



CCTS

CENTER FOR CHANGE IN
TRANSITION SERVICES

Strategies to Involve Families in Career Technical Education (CTE)

Seattle Special Education PTSA

Center for Change in Transition Services (CCTS) | www.seattleu.edu/ccts

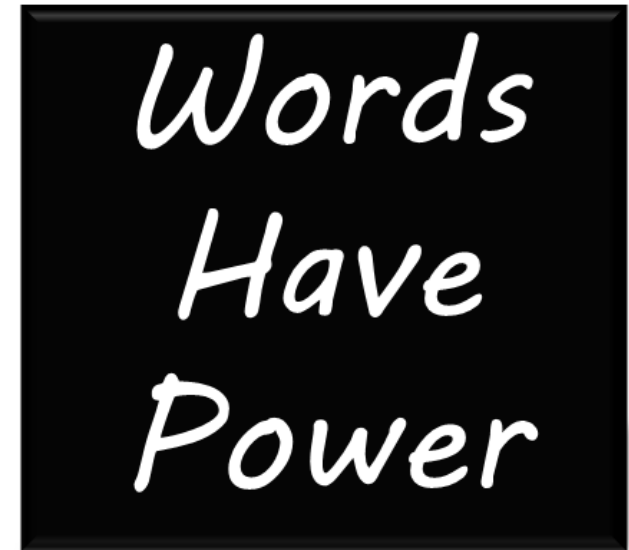
Agenda

Presenter: Cinda Johnson, CCTS Principal Investigator

- Introduction to CCTS and the State Needs Projects
- OSPI Inclusionary Practices Project
- Strategies to Involve Parents/Caregivers in CTE
- Individual Education Program (IEP) and High School and Beyond Plan (HSBP)
- Questions

Language Matters

- CCTS uses person-first language (person with a disability)
- Some individuals/populations prefer disability/identity-first language (disabled person)
- Listen to how individuals self-identify and take your cues from them.



*Words
Have
Power*

Introduction

A brief overview of CCTS and the OSPI State Needs Projects



CCTS

CENTER FOR CHANGE IN
TRANSITION SERVICES

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- OSPI Special Education State Needs Project
- Located at Seattle University

Our Services

What CCTS Provides:

- Secondary transition training
- District, ESD, and state-level post-school outcome data analysis
- Resources and materials
- Technical assistance

Who CCTS Supports:

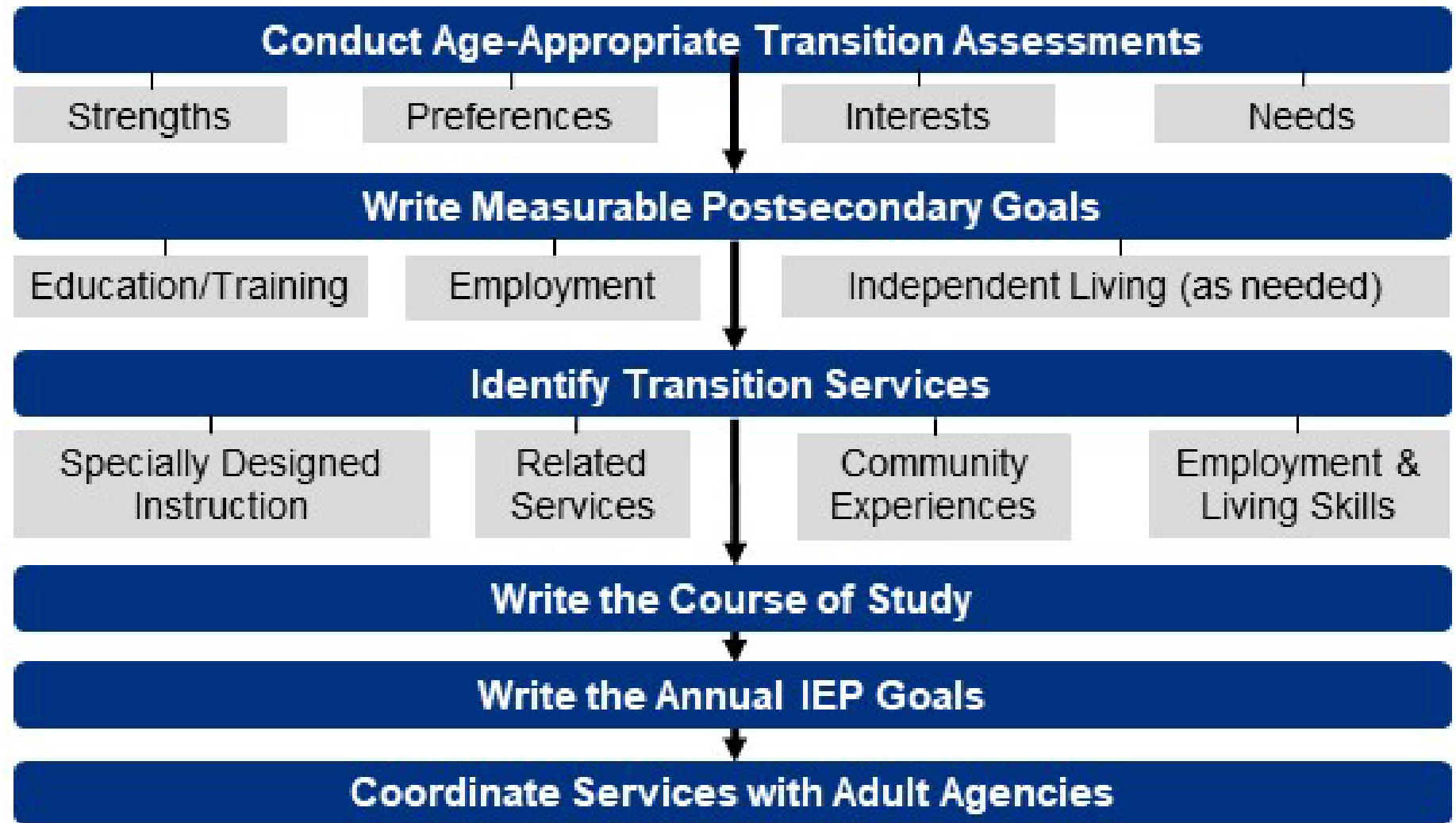
- Washington state ESDs, LEAs, public high schools
- Educators and administrators
- Agency staff
- Youth with disabilities and their families/caregivers

Transition Services Sequence

1. Conduct Age-Appropriate Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies

(Kohler, 1996)

Transition Services Flowchart



(Johnson, 2004)

www.seattleu.edu/ccts/transition-services/flowchart

The OSPI State Needs Projects

- [Center for Change in Transition Services \(CCTS\)](#)
- [eLearning for Educators](#)
- [Enhancing Capacity for Special Education Leadership \(ECSEL\)](#)
- [Open Doors for Multicultural Families](#)
- [Partnerships for Action, Voices for Empowerment \(PAVE\)](#)
- [Special Education Support Center \(SESC\)](#)
- [Special Education Technology Center \(SETC\)](#)
- [Washington Sensory Disability Services \(WSDS\)](#)

OSPI Inclusionary Practices Project

Overview of the Inclusionary Practices Project

Implement professional development, with an emphasis on coaching and mentoring classroom teachers, on:

- Inclusive education
- Differentiated instruction
- Individualized instruction

CCTS Strategy for the IPP

To increase inclusionary practices in general education through professional development, CCTS is focusing on strengthening partnerships between:

- Special Education and
- Career Technical Education (CTE)



Inclusion for Students with Disabilities



- Receiving special education services with targeted interventions and accommodations, regardless of their designation



- Learning in the general education classroom and engaging in the core curriculum
- Meaningfully participating in the general education setting, both academically and socially

CTE Participation Improves College/Career Readiness



3% fewer
unexcused
absences



5% more likely to
graduate on time



20% more likely
to be employed
after graduation

(Theobald, et al., 2019)

Strategies to Involve Parents/Caregivers in CTE

In every conceivable manner,
the family is link to our past,
bridge to our future.

Alex Haley



Engaging Families and Communities

“Students, family members and community representatives each have multiple identities...it will likely take multiple strategies to deepen engagement with various stakeholders.”

“Remember that students and their family members may share identities, or they may have different identities and challenges.”

Association for Career Technical Education, 2021

Ensure that families understand CTE (1 of 2)

- CTE provides skills that enable high school graduates to be competitively employed after leaving high school.
- Students have skills to enter certificate programs, community college programs, and 4-year degree programs.
- CTE courses are for all students.
- CTE programs are offered as a sequence of courses in different career clusters.
- There is a stronger impact for students if they can take three or four courses in one pathway.

Ensure that families understand CTE (2 of 2)

- CTE courses provide opportunities for students to experience an area of interest, build upon that interest with training and skills, and become competitively employed.
- Work-based experiences and internship opportunities strengthen students' skills and clarify their interests.

Communicate regularly with families (1 of 2)

- Provide information in multiple languages and accessible formats.
- Learn about families' specific needs.
- Share information from CTE about courses and career pathways available to their student.
- Involve parents in the academic and career planning process.

Communicate regularly with families (2 of 2)

- Ensure parents are invited, active participants in IEP meetings.
- Provide information to families about:
 - High School and Beyond Plan (HSBP)
 - School career planning process
 - Advising from counselors, CTE, and general education teachers
- Make it a point to share good news! Celebrate academic and career successes.

Involve families in career planning activities

- Build upon connections families have to the community.
- Invite parents to be mentors, guest speakers, or provide work-based learning opportunities.
- Invite families to participate in mock interviews.
- Recruit family and community members to serve on advisory boards and work teams.

Share Support Services

- Provide information to families about community organizations including advocacy organizations.
- Connect students and families with mentors who reflect and share their racial/ethnic/gender/special population identities (including alumni, family, and community members).
- Provide information about services for “dress for success” closets, food pantries, medical care, and other needed services.

Individual Education Program (IEP) and High School and Beyond Plan (HSBP)

Individualized Education Program (IEP) and HSBP

- Every student receiving special education services must have a transition plan included in the IEP the year they turn age 16.
- Beginning in 7th or 8th grade all students must have a HSBP, a requirement for state graduation.
- Both plans are revised annually.
- Many components are similar, but the documents are not.
- For more information, see [OSPI's Guidelines for Aligning High School & Beyond Plans \(HSBP\) and IEP Transition Plans.](#)

IEP Transition Plan and the HSBP

Elements	IEP Transition Plan	High School & Beyond Plan (HSBP)
Requirement	Federal Law	State Graduation
Assessment	Age-Appropriate Transition Assessment	Career Interest Inventory
Goals	Postsecondary and Annual IEP	Career and educational
Course work	Course of Study	Four-year plan for course-taking
Summary	Summary of Performance	Current résumé or activity log

Questions

Contact and Connect with CCTS



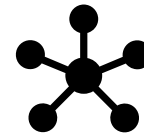
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Resources Worth Reviewing

- [Engaging Families and Communities to Support Special and Underserved Populations in CTE \(PDF\)](#)
- [Increasing Learner Enrollment in CTE Programs Parent/Guardian Engagement Tool \(PDF\)](#)
- [Engaging Families and Learners \(website\)](#)

Thank you

References

- Association for Career and Technical Education. (2021, September). Engaging Families and Communities to Support Special and Underserved Populations in CTE. Retrieved Feb. 2022 from <https://www.acteonline.org/wp-content/uploads/2021/08/ACTE-Engaging-Families-Communities-Sept2021.pdf>
- Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Learning Disabilities. *Journal of Learning Disabilities*, 52(2), 109–119. <https://doi.org/10.1177/0022219418775121>

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OSPI's Priorities for Improving Outcomes for Students with Disabilities



OSPI Disclaimer



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