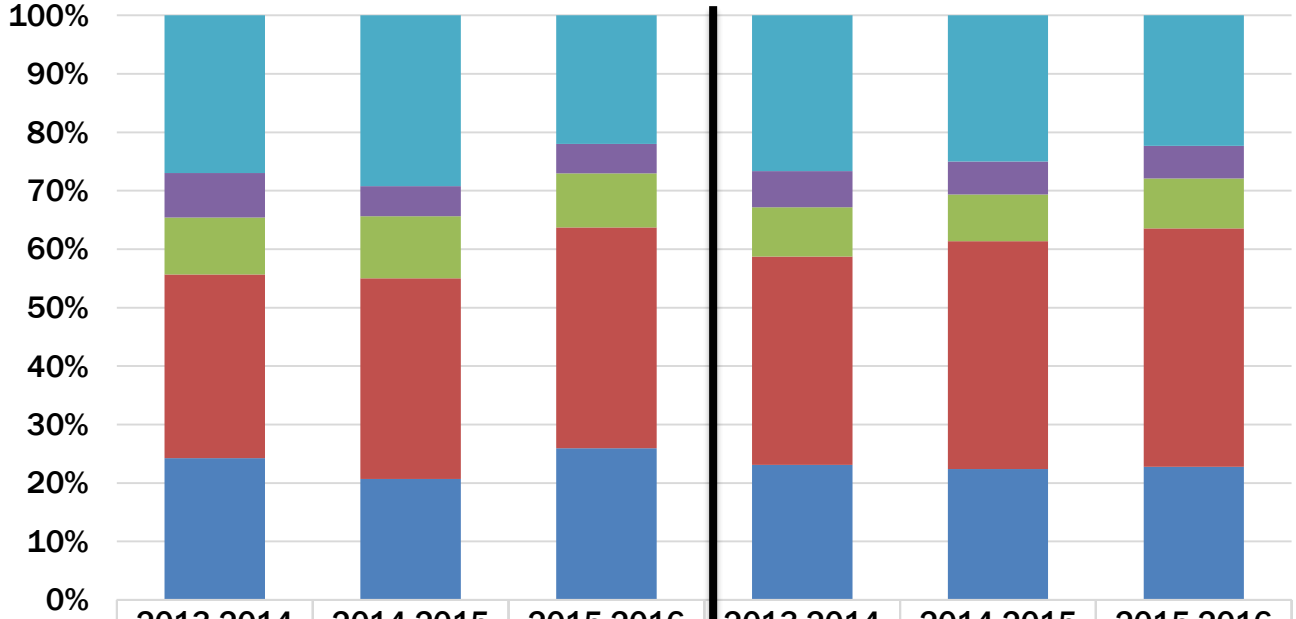
Flagstaff vs AZ



	Flagstaff			State of Arizona		
	2013-2014 (543)	2014-2015 (615)	2015-2016 (636)	2013-2014 (5410)	2014-2015 (6332)	2015-2016 (6971)
Not Engaged	28%	24%	25%	27%	25%	22%
Some Other Employment	6%	7%	6%	6%	6%	6%
Enrolled In Other Postsecondary Education Or Training	8%	6%	7%	8%	8%	9%
Competitive Employment	40%	41%	43%	36%	39%	41%
Enrolled In Higher Education	18%	22%	20%	23%	22%	23%

Pima vs AZ

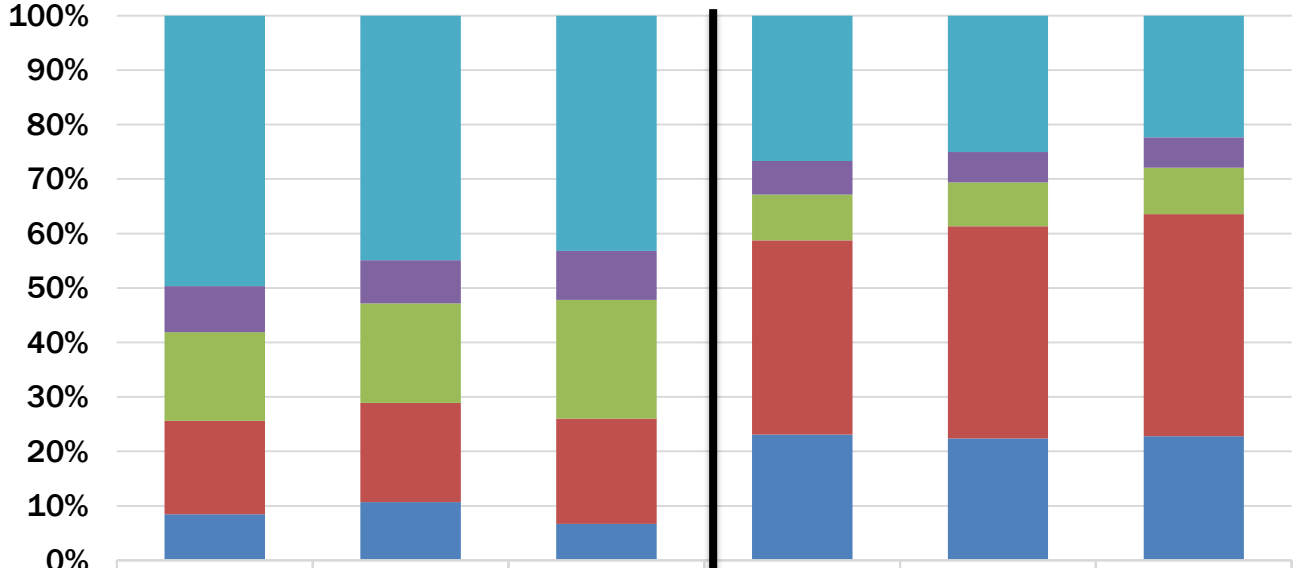
3 Year Trends for Pima County & State of Arizona



	Pima County			State of Arizona		
	2013-2014 (1027)	2014-2015 (1161)	2015-2016 (1199)	2013-2014 (5410)	2014-2015 (6332)	2015-2016 (6971)
Not Engaged	27%	29%	22%	27%	25%	22%
Some Other Employment	8%	5%	5%	6%	6%	6%
Enrolled In Other Postsecondary Education Or Training	10%	11%	9%	8%	8%	9%
Competitive Employment	31%	34%	38%	36%	39%	41%
Enrolled In Higher Education	24%	21%	26%	23%	22%	23%

Special Population

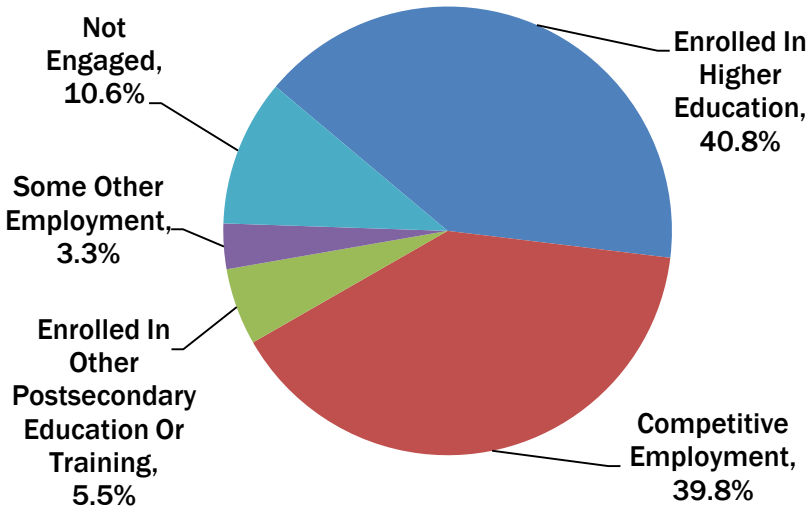
3 Year Trends for Special Population (HI, ID, MD & MDSSI) & State of Arizona



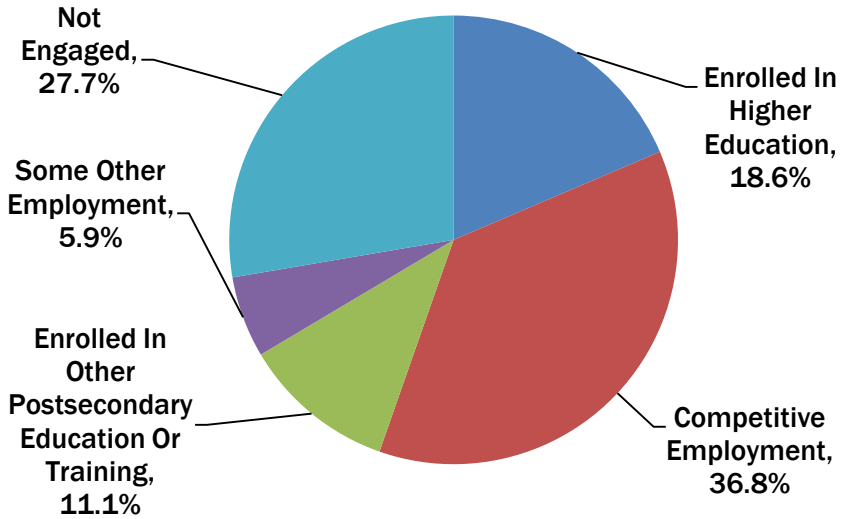
	Special Population (HI, ID, MD & MDSSI)			State of Arizona		
	2013-2014 (590)	2014-2015 (657)	2015-2016 (715)	2013-2014 (5410)	2014-2015 (6332)	2015-2016 (6971)
Not Engaged	50%	45%	43%	27%	25%	22%
Some Other Employment	8%	8%	9%	6%	6%	6%
Enrolled In Other Postsecondary Education Or Training	16%	18%	22%	8%	8%	9%
Competitive Employment	17%	18%	19%	36%	39%	41%
Enrolled In Higher Education	8%	11%	7%	23%	22%	23%

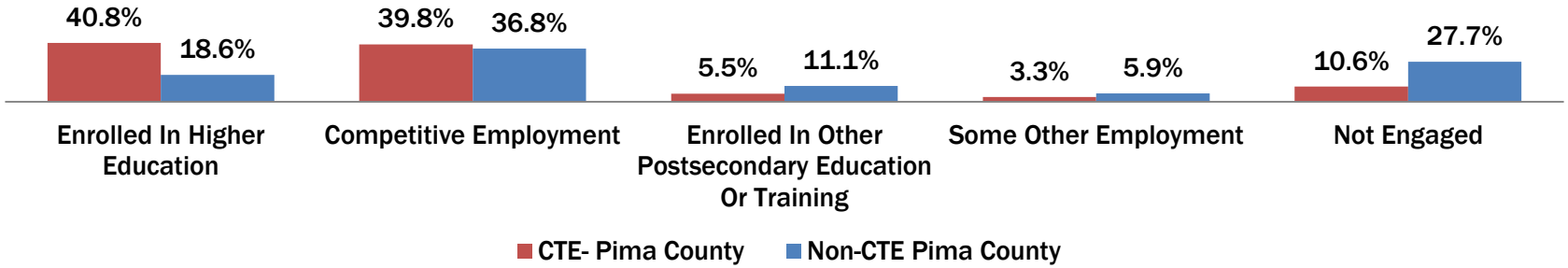
Engagement Rates

CTE- Pima County Engagement Rates: 397 responded for a 90.8% response rate.



Non-CTE Pima County Engagement Rates: 802 responded for a 81.8% response rate.





Changing Outcomes for Youth

Activity with Group

- Talk to each other (10 Minutes)
  - What are we doing well in your region?
  - How do we improve?
  - What do we need?

Clarity of Purpose

Facilitation and Support

Resource allocation

Norms of Collaboration

Accountability for results

AzCIS

Resources

www.azcis.intocareers.org

- Free for all Arizona schools
- Electronic ECAP plan & process
- My ECAP Report
- Assessments
- Lesson plans aligned to standards & grade levels

Enhancements

- Clever-Single Sign-On
- ECAP Tracker Report
- College Checklists

ECAP At A Glance
Education and Career Action Plan

WHAT

ECAP is an ongoing process that empowers students to create a meaningful and individualized plan toward postsecondary success. With support and guidance from their families, school personnel and other advisors, students undergo a process of:

ECAP personalizes the education experience by helping students align coursework and extracurricular activities to a career pathway that reflects their individual interests, skills, and values.

ECAP develops the awareness, knowledge, and skills necessary for students to make informed decisions for maximized lifetime employability in living-wage careers.

ECAP is a tool that connects students to the multiple resources and initiatives in Arizona that provide support and guidance for career and college readiness.

WHY ECAP?

Many Arizona students are not prepared for college and career

- Compared to the rising national average of 83%, Arizona only graduates 78% of our students on time
- Nearly 60% of students that attend Arizona community colleges require remediation courses
- Only 47% of high school graduates qualify to enroll in our public universities
- By the year 2020, 68% of all jobs in Arizona will require postsecondary education or training

EXPLORE
PLAN
DECIDE

Results of a Quality ECAP Process

- Increases student motivation and goal setting
- Improves school attendance and grades
- Helps students see connections between coursework and future success
- Guides students toward rigorous coursework
- Increases communication between schools and families
- Creates a future qualified workforce

HOW

The ECAP process results in a student portfolio.
Students outline their secondary and postsecondary plans aligned to their career aspirations. The portfolio documents completed activities and the skills and knowledge developed throughout their ECAP process.

An ECAP process portfolio has four attributes which should be documented, reviewed and updated, at minimum, annually:

Academic	Career
• Plan coursework to meet High School requirements • Document postsecondary education goals • Record academic achievements/awards	• Explore career opportunities • Define a career goal aligned to personal interests, skills, and values • Explore needed educational requirements to achieve the career goal
Postsecondary	**Extracurricular**
• Explore admissions requirements • Complete necessary applications • Create a financial assistance plan	• Clubs, leadership opportunities, CTSO, athletics, community service, work experience, internships, job shadowing • Enhance college applications and resumes • Explore interests and skills

The ECAP process takes collaboration.
Students complete the ECAP process with the guidance of their families, supportive adults at their school, and members of the larger community.

An ECAP does not replace an IEP or a CTE-POS.
ECAP complements other individual plans such as an Individual Education Plan (IEP) in Special Education or a Programs of Study (POS) in Career Technical Education. The ECAP process is a whole-school effort that includes all students and all school staff.

CONTACT

Kay Schreiber
ADE College and Career Ready Contact
602-542-5353
Kay.Schreiber@azed.gov

LEARN MORE

ECAP Website
http://www.azed.gov/ecap
Arizona Career Information System
http://azcis.intocareers.org

This document uses research published by Expect More Arizona, Greater Phoenix In Business Magazine, Harvard Graduate School of Education, National Collaborative on Workforce and Disability, and the National Center for Education Statistics.

Walk and Learn

Changing Outcomes for Youth

- Agencies/Schools to support change (15 Minutes)
  - How have we partnered to increase engagement?
    - How will we all help each other?

Resource allocation

Clarity of Purpose

Accountability for results

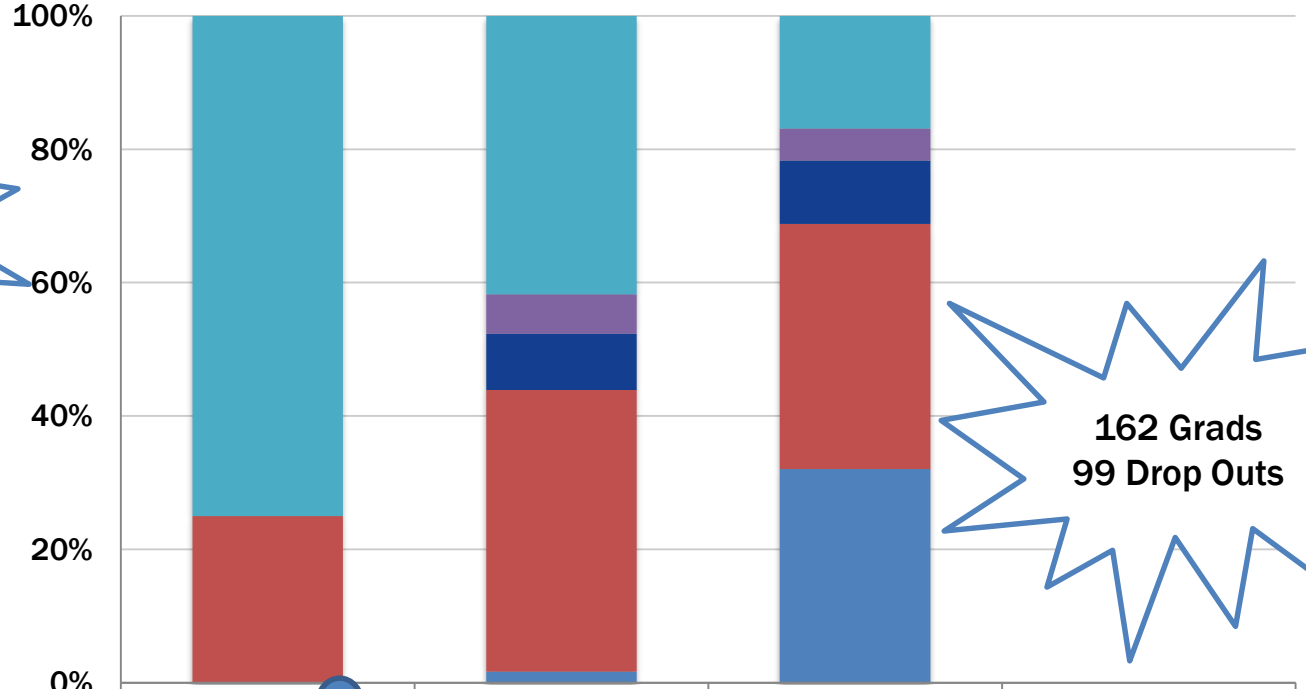
Norms of Collaboration

Activity with Group

Norms of Collaboration

Exit Data

Clarity of Purpose

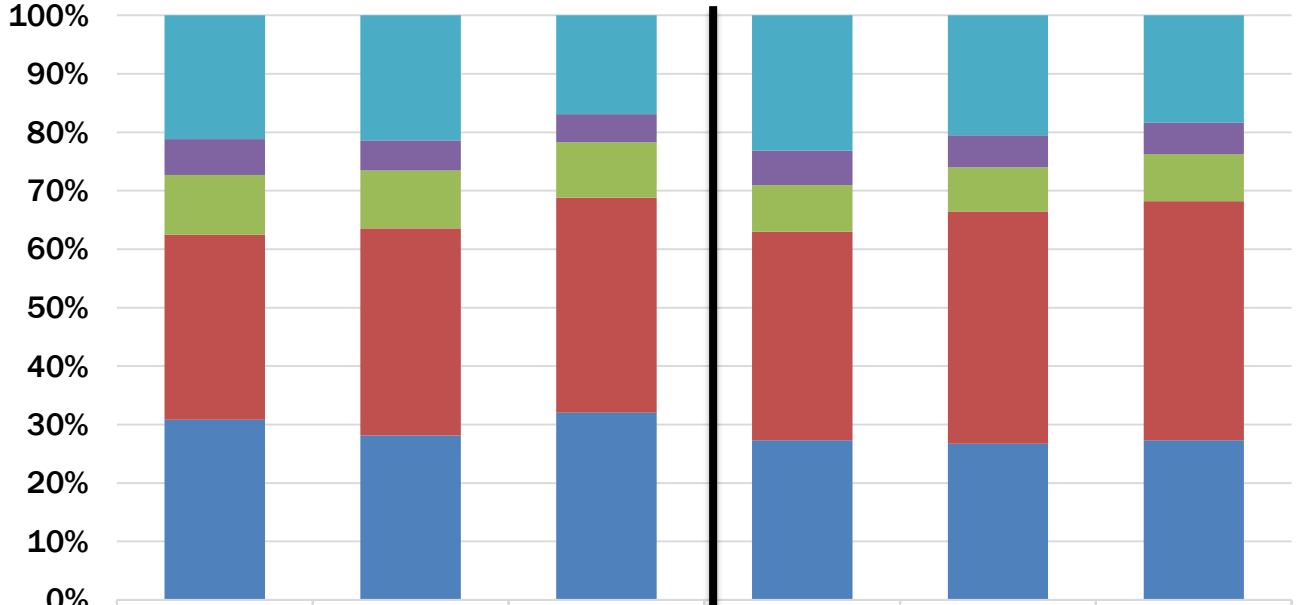


162 Grads
99 Drop Outs

	Aged Out	Dropout (237)	Graduated (958)	Unknown (0)
Not Engaged	75.0%	41.8%	16.9%	0.0%
Some Other Employment	0.0%	5.9%	4.8%	0.0%
Enrolled In Other Postsecondary Education Or Training	0.0%	8.4%	9.5%	0.0%
Competitive Employment	25.0%	42.2%	36.7%	0.0%
Enrolled In Higher Education	0.0%	1.7%	32.0%	0.0%

Pima vs AZ

3 Year Trends for Pima County & State of Arizona: Graduated

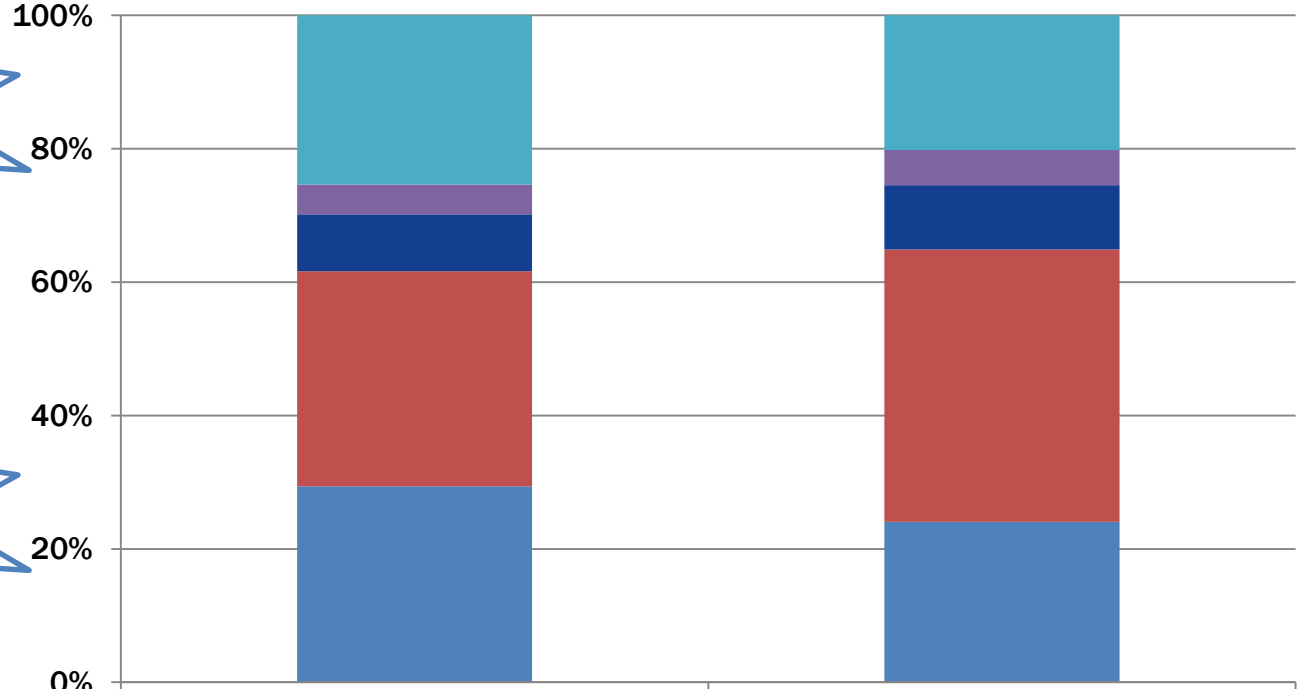


	Pima County			State of Arizona		
	2013-2014 (802)	2014-2015 (832)	2015-2016 (958)	2013-2014 (4516)	2014-2015 (5229)	2015-2016 (5741)
Not Engaged	21%	21%	17%	23%	21%	18%
Some Other Employment	6%	5%	5%	6%	5%	5%
Enrolled In Other Postsecondary Education Or Training	10%	10%	9%	8%	8%	8%
Competitive Employment	32%	35%	37%	36%	40%	41%
Enrolled In Higher Education	31%	28%	32%	27%	27%	27%

Gender Data

Clarity of Purpose

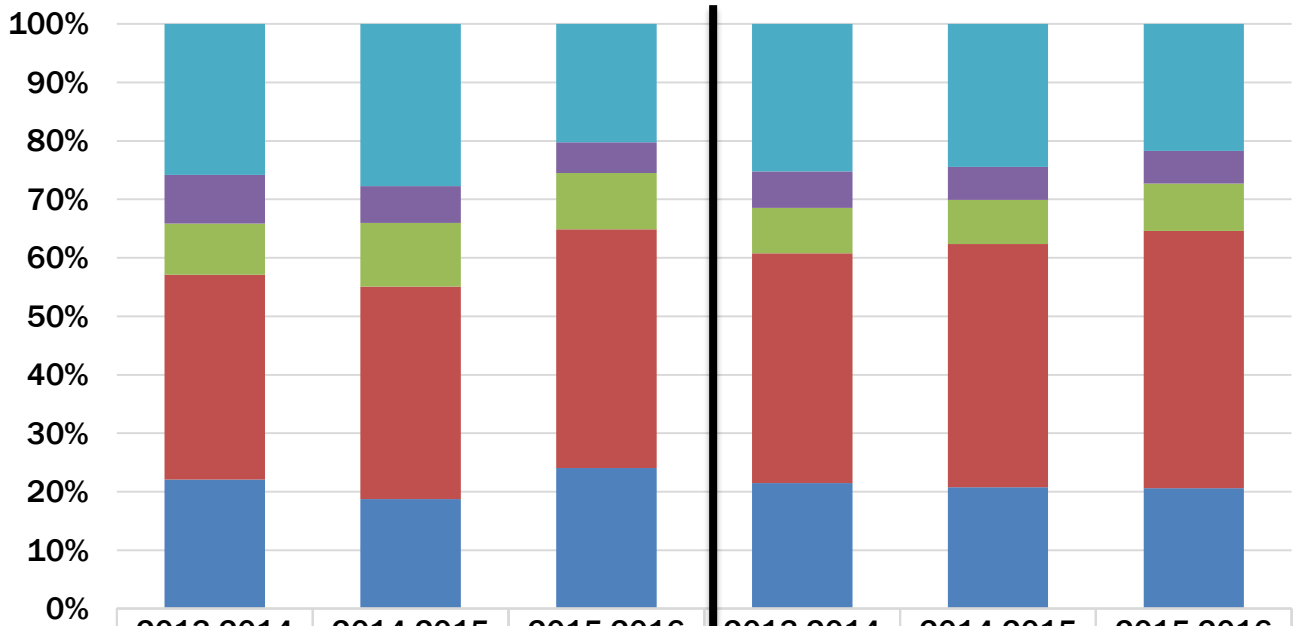
155 Male
105 Female



	Female (422)	Male (777)
Not Engaged	25.4%	20.2%
Some Other Employment	4.5%	5.3%
Enrolled In Other Postsecondary Education Or Training	8.5%	9.7%
Competitive Employment	32.2%	40.8%
Enrolled In Higher Education	29.4%	24.1%

Pima vs AZ

3 Year Trends for Pima County & State of Arizona: Male



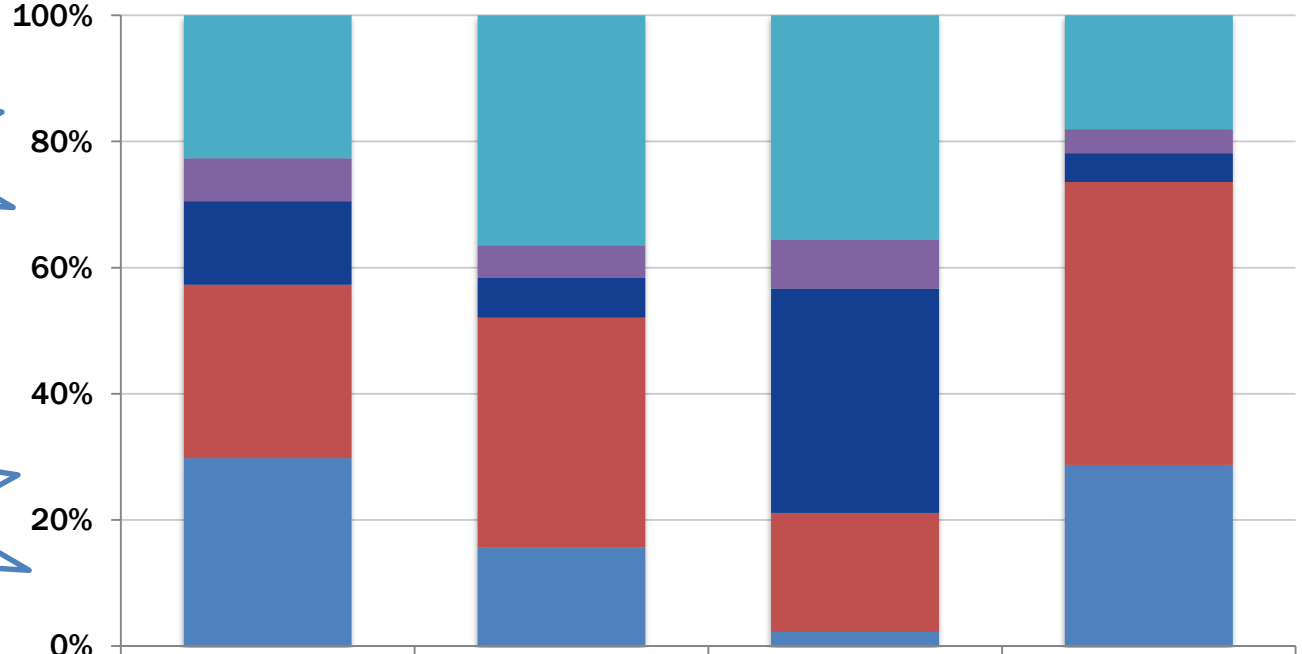
	Pima County			State of Arizona		
	2013-2014 (662)	2014-2015 (764)	2015-2016 (777)	2013-2014 (3513)	2014-2015 (4162)	2015-2016 (4555)
Not Engaged	26%	28%	20%	25%	24%	22%
Some Other Employment	8%	6%	5%	6%	6%	6%
Enrolled In Other Postsecondary Education Or Training	9%	11%	10%	8%	8%	8%
Competitive Employment	35%	36%	41%	39%	42%	44%
Enrolled In Higher Education	22%	19%	24%	21%	21%	21%

Disability Data

Clarity of Purpose

126 SLD
71 All Other

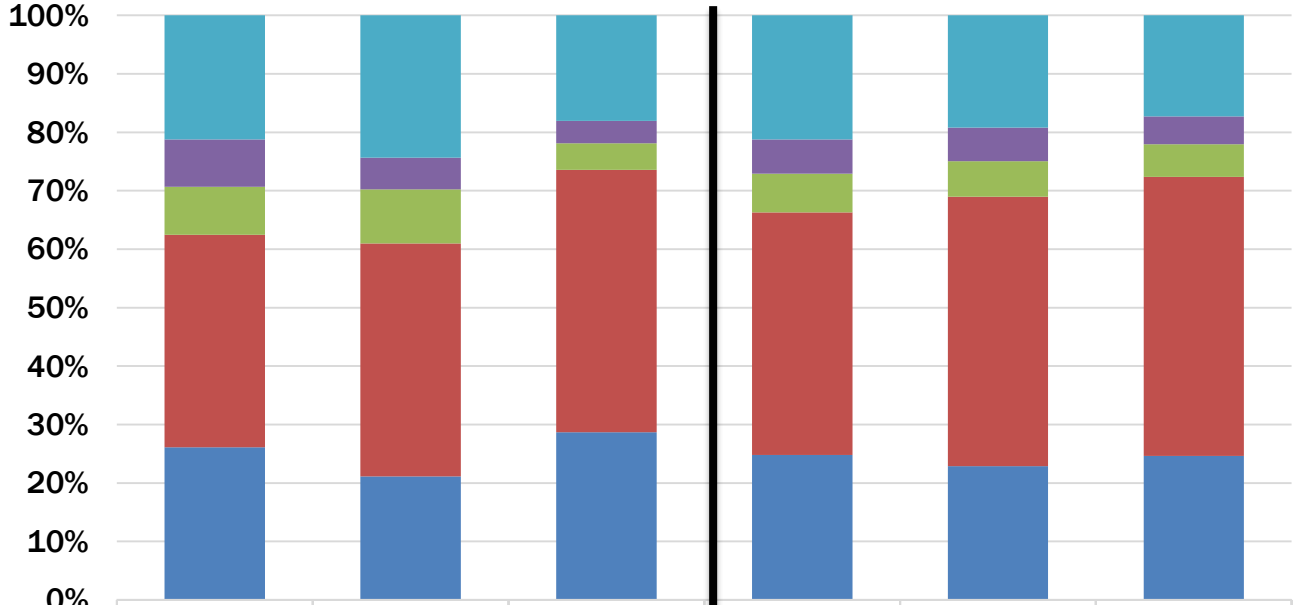
Pima County Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (309)	Emotional Disturbance (96)	Intellectual Disability (90)	Specific Learning Disability (704)
Not Engaged	22.7%	36.5%	35.6%	18.0%
Some Other Employment	6.8%	5.2%	7.8%	3.8%
Enrolled In Other Postsecondary Education Or Training	13.3%	6.3%	35.6%	4.5%
Competitive Employment	27.5%	36.5%	18.9%	44.9%
Enrolled In Higher Education	29.8%	15.6%	2.2%	28.7%

Pima vs AZ

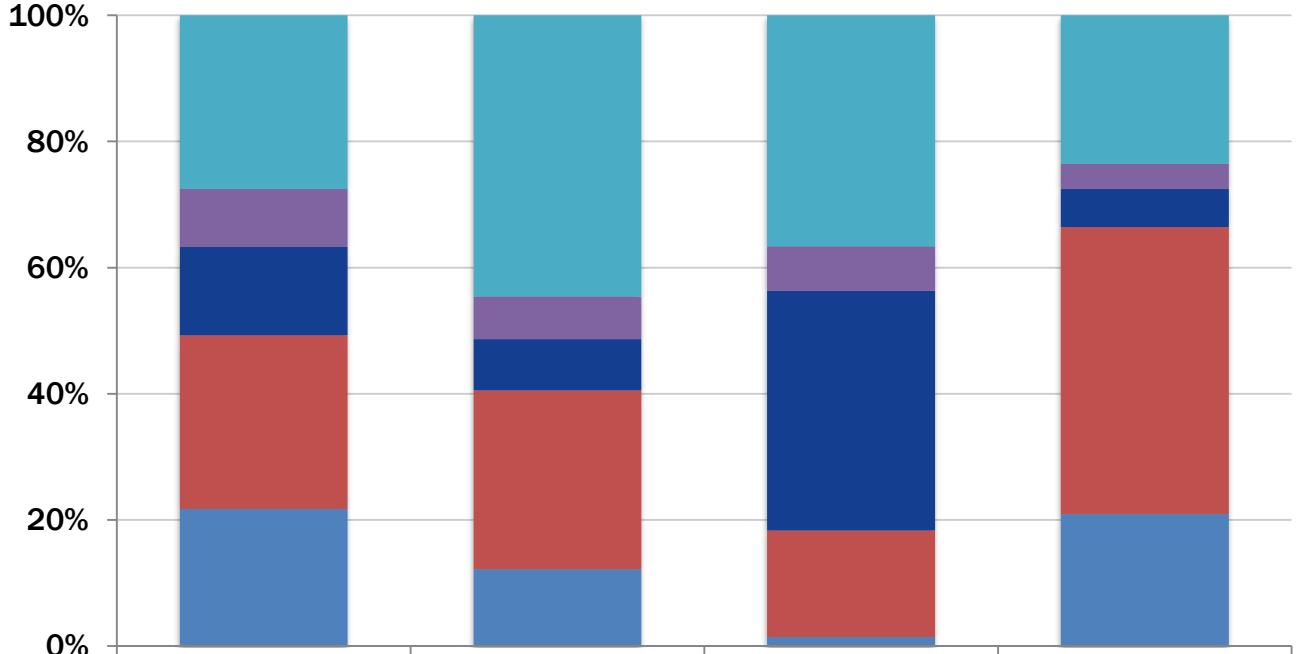
3 Year Trends for Pima County & State of Arizona: Specific Learning Disability



	Pima County			State of Arizona		
	2013-2014 (655)	2014-2015 (682)	2015-2016 (704)	2013-2014 (3341)	2014-2015 (3837)	2015-2016 (4151)
Not Engaged	21%	24%	18%	21%	19%	17%
Some Other Employment	8%	5%	4%	6%	6%	5%
Enrolled In Other Postsecondary Education Or Training	8%	9%	5%	7%	6%	6%
Competitive Employment	36%	40%	45%	42%	46%	48%
Enrolled In Higher Education	26%	21%	29%	25%	23%	25%

Disability Data

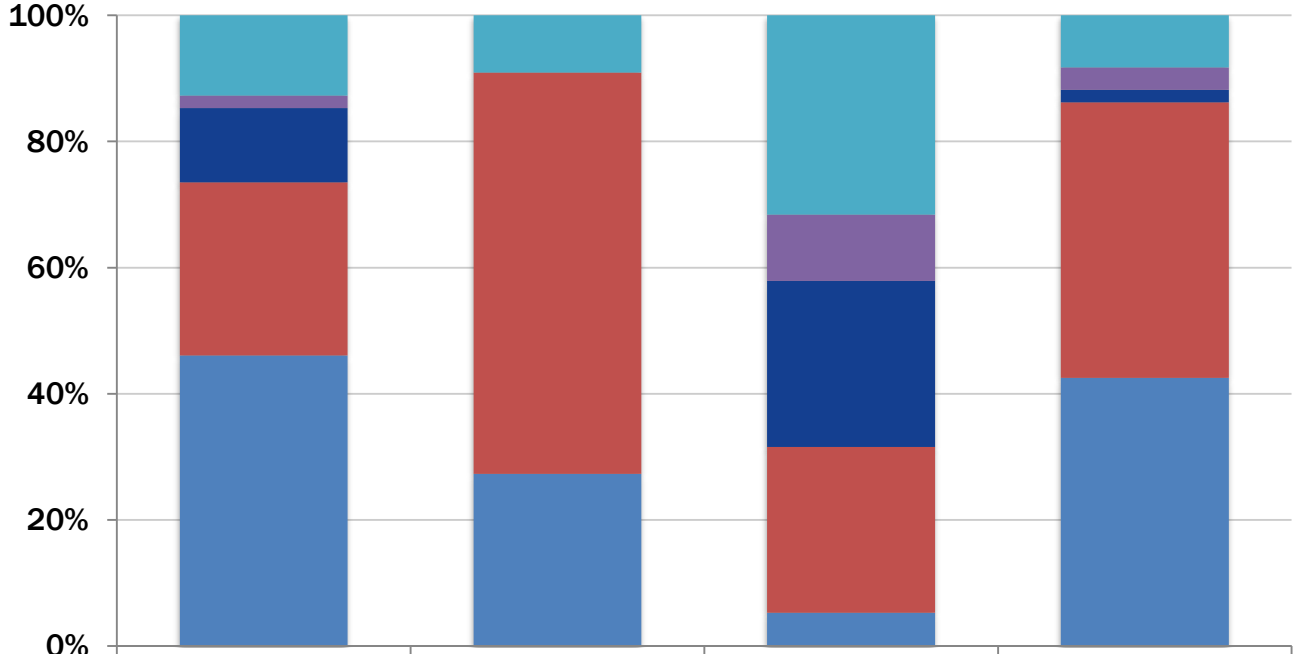
Non-CTE Pima County Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (207)	Emotional Disturbance (74)	Intellectual Disability (71)	Specific Learning Disability (450)
Not Engaged	27.5%	44.6%	36.6%	23.6%
Some Other Employment	9.2%	6.8%	7.0%	4.0%
Enrolled In Other Postsecondary Education Or Training	14.0%	8.1%	38.0%	6.0%
Competitive Employment	27.5%	28.4%	16.9%	45.6%
Enrolled In Higher Education	21.7%	12.2%	1.4%	20.9%

Disability Data

CTE- Pima County Respondents' Post-Secondary Outcomes by Disability Type



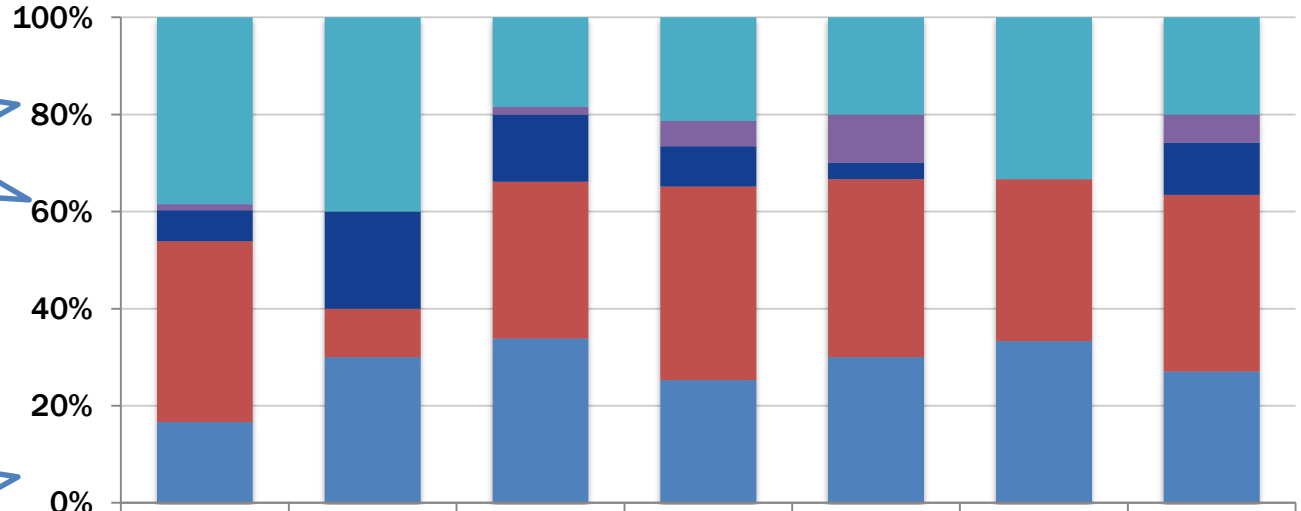
	All Other Disabilities (102)	Emotional Disturbance (22)	Intellectual Disability (19)	Specific Learning Disability (254)
Not Engaged	12.7%	9.1%	31.6%	8.3%
Some Other Employment	2.0%	0.0%	10.5%	3.5%
Enrolled In Other Postsecondary Education Or Training	11.8%	0.0%	26.3%	2.0%
Competitive Employment	27.5%	63.6%	26.3%	43.7%
Enrolled In Higher Education	46.1%	27.3%	5.3%	42.5%

Ethnicity Data

Clarity of Purpose

128 Hispanic
79 White

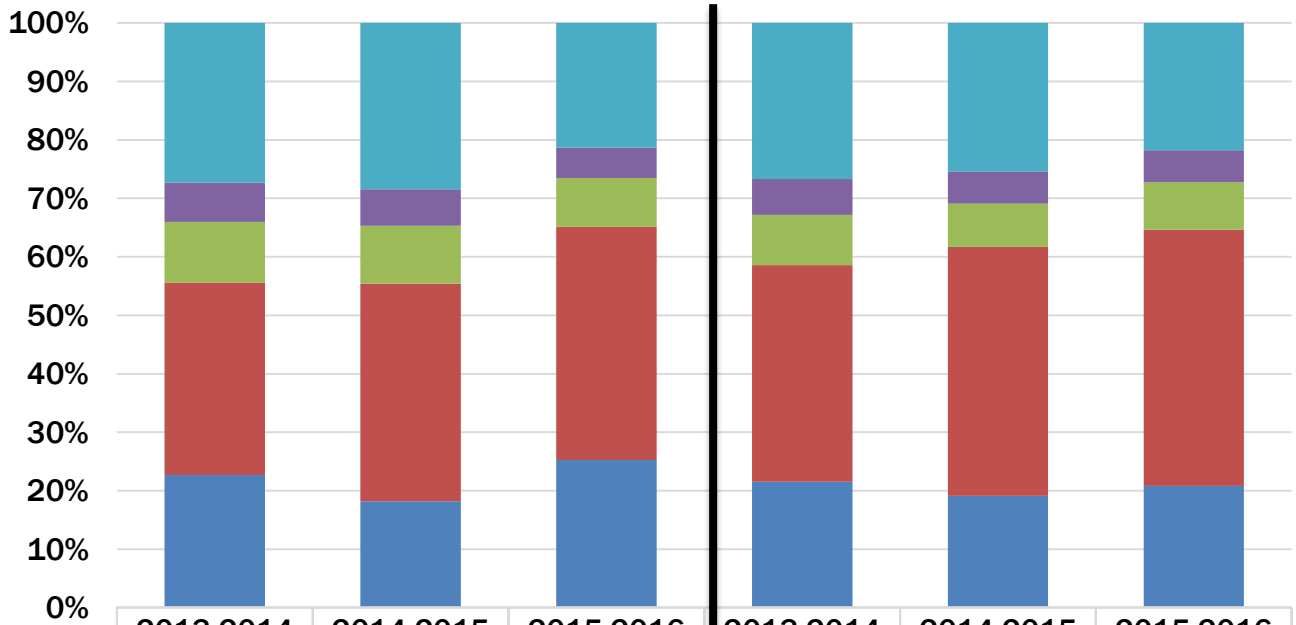
Pima County Respondents' Post-Secondary Outcomes by Ethnicity



	American Indian or Alaskan Native (78)	Asian (10)	Black or African American (65)	Hispanic or Latino (614)	Multi-racial (30)	Native Hawaiian or Other Pacific Islander	White (399)
Not Engaged	38.5%	40.0%	18.5%	21.3%	20.0%	33.3%	20.1%
Some Other Employment	1.3%	0.0%	1.5%	5.2%	10.0%	0.0%	5.8%
Enrolled In Other Postsecondary Education Or Training	6.4%	20.0%	13.8%	8.3%	3.3%	0.0%	10.8%
Competitive Employment	37.2%	10.0%	32.3%	39.9%	36.7%	33.3%	36.3%
Enrolled In Higher Education	16.7%	30.0%	33.8%	25.2%	30.0%	33.3%	27.1%

Pima vs AZ

3 Year Trends for Pima County & State of Arizona: Hispanic or Latino



	Pima County			State of Arizona		
	2013-2014 (520)	2014-2015 (626)	2015-2016 (614)	2013-2014 (2159)	2014-2015 (2586)	2015-2016 (2888)
Not Engaged	27%	28%	21%	27%	25%	22%
Some Other Employment	7%	6%	5%	6%	6%	5%
Enrolled In Other Postsecondary Education Or Training	10%	10%	8%	9%	7%	8%
Competitive Employment	33%	37%	40%	37%	43%	44%
Enrolled In Higher Education	23%	18%	25%	22%	19%	21%

Developing Action Plans

Activity with Group

Goals:
Our team's school/district/agency appropriate goals are based on the key impact content [illegible] PSO Data related to training, education, resources, and, where appropriate, outside agency collaboration.

Education/Training Needed

Based on our data teacher/staff needs training in (**examples: math, reading, transition, AT**)
First education/training we need:_____

Resources/Materials Needed

Based on our data resources/materials needed are (**examples: educational, transition planning, agencies**)
First resources/materials we need _____

Agency Collaboration Needed

Based on our data teacher/staff will collaborate by (**examples: attending IEP Meetings, email updates,)**

First step to collaborate _____

Optional: Include contact information on the back of this form to be added to our PSO List Serve.

Developing Action Plans

Post School Outcomes Collaboration Workshop

PLANNING AND SUMMARY

Meeting after workshop

OVERVIEW

SCHEDULING FOLLOW UP MEETINGS/TRAINING

TRAININGS/MATERIALS/COLLABORATION RECOMMENDED BY STAFF	CONTACT	DATE
More consistent understanding of agency eligibility	Darleen Sithole Darleen.Sithole@azed.gov	
AzCIS	Jay Johnson	September
Math Training	Amy McDonald Amy.McDonald@azed.gov	Fall 2018
Co-teaching (and we need the resources)	Kathy Eichhorst (TUSD Trainer)	In house ongoing training
Transition and transition assisting agencies	Andi Ansel Andi.Asel@azed.gov	TBA
Assistive Technology (Assistive Technology for students who are SLD (Specific Learning Disabled) or students who are ID (Intellectually Disabled)	Janet Fukuda Janet.Fukuda@azed.gov	September
Gen Ed teacher training: modifications, accommodations, and collaboration, team teaching	Darleen Sithole Darleen.Sithole@azed.gov	Fall 2018
Cenpatico Resources	Cara Lewandowski clewandowski@cenpatico.com	Fall 2018
How to train kids on self-advocacy	Look under Improving Student Completion Rates on our PSO page here: http://www.azed.gov/specialeducation/transition/post-school-outcomes/ and visit Colorado State University to see self-advocacy lesson plans here:	As part of the AzCIS Training

Activity (What, Where, How)	Communicate planning to stakeholders (administration, teachers, counselors, parents, students)		
Purpose of Activity: (Why)	To inform community of ongoing support		
Start/Finish Dates (When)	Implemented by / Supervised by (Who)	Materials Needed (Needs)	Evidence of Success (What)

Collaboration Workshops

Collaboration Workshops

Collaboration Workshops

Locations and Dates:

- Cochise County Collaboration, October 23
- Snowflake, October 26
- Yavapai County Collaboration, October 29
- Kingman Collaboration, November 2
- Phoenix East Collaboration, November 7
- Page Collaboration, November 14
- Phoenix/Tempe Collaboration, Nov 29
- Yuma Collaboration, Dec 4
- Phoenix Central Collaboration, January 18
- Phoenix West Collaboration, February 8
- Phoenix North Collaboration, February 12

Collaboration Workshops

Phoenix Area Workshops:

Title: Phoenix East Collaboration Workshop (Location: Higley Unified School District Board Room, 2935 S. Recker Rd, Gilbert, AZ 85295)

Date: Wednesday, November 7, 2018

Time: 9:00 a.m. until 12:30 p.m.

Registration Link: Register for the **Phoenix East Collaboration Workshop**

Title: Phoenix/Tempe Collaboration Workshop (Location: Rio Salado College, 2323 W 14th St, Tempe, AZ 85281)

Date: Thursday, November 29, 2018

Time: 9:00 a.m. until 12:30 p.m.

Registration Link: Register for the **Phoenix/Temp Collaboration Workshop**

Collaboration Workshops

Phoenix Area Workshops Continued:

Title: Phoenix Central Collaboration Workshop (Location Leona Group, 7878 N 16th St, Phoenix, AZ 85020)

Date: Friday, January 18, 2019

Time: 9:00 a.m. until 12:30 p.m.

Registration Link: Register for the **Phoenix Central Collaboration Workshop**

Title: Phoenix West Collaboration Workshop (Location: Estrella Mountain Community College, 3000 N Dysart Rd, Avondale, AZ 85392)

Date: Friday, February 8, 2019

Time: 9:00 a.m. until 12:30 p.m.

Registration Link: Register for the **Phoenix West Collaboration Workshop**

Title: Phoenix North Collaboration Workshop (Location: Glendale Community College, 6000 W. Olive Ave. Glendale, AZ 85302)

Date: Tuesday, February 12, 2019

Time: 9:00 a.m. until 12:30 p.m.

Registration Link: Register for the **Phoenix North Collaboration Workshop**

Collaboration Workshops

AGENCIES/SCHOOLS WHAT?

Bringing Agencies (ADE, VR, DDD, Employment First, Community Colleges, et al.) and Schools/Districts (administrators, directors, teachers, et al.) to collaborate, plan, and align curriculum.

HOW? TEAMWORK

Asking Questions
Finding Solutions
Expecting Obstacles
Collaborating together
Asking more questions

Collaboration Workshops

How to Register

Email the PSOinbox at PSOInbox@azed.gov

- Your Name, District, Job Title, and your work contact information (email, phone)
- Include which Workshop (i.e. Snowflake, Page, etc.)
- **Optional:** Request Google Link to Register a Team

Example

- Kay wants to go to Snowflake Collaboration
- She emails the PSO Inbox and she receives a confirmation email.
- She requests the Google Link and registers up to 3 additional people on her team to attend.

Collaboration Workshops

Contact Information

- Jay Johnson
  - Jay.Johnson@azed.gov
- PSO E-mail
  - PSOInbox@azed.gov

Thank You for Coming to our Session!

Post-School (PSO) Outcomes for School Year Exiters 2015-2016

Examples of Collaboration
And
Resources

K-12 Planning/Resources

- Career and College Readiness for All grades
  - (Kay Schreiber Kay.Schreiber@azed.gov 602-542-5353)
  - My K-12 Road Trip to College and Career
- Assistive Technology for all students
  - Janet Fukuda (Janet.Fukuda@azed.gov 520-628-6665)
  - Mitch Galbraith (Mitch.Galbraith@azed.gov 602-542-4016)
  - Bruce Kennedy (Bruce.Kennedy@azed.gov 928-637-1876)
- Math for all grades
  - Amy McDonald (Amy.McDonald@azed.gov 520-770-3810)
  - Harold Campbell (Harold.Campbell@azed.gov 520-770-3363)
- Low Incidence Training
  - Lisa Kunz (Lisa.Kunz@azed.gov 602-364-0642)

Facilitation and Support

Resources

- Arizona Department of Education

  (Search: PSO, Transitions, ECAP, AZCIS,

  Arizona Community of Practice on Transition-AZCoPT)

  - Post School Outcomes
  - Secondary Transition
  - ECAP-Education and Career Action Plan
  - AZCIS-Arizona Career Information System
  - AZCoPT-Arizona Community of Practice On Transition
- NTACT-National Technical Assistance on Transition
- Career One Stop (Your Source for Career Exploration)
- My Future.com (Figure out what's next)

Action Planning

- Arizona Districts
  - Used PSO Data, Local Data, National Data
    - 8th Graders (Low-Attendance, Insufficient Credits (Fewer than 6), Low Grade Point average, Semester Fs.)
  - Trained Middle School and High School teams
    - Use PSO Questions to interview middle school students
    - Career Lesson Plans added student planning in Middle School IEPs (student/family reports)
      - Provides Self-Disclosure from students
  - Continue to Support transition planning during freshman year for all students in special education
    - Adding Support System and Self-Advocate role for Student
  - Transition plan is discussed first during IEP
    - Using Personalized Learning and UDL to reach all kids
    - Used Student Led IEP Form (Self-Disclosure/Self-Advocate)

Personalized Learning

Personalized Learning Plan

Learner's Name:

Grade:
School Year:
End Date:

Teacher:

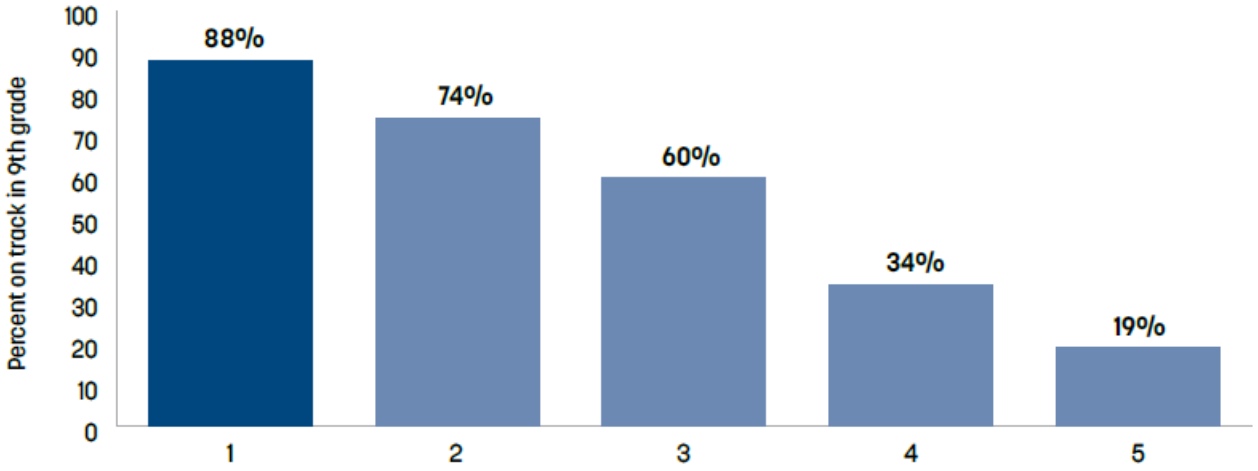
My Learning Profile

Future Thinker	*Achieving/Caring*
My Engagement Goal	
My Future College and Career Aspirations	
My Year-Long Action(s)	
My Service Learning Project (s)	
Comments	
Did I meet my Engagement Goal from last year?	

DRAFT

9th Grade Success Based on 8th grade Data

Figure 3. Ninth-grade (2015/16) on-track rates by number of 8th grade (2014/15) risk indicators



N: 0 = 12,636; 1 = 2,793; 2 = 2,179; 3 = 3,137; 4 = 1,590

Source: Authors' analysis of primary data collected for the study. Sample size = 22,335.

(Low-Attendance, Insufficient Credits (Fewer than 6), Low Grade Point average, Semester Fs.)

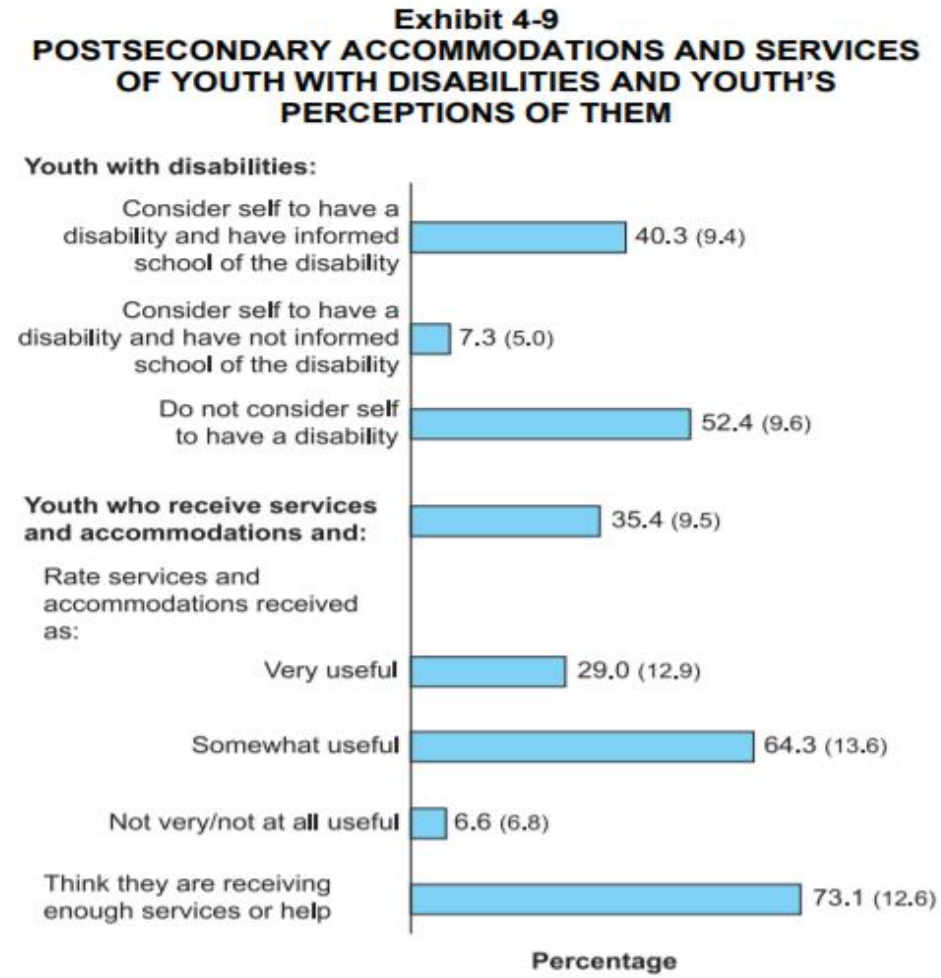
Early Indicators and Academic Mindsets in the Clark County School District

Local Example

- Arizona Districts
  - Reviewed PSO Data , Local Data, Financial Skills
    - Students completed college entrance/registration
    - Students didn't understand college accommodations
  - Connected students to Earn to Learn and Money Smart
  - Event "College Signing Day"
    - Connects students to school community and self-disclosure
  - Adding New Dual Credit Classes
  - Planned Training, Cluster Assessments, and college accommodations and used Think College Resource Library , Transition Team Checklist in all high school and Middle School Checklist IEPs.
  - Infographic Transition to College: What Changes after High School and Student Led IEPs

2011 National Longitudinal Transition Study

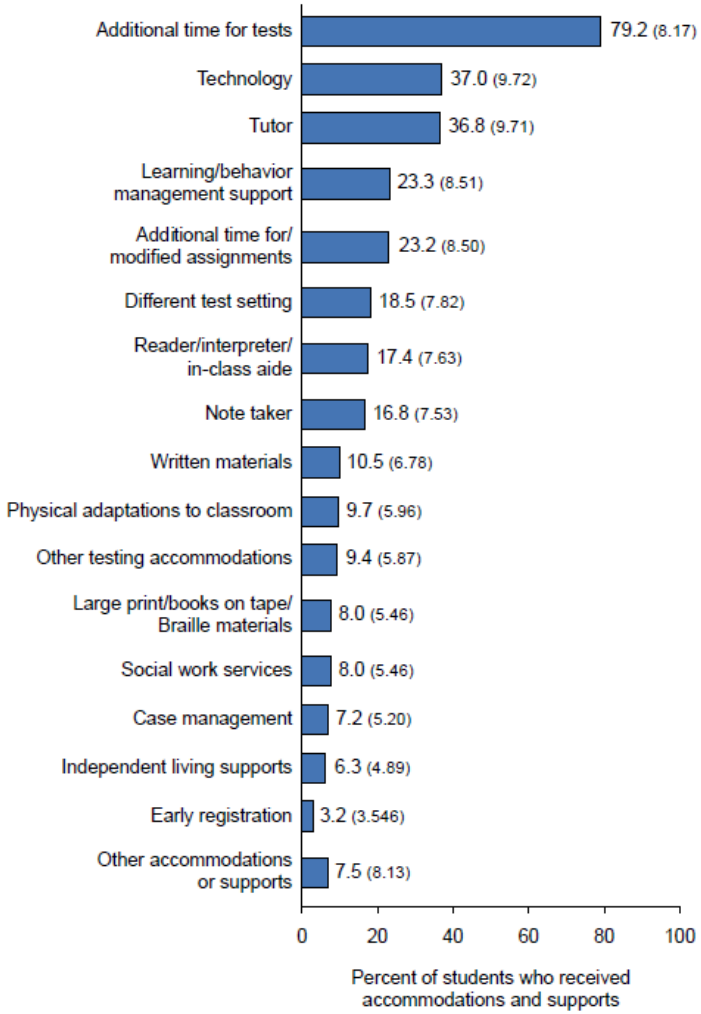
[2011 National Longitudinal Transition Study]



Source: NLTS2 Wave 2 parent/youth interviews.
Standard errors are in parentheses.

2011 National Longitudinal Transition Study

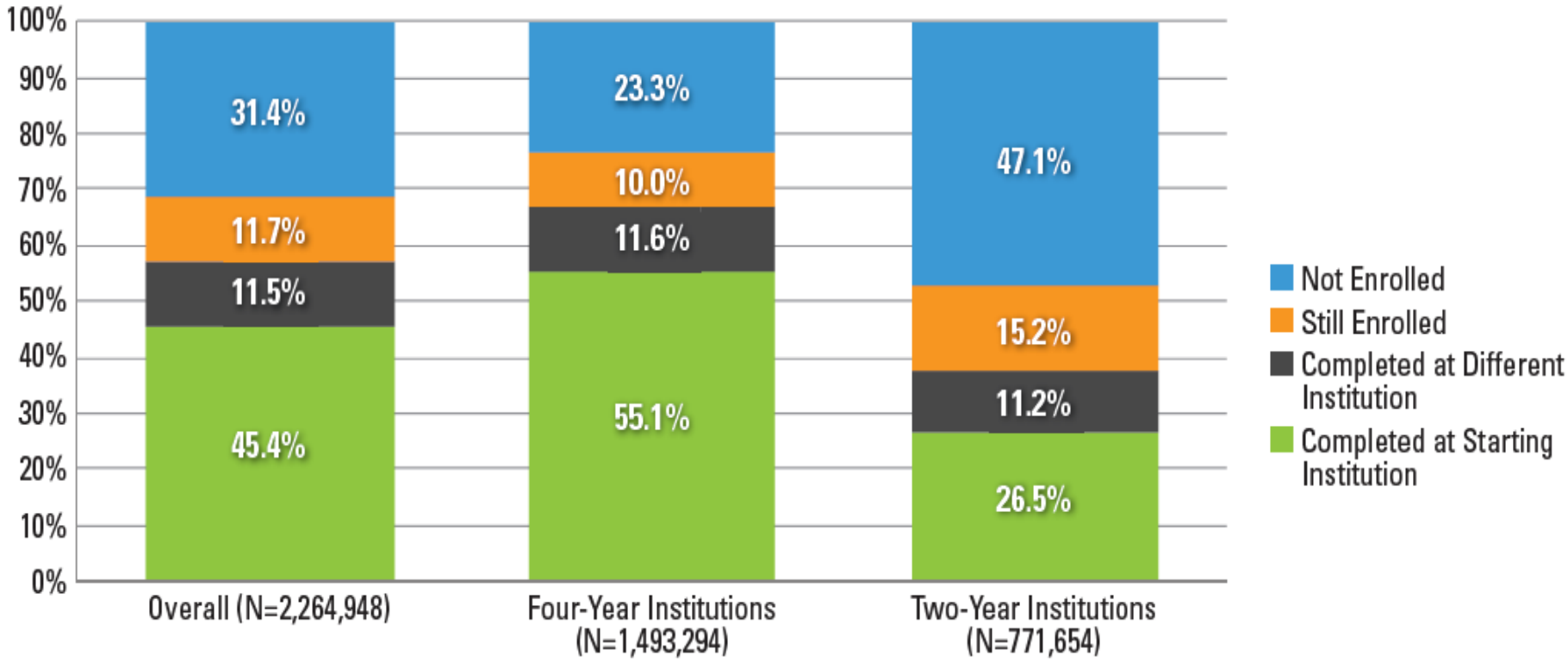
Figure 11. Types of accommodations and supports received from postsecondary schools by young adults with disabilities who had ever enrolled in a postsecondary school and had received these types of assistance



2011 National Longitudinal Transition Study

Completion Rate- Fall 2011 Cohort

Figure 7. Six-Year Outcomes for All Students, Students Who Started at Four-Year Institutions, and Students who Started at Two-Year Institutions (N=2,264,948)*



*This figure is based on data shown in Appendix C, Table 15.

National Student Clearinghouse

Local Example

- Arizona Districts
  - PSO Data and PSO Engagement Resources
  - Training **ALL** Staff (Gen Ed, Sped, Staff)
    - Called all PSO Students in December/January, Check in March/April (download form, open in Excel)
    - Training staff to use AT (Assistive Technology) and create AT Implementation Plan and Universal Design for Instruction
    - Used "A Student Handbook for Choosing and Using AT"
    - Use AT Loan Library and AzTAP Loan Library
    - New Apps Clips or CADET for Captioning for all Students
  - Connected High School CTE (Career and Technical Education) Program with College Level CTE Program
    - Connecting to Community ,self-disclosure self-advocacy skills
  - Connected Counseling Department and Transition Department (Connecting Community)

CTE Data Shared from NTACT

Why Is Career and Technical Education (CTE) Important for Employment Success for Students With Disabilities?

College and Career Readiness Gaps Persist for Students With Disabilities

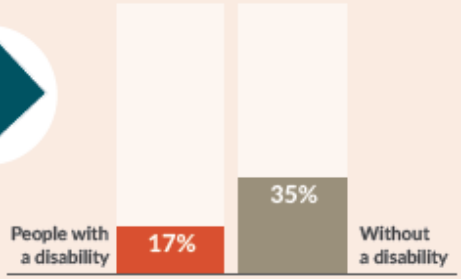
Persons with a disability are less likely to graduate on-time, attend college or be employed compared to those without a disability. The disparity in employment between those with or without a disability continues for those who attend college.

Lower on-time high school graduation rate

Source: U.S. Department of Education, OESE, Consolidated State Performance Report, 2010-11, 2011-12, and 2012-13

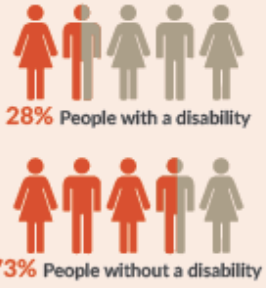
Less likely to hold a bachelor's degree

Graduated college with a bachelor's degree or higher



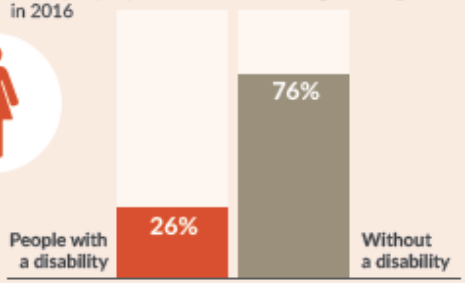
Source: U.S. Census Bureau, 2015 Current Population Survey

Lower employment rates: working-age



Lower employment rates: bachelor's degree

Employed people with a bachelor's degree or higher in 2016



Sources: *The Employment Situation*. U.S. Bureau of Labor Statistics, 2017; and *Persons With a Disability: Labor Force Characteristics*. U.S. Bureau of Labor Statistics, 2017. Retrieved from https://www.bls.gov/news.release/disabl.nr0.htm

CTE Participation Improves College and Career Readiness Outcomes

Students with a disability who are CTE concentrators* have better outcomes.

3% fewer unexcused absences

5% more likely to graduate high school on time

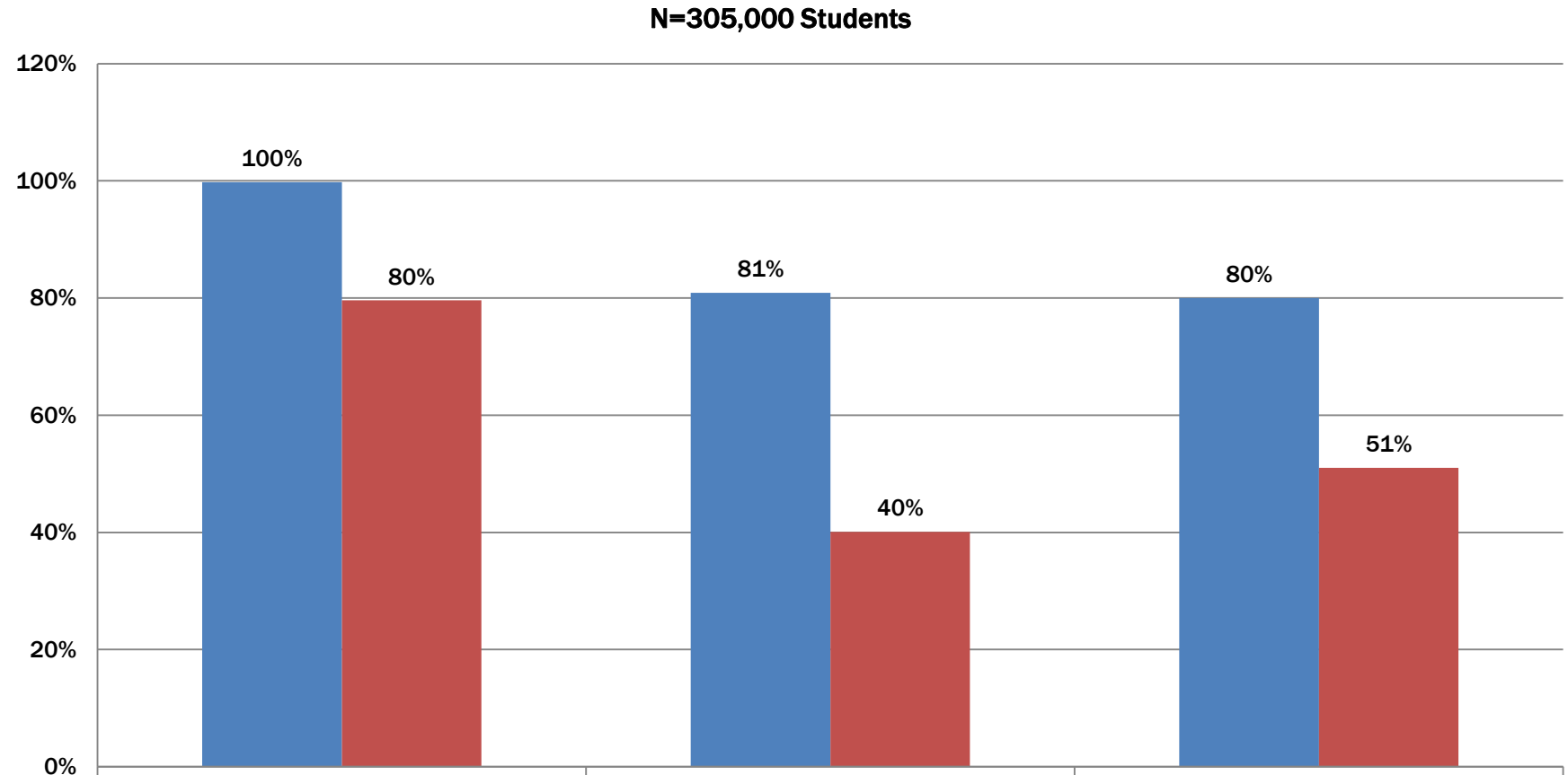
20% more likely to be employed after graduation

*CTE concentrator is a student who has taken at least four courses of CTE in high school.

Source: *Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Disabilities*, CALDER Center, 2017.

Download full report: http://bit.ly/2CJVn9w

National Longitudinal Transition Study (NLTS2) - 2012:



	Graduation	Post-Secondary	Paying Job
AT	100%	81%	80%
No AT	80%	40%	51%

National Longitudinal Transition Study

Post-School (PSO) Outcomes for School Year Exiters 2014-2015

Additional Resources

Bonus Resources

- WIOA (Workforce Innovation and Opportunities Act
- Mandates VR (Vocational Rehabilitation) to spend 15% of budget on Pre-employment Transition Planning
- Pre-Employment could include
  - Career Exploration
  - Work Readiness Training
  - Self Advocacy Training
  - Community-Based Work Experience

Arizona's VR Programming and Contact Information

Bonus Resources

Pre-ETS

Career Exploration Counseling	Work Readiness Training	Community-Based Work Experiences	Self-Advocacy Training and Peer Mentoring
Providing insight through:	Teaches students to:	Allows students to:	Focuses on:
Aptitude Assessments	Write a resume	Apply and practice soft and social skills	Self-awareness
Interest Assessments	Interview properly	Gain an idea of work	Understanding your rights
Comprehensive Vocational Evaluation	Search and apply for jobs online	Develop work skills	Setting goals
On-the-Job Evaluation	Find and complete job applications	Build relationships	Requesting reasonable accommodations
Discovery I	Manage employers contacts	Identify work accommodations	Becoming career ready
Discovery II	Handle conflict	Acquire job references	Developing an action plan
Postsecondary options	Navigate public transportation		Learning to advocate for yourself
	Review employee benefits, if needed		

Bonus Resources

Self-Advocacy Training

Course 1	Course 2	
Communication Skills	Communication Skills	
Defining Self-Advocacy	Defining Self-Determination	
Self-Awareness	Identifying Your Self-Determination Skills	
Understanding Your Rights	Setting SMART Goals	
Setting SMART Goals	Developing an Action Plan	
Developing an Action Plan	Determining Reasonable Accommodations	
	Becoming Career Ready	
	Learning to Self-Advocate	
Self-Awareness Portfolio	Professional Portfolio	Mock interview