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AUTHOR Chadsey, Janis; Leach, Lynda; Shelden, Debra
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ABSTRACT

This report contains profiles of eight states (Colorado, Maryland, New Jersey, New Mexico, New York, Oregon, Rhode Island, Vermont) that describe the states' efforts to include youth with disabilities in School-to-Work efforts. Data were gathered on each of the states through written records of state resources and grants, web site information, information from a National Transition Alliance (NTA) technical assistance provider who worked with the states, notes from an NTA workshop that featured School-to-Work presentations from seven of the eight states, and telephone interviews with at least two state-level personnel and at least one local provider. The information was developed into state profiles that provide an overview of the following for each of the states: (1) legislation, policy, regulation; (2) leadership and partnership; (3) resources and programs; (4) activities from local partnerships; (5) successes and challenges; and (6) sustainability issues. (KC)

STATE PROFILES

COLORADO

MARYLAND

NEW JERSEY

NEW MEXICO

NEW YORK

OREGON

RHODE ISLAND

VERMONT

Building Inclusive School-to-Work Systems

May, 2000

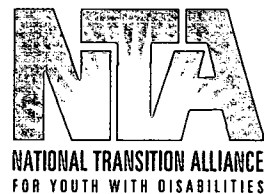
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INTRODUCTION

The National Transition Alliance for Youth with Disabilities (NTA) has been working with states to increase the participation of youth with disabilities in School-to-Work efforts. All of the states receiving federal funds have worked hard to involve ALL students in their School-to-Work programs, and every state has an informative story to tell that describes their process.

NTA has selected eight states to describe their efforts for including youth with disabilities in School-to-Work. We believe this information will be useful for other states that are still engaged in the School-to-Work process, and are looking for strategies that will help to sustain their work. We selected these states because of their years of experience implementing School-to-Work practices, their close relationship with their State Transition System Change Initiative, and their willingness to share information with others. Like all states, each has experienced successes and challenges while implementing School-to-Work.

Information was gathered on each of the eight states in the following manner. Written documentation (e.g., state resources, grants) and web site information were read and summarized. An NTA technical assistance provider who had worked with the states shared information about state activities. Notes from an NTA workshop that featured STW presentations from seven of these eight states were analyzed. Finally, telephone interviews were conducted with at least two state-level personnel and at least one local provider.

Once the information was collected, it was categorized according to: (a) legislation, policy, regulation; (b) leadership and partnerships; (c) resources and programs; (d) activities from local partnerships; (e) successes and challenges; and (f) sustainability issues. A profile was developed for each state, and sent to each of the individuals interviewed for their feedback.

The enclosed profiles represent our initial dissemination efforts to describe each state's effort for including youth with disabilities in School-to-Work efforts. In our future work, we plan to: (a) write an in-depth narrative of each state, and (b) conduct a cross-case analysis of the in-depth narratives in order to provide direction for including students with disabilities in future reform efforts that might lead to effective post-school outcomes. This information will be disseminated via the NTA and Transition Research Institute at Illinois (TRI) web sites.

Detailed information about the NTA is available on our web site: www.dssc.org/nta. For more information, contact the NTA at the Transition Research Institute, 217-333-2325, www.ed.uiuc/sped/tri/institute.html.

Janis Chadsey, Ph.D., Lynda Leach, M.S., and Debra Shelden, M.S., CRC, Transition Research Institute, University of Illinois at Urbana-Champaign

May, 2000

School-to-Work Grant Funded 1995-2000
Transition Systems Change Initiative Funded 1991-1996

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▶ The capacity development model and structure used by School-to-Career (STC), originally developed by the Transition Systems Change Initiative, involves funding as many local partnerships as possible (91) and providing support through state personnel and regional centers.
- ▶ A Collaborative Interagency Policy Forum for Youth At-Risk was convened to develop strategies to align policy and resources to achieve seamless transitions for at-risk youth.
- ▶ STC mandates that all local partnerships include representation that focuses on youth with disabilities.
- ▶ Local partnership proposals must involve and be signed by the chair from the local transition interagency team and must include strategies to support ALL youth, including youth with disabilities.
- ▶ The Division of Vocational Rehabilitation (DVR) in the Department of Human Services and the Department of Education (DOE) have a state level agreement supporting transition. Also, STW is infused in the Vocational Rehabilitation state plan.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▶ Many of the individuals involved with STC on state, regional, and local levels have backgrounds related to disability and were leaders in Transition Systems Change. Strong grassroots capacity was developed through Transition Systems Change and has been tapped for STC.
- ▶ DVR collaborates extensively with DOE and STC through its School-to-Work Alliance Program (SWAP) and is included as a team member on STC site visits.
- ▶ STC embraces content standards by providing training on contextual learning that brings special educators and vocational educators “to the table” with general educators.
- ▶ All STC training programs include material on accommodating students with disabilities. For example, *Making Standards Work* includes strategies for lesson plan accommodations in contextualized learning experiences.
- ▶ State special education staff provide technical assistance to STC partnerships.
- ▶ STC is infused in the Cooperative Services Handbook for Youth in Transition, which guides education and vocational rehabilitation systems in the provision of collaborative services to youth with disabilities.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▶ A recently funded sustainability grant has resulted in continued efforts to align multiple state, local, and regional resources. A process and database for resource alignment and mapping were developed for use by other states and local partnerships.
- ▶ Linking with STC is part of explicit responsibilities for a state DVR and a DOE Special Education position.
- ▶ Educational reform initiatives are aligned to support a common vision for ALL youth.

LEADING BY EXAMPLE: ACTIVITIES OF INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ The SWAP is closely linked with STC in local partnerships. Examples of collaboration include: serving on each other's boards and committees, co-sponsoring and jointly participating in workshops and seminars, utilizing STC grants for SWAP events, and co-funding coordinator positions.
- ▷ One district has recently funded a new position for a vocational coordinator who will build on STC business partnerships to expand work-based learning and mentorship opportunities for youth with disabilities.
- ▷ A local partnership was active in developing new agreements between a school district and a Department of Labor program to expand case management services to at-risk youth in middle school .
- ▷ Collaboration between special education professionals and career and technology administrators facilitate the sharing of business connections to develop work-based learning activities.

SUCCESSSES AND CHALLENGES

- ▷ Success – STC was modeled after successful Transition Systems Change and thus had immediate access to local expertise related to youth with disabilities.
- ▷ Success – Disability was represented during planning, writing, development, and implementation of STC.
- ▷ Success – Several initiatives and resources have been aligned, creating movement toward a common vision.
- ▷ Success – A trainer of trainer's model has been developed and implemented that connects academic standards with contextual learning and career development.
- ▷ Success – The publication, *Risky Business*, provides STC strategies and program examples for serving youth-at-risk including those with disabilities and supports the philosophy of improving education for ALL youth.
- ▷ Challenge – Developing an understanding of the connection between STC and standards-based education has required extensive work and learning by local and state professionals.
- ▷ Challenge – Finding personnel qualified in both job development and contextual general education curriculum development is difficult. Preservice programs are not meeting this need.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ Lighthouse partnerships (made up of multiple local partnerships) funded through the sustainability grant had to demonstrate an ability to continue two years past funding.
- ▷ Some regional centers may be able to continue beyond STC through pooling of resources.
- ▷ WIA youth councils are aligned closely with local partnerships and will have strong disability representation.
- ▷ Local districts are sustaining STC. For example, several districts will permanently fund the STC director position.

CONTACT INFORMATION

Colorado School-to-Career Partnership, Jeanne Fatz, Director, 1580 Logan Street, Suite 410, Denver, CO 80203, 303-894-2060, 303-894-2064 (fax)

Website: <http://www.cde.state.co.us/cdesarb/public/s-t-c.htm> and http://www.coresources.org/frames_home.htm

Individuals Interviewed for Profile: **Steve Kennedy**, Deputy Director, Colorado School-to-Career Partnership, **Susan McAlonan**, Colorado Department of Education, **Sue Schierkolk**, Youth Program Coordinator, Division of Vocational Rehabilitation, Department of Human Services, **Julie Sumpter**, Regional Coordinator, Region Four, Otero Junior College, **Pat Longo**, Assistant Director of Special Services, Douglas County School District, **Debbie Thompson**, Transition Teacher, District 11

May, 2000

STATE PROFILE

MARYLAND



School-to-Work Grant Funded 1995-2000

Transition Systems Change Initiative Funded 1995-2000

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▶ State legislation, under the leadership of the Governor's Office for Individuals with Disabilities, established a statewide Interagency Transition Plan to identify policy and system improvements that would promote seamless transitions for youth with disabilities.
- ▶ An Interagency Task Force brought together key state agencies, including the Division of Career Technology and Adult Learning, which houses Career Connections, the school-to-careers project (STC). The Division of Rehabilitation Services (DORS) coordinated all the quarterly Task Force meetings.
- ▶ The Task Force was required to submit a State Plan and annual reports to the legislature. The Governor's Office for Individuals with Disabilities and DORS were charged with reporting the findings to the legislature.
- ▶ The Plan identifies the Division of Career Technology and Adult Learning as having lead responsibilities for some objectives, often with the Division of Special Education and the Maryland Transition Initiative (Transition Systems Change) under DORS.
- ▶ State legislation requires DORS and Mental Health Administration representatives to serve on the Office of Children, Youth and Families local coordinating councils.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▶ STC and Transition Systems Change were funded concurrently, and state administrators have worked together closely throughout project activities. Strong leadership and vision provided by the Assistant State Superintendents from various divisions have promoted the cooperative efforts of the two projects.
- ▶ The Interagency Task Force brings together key players from multiple systems. Quarterly meetings allow them time to understand one another's language and systems.
- ▶ The Arc of Maryland instigated the initial legislation for the development of the State Plan and has co-sponsored conferences.
- ▶ Many state, regional, and local training opportunities involve cross-training. For example, the STC High School Improvement Conference required at least one special educator to be on each school's eight person team.
- ▶ Blended instruction workshops, held throughout the state, bring together general and special educators to design curriculum that integrates Maryland's Core Learning Goals with industry skill standards.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▶ STC and Transition Systems Change developed an integrated grant process. STC grant applications were required to address how youth with disabilities would be included in grant activities, and Transition Systems Change grant applications addressed how planned activities fit within the larger STC framework.
- ▶ Grant proposal review teams included representatives from both STC and Transition Systems Change, grant award letters were signed by both systems at the local level, and site visits to local projects were co-conducted by STC and Transition Systems Change staff.

- ▷ STC, Transition Systems Change, and other agencies have co-sponsored conferences and publications.
- ▷ Annual follow-up data is collected on all students through STC. A process for disaggregation of outcomes for students with disabilities is currently being developed jointly by state special education staff and STC.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ In one local labor market team (partnership), STC and Transition Systems Change representatives worked together to develop a career portfolio process, first implemented with students with disabilities, and now being expanded to use with all students.
- ▷ Transition Systems Change was able to fund 7 of 11 mini-grants proposed by a local district. The local STC partnership funded the remaining four proposals.
- ▷ In one county, the career development coordinator worked with teachers on a career research project for 8th grade students. Accommodations have been made so that ALL students can participate in the process.
- ▷ Local STC money has been used to purchase career exploration materials that meet needs of students with varying reading ability levels.
- ▷ Some local STC partnerships have followed the state lead in jointly sponsoring and participating in training.
- ▷ Collaboration at the state level has prompted greater collaboration at the local level.
- ▷ Local STC staff is housed in education district offices, which promotes linkages with special education staff.

SUCCESSES AND CHALLENGES

- ▷ Success – Strong leadership and vision for an inclusive career development system has been essential.
- ▷ Success – The force of the State Plan promoted collaboration at all levels.
- ▷ Success – People at the local level have been empowered to use technical assistance and resources from both Transition Systems Change and STC, and they have been encouraged to try new ideas.
- ▷ Challenge – Representatives of different systems and departments had to overcome their vocabulary differences, as well as misperceptions of what was allowed or provided by other systems.
- ▷ Challenge – State technical assistance providers needed to customize support to meet the varying local needs.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ STC money was not used to hire new staff but was embedded in ongoing school improvement activities and managed by existing staff. Therefore, the staff will be there after the money is gone. State funds will sustain STC. Transition Systems Change will be folded into STC.
- ▷ Key sustainability features include the well-developed blended instruction model, career plans and portfolios, and a data collection and evaluation plan. All of these components are inclusive of students with disabilities.
- ▷ As the State Plan expires, the Task Force has worked with the Governor's office to draft an executive order which will create a Governor-appointed Interagency Transition Council.

CONTACT INFORMATION

Career Connections, Katherine M. Oliver, Assistant State Superintendent, Division of Career Technology and Adult Learning, 200 West Baltimore Street, Baltimore, MD 21201-2595, (410) 767-0170, dmiles@msde.state.md.us

Website: <http://www.msde.state.md.us/factsndata/mdcareer.html>

Individuals Interviewed for Profile: Amy Pleet, Transition Specialist, Division of Special Education, MD Department of Education, Lynne Gilli, Program Manager, Career Technology Education/Instructional Branch, MD Department of Education, Beverly Kerkam, Career Development Specialist, Carroll County Schools

May, 2000

STATE PROFILE

NEW JERSEY



School-to-Work Grant Funded 1995-2001
Transition Systems Change Initiative Funded 1993-1998

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▷ Inclusive language and intent - School-To-Careers (STC) for ALL students - are written in all state policies, regulations, and Requests for Proposals (RFPs).
- ▷ The State Interagency Directors' Forum on Transition, made up of numerous state agencies, was established to address issues, policies, regulations, and strategies for improving STC transition-related activities at the state and local levels.
- ▷ Sustaining elements of the Transition Systems Change Initiative are embedded in New Jersey's STC initiatives for ALL students.
- ▷ Cross-Content Workplace Readiness Standards have been identified as an integral part of the Core Curriculum Content Standards for ALL students.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▷ Leadership at the state level is committed to developing a system to include STC.
- ▷ Team collaboration offers an ongoing dialog and support necessary for inclusion of ALL students in education and community.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▷ Transition Counselors in Schools Project (TCIS), funded by the Office of Special Education Programs, N J Department of Education, provides consultation, training, technical assistance, and demonstration of exemplary transition and vocational rehabilitation practices to local education agencies for STW/transition planning.
- ▷ Transition coordinators are members of local youth councils.
- ▷ Professional development conferences for general and special educators, product and information sharing, and aligning results for ALL children were cooperative efforts by STC and Transition Systems Change.
- ▷ A new *Transition Manual* is being disseminated in 2000 to all appropriate districts, private schools, and agencies.
- ▷ *World to Gain* video (2000) highlights successful STC/transition strategies and demonstrates how public schools can be an appropriate setting for STC and students with severe disabilities.
- ▷ Summer student leadership conferences are jointly sponsored by the local STC partnerships and the New Jersey Office of Special Education Programs.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ Atlantic County Special Services School District (ACSSSD) includes school-based, work-based, and connecting community activities for students with disabilities - "classrooms without walls."

- ▷ The Workforce Investment Board has provided partial funding for ACSSSD student training wages for the past several years.
- ▷ Community-based programming has improved attendance rate and test scores. 70% of students have jobs upon graduation.
- ▷ ACSSSD sponsored a summer institute for staff from comprehensive high schools in the county to learn about and consider replicating ACSSSD model for ALL learners.
- ▷ Two products are available to order: *Best Practices in Transition Video* and *Transition Curriculum with IEP Data Base*.
- ▷ ACSSSD has 40 different business partners. A major reason for success is that ACSSSD staff is at the place of work, develops relationships, job carves, and "success breeds success."
- ▷ When STC funding ends this year, the local Board of Education is picking up entire funding for program.

SUCCESSSES AND CHALLENGES

- ▷ Success – State Interagency Directors' Forum is the catalyst for state leadership and vision for developing a system that includes STC for ALL students.
- ▷ Success – Technical assistance and training are customized to local education agencies.
- ▷ Success – Summer Student Leadership Conferences empower students and fosters collaboration with local colleges.
- ▷ Challenge – There are always continuing issues that will require working together to resolve. This process takes time and is labor intensive, requiring identification of effective mechanisms and protocol for impact.
- ▷ Challenge – There are concerns regarding health and safety, insurance and liability, and qualified staff for community-based programs. Currently, there is a teacher shortage.
- ▷ Challenge – Recognizing the importance of the VR connection before services end at 21 and ensuring the connection is made is a challenge.
- ▷ Challenge – Accurate assessment of workplace readiness skills is a challenge.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ Cross-Content Workplace Readiness Standards - basic principles for ALL students - are being integrated into K-12 curriculum.
- ▷ The adopted code emphasizes the need for the implementation of a developmental career guidance and career awareness program.
- ▷ State leadership is committed to developing a system that includes STC for all students.

CONTACT INFORMATION

Office of School to Career and College Initiatives, Marie Barry, New Jersey Department of Education, P.O. Box 500, Trenton, NJ 07625-0500

Website: <http://www.state.nj.us/education>

Individuals Interviewed for Profile:

Bob Haugh and Marie Barry, New Jersey Department of Education, Office of Special Education Programs, **Russell V. Grecco**, Principal, Atlantic County Special Services School District

May, 2000

STATE PROFILE

NEW MEXICO



School-to-Work Grant Funded 1997-2001
Transition Systems Change Initiative Funded 1992-1997

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▶ The School-to-Work (STW) plan is strongly connected to New Mexico's Goals 2000 initiative.
- ▶ The Education Plan for Student Success, Standards for Excellence, includes career readiness standards with benchmarks for ALL students.
- ▶ Career readiness pathway is one of three pathways to earning a high school diploma developed by the New Mexico Department of Education in 1998.
- ▶ The Job Mentorship Tax Credit encourages small and medium size businesses to employ students enrolled in STW programs in the summer.
- ▶ Strong parent advocacy was instrumental in establishing a task force that holds systems accountable across agencies for access to postsecondary education by students with disabilities.
- ▶ The Baldrige performance framework at state and local levels is instrumental in improving the quality of programs.
- ▶ The New Mexico Systems Change Initiative, CIRCLE, implemented interagency agreements statewide.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▶ Excellent relationship and collaboration exist between the Department of Education and the STW Office, and consequently, a strong message that STW is for ALL students is infused in programs and policies.
- ▶ The guiding principle for leadership and collaboration is staying focused on what is best for ALL kids.
- ▶ State STW Partnerships include Departments of Economic Development, Education, Employment and Department of Labor.
- ▶ Good connections are in place between Workforce Investment Act (WIA) and STW personnel at state level.
- ▶ The Workforce Investment Council involves members from the 17 regional partnerships at regular meetings and facilitates grassroots planning.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▶ STW provided resources to help fund summer institutes for general and special education teachers, administrators, transition specialists, and STW coordinators.
- ▶ STW RFPs are reviewed jointly by STW and Transition Systems Change staff for inclusion of ALL students.
- ▶ New Mexico STW web site is jointly sponsored with the New Mexico Economic Development Department.
- ▶ The NM Special Education Office provided seed funding for pilot sites to implement an entrepreneur curriculum.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ The focus of partnership activities is on building systems instead of special programs for ALL students.
- ▷ Portfolio development for ALL students includes career readiness benchmarks.
- ▷ Interagency agreements with agencies contribute to a seamless transition/STW system.
- ▷ Career Days activities include ALL students.
- ▷ The local partnership has submitted a joint grant to WIA to develop a transportation system that will improve access to employment for youth with disabilities.
- ▷ All successes are local!

SUCCESSSES AND CHALLENGES

- ▷ Success – Strong participation of community colleges in rolling out STW is a success factor.
- ▷ Success – Passionate population that works with one another to extend limited resources contributes to success.
- ▷ Success – Leadership players remained stable from development of STW grant to implementation.
- ▷ Success – The 17 partnerships collect information about students and disseminate to locals - each partnership has an accountability system.
- ▷ Success – Strong business involvement and leadership are success factors.
- ▷ Challenge – Involving students in planning is a challenge.
- ▷ Challenge – Identifying needs at the local level and targeting appropriate information to them is a challenge at the state level.
- ▷ Challenge – All partnerships are not at optimal level for including students with disabilities in STW activities.
- ▷ Challenge – Issues of cooperative education certification, labor laws, transition requirements and work-based learning are challenges for IEP teams.
- ▷ Challenge – Assessment of career readiness standards and meaningful portfolio development are challenges.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ The Statewide Transition Coordinating Council was established to sustain Transition Systems Change efforts and is funded by many agencies.
- ▷ STW provides a foundation for WIA activities and both Department of Labor and STW are important representatives of WIA on the Statewide Transition Coordinating Council.
- ▷ The Education Plan for Student Success at the local level will help sustain improved outcomes for all students.
- ▷ Data driven systems exist at local levels and will provide continuous feedback for program improvement and sustainability.
- ▷ Mandated statewide implementation of Career Readiness with Benchmarks from the NM Standards for Excellence will help sustain these efforts.

CONTACT INFORMATION

New Mexico School-to-Work, Vonell Hewitt, Director, Office of the Governor, State Capitol Building, Room 400, Santa Fe, NM 87503, 505-827-3078, e-mail: huittv@gov.state.nm.us

Website: www.edd.state.nm.us/STW/

Individuals Interviewed for Profile: **Carole Brito**, Transition Coordinator, New Mexico State Department of Education,
Gary Cozzens, Rural Partnership

May, 2000

STATE PROFILE

NEW YORK



School-to-Work Grant Funded 1994-2002

Transition Systems Change Initiative Funded 1991-1996

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▷ A major educational reform effort to raise standards was established by the Board of Regents and formed the basis of the learning standards for ALL elementary, middle, and secondary school students, including students with disabilities.
- ▷ The Career Development and Occupational Studies Standards (CDOS) was developed as part of the reform effort and is aligned with the national School-to-Work (STW) legislation.
- ▷ The CDOS Framework integrates academic and vocational learning into a comprehensive delivery system for ALL students and consists of these standards.
 - Standard 1: Career Development
 - Standard 2: Integrated Learning
 - Standard 3A: Universal Foundation Skills (The Secretary’s Commission on Achieving Necessary Skills—SCANS.
 - Standard 3B: Career Major Option
- ▷ A framework for a Career Plan, based on the CDOS standards 1-3A, is currently being rolled out for use with ALL students.
- ▷ The CDOS standards and Career Plan are closely integrated with transition planning activities for students with disabilities.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▷ Special education, and others representing students with disabilities, were always “at the table” and appointed to important state committees.
- ▷ The Assistant Commissioner for the Office of Workforce Preparation and Continuing Education, who is responsible for STW initiatives, believed the concept that “All Means All,” i.e. STW was for everyone, including students with disabilities.
- ▷ The best linkages occurred where Transition Site Coordinators worked with other local STW partnerships.
- ▷ Training was done jointly between special education and STW staff, and outcomes for students with disabilities have been best when the Transition Site Coordinators were involved in the training.
- ▷ Inclusion practices helped to reduce barriers between special education and general education, and had a positive impact on STW activities.
- ▷ The Career Plan Pilot helped to bring diverse groups together (e.g., labor, general education, special education).

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▷ Agencies pooled resources and staff at the state level (e.g., in the development of the Career Plan Pilot).
- ▷ STW funds were provided to the regional Transition Coordination Sites to enable Sites to share Best Practices learned from the Transition Systems Change initiatives with the local STW Partnerships.

- ▷ Special education teachers availed themselves of STW mini-grants to provide STW opportunities for students with disabilities in special classes.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ Joint training was done by coordinators from transition and STW.
- ▷ Local partnerships worked together to develop a training manual which shows how the transition requirements and the CDOS standards are aligned.
- ▷ Local STW coordinators provided training on CDOS standards.
- ▷ Training was available to all STW constituency groups: special educators, general educators, administrators, support service providers, families, and employers.
- ▷ “All Means All” is the mantra; students with disabilities have been included from the beginning.
- ▷ Many schools have begun career planning with students, and at one of the middle schools in the local area, all seventh graders have a career plan.
- ▷ In one region, STW internship coordinators receive training on working with students with disabilities and are often present for IEP meetings.
- ▷ Leadership provided at the state level ensured the inclusion of students with disabilities at the local partnership level.

SUCCESS AND CHALLENGES

- ▷ Success – Consistent leadership has been essential.
- ▷ Success – Technical assistance from state to local level has been individualized.
- ▷ Success – A belief that “All Means All.”
- ▷ Challenge – STW is not funded by state legislation.
- ▷ Challenge – STW and transition need to be more prominent in preservice education.
- ▷ Challenge – The size and diversity of New York is a challenge.

WHAT’S NEXT?: SUSTAINABILITY

- ▷ The Career Plan and CDOS Standards may be a sustaining force of STW.
- ▷ The STW State Advisory Council and the local STW partnerships are exploring ways to become involved in the Workforce Investment Act activities, including the Youth Councils and programs.
- ▷ STW components are in the New York Workforce Investment Act State Plan.

CONTACT INFORMATION

New York School-to-Work Project, Jean Stevens, Assistant Commissioner, Office of Workforce Preparation and Continuing Education, New York State Education Department, 99 Washington Avenue, Albany, NY 12234, (518) 474-8892, jstevens@mail.nysed.gov

Websites: <http://www.nysed.gov/workforce/stw/>, <http://stw.boces1.monroe.edu>, <http://web.nysed.gov/vesid/sped/trans/tranmain.htm>

Individuals Interviewed for Profile:

Nancy Lauria, Associate, VESID, New York State Education Department, **Sara Knower**, Associate, Office of Workforce Preparation and Continuing Education, New York State Education Department, **Therese Zona**, Rochester Area Transition Coordination Site, Monroe I BOCES, **Kathy Heffron**, Eastern Monroe County School-Business Partnership, Monroe I BOCES

May, 2000

STATE PROFILE

OREGON



School-to-Work Grant Funded 1994-1999
Transition Systems Change Initiative Funded 1992-1997

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▷ Each of the “defining features” of School-to-Work (STW) is addressed by the Oregon Educational Act for the 21st Century, the Oregon Certificate of Advanced Mastery (CAM), and the policies of the State Board of Education.
- ▷ Oregon’s educational reform served as one of the models for federal STW legislation.
- ▷ The State Board of Education adopted academic content and career-related learning standards for ALL students to achieve Certificates of Initial and Advanced Mastery (CIM and CAM). Efforts are underway to explore assessment accommodations for students with disabilities in regard to being assessed for CIM and CAM.
- ▷ Career-related learning standards are aligned to career and life-role common curriculum goals adopted by the State Board of Education. The state is researching the feasibility and comparability of multiple assessment tools for the Career Related Learning Standards, including checklists, portfolios and on-demand video-based scenarios.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▷ The STW System is a collaborative, interagency, public/private partnership that has had strong involvement from all education agencies, including special education.
- ▷ Employers were instrumental in the passage and continuation of the Oregon Educational Act for the 21st Century and the Career Related Learning Standards.
- ▷ STW and the Transition System Change Initiative worked jointly to provide training and technical assistance to local partnerships.
- ▷ State personnel from Transition Systems Change and STW met weekly.
- ▷ Many transition teams for youths with disabilities at the local level are very strong. These teams worked well with STW personnel and often merged and became one team. Local transition teams had established strong partnerships with employers. These partnerships helped STW to “get a head start” in many communities.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▷ The infrastructure for STW and transition was already present in many parts of the state, so rather than hiring new staff, existing staff were used to implement programs. STW resources were used for staff development, employer involvement, and other supports.
- ▷ Six New Century schools were funded to be among the first to implement all aspects of CAM. Special education and vocational rehabilitation also put resources into these schools to ensure involvement of students with disabilities in the process.
- ▷ STW and Transition Systems Change mailings were combined to ensure that partners received the same information.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ A special educator served as one of the leaders in designing and writing the local STW partnership grant.
- ▷ The foundation of the Youth Transition Program (a program designed for students with disabilities) was used to ensure that every student participated in the STW system.
- ▷ Job duties of transition specialists were expanded to include STW activities.
- ▷ The principles of Personal Futures Planning, a planning strategy used in the disability community, was used with key stakeholders from the local communities to develop an inclusive action plan that would include ALL students in the STW process.
- ▷ State personnel were very helpful in providing individualized technical assistance for including youth with disabilities in STW.
- ▷ An essential element related to success was involving students with disabilities in STW planning activities from the very beginning. As stated by the local provider, "Start with one seamless system; don't start with separate systems."

SUCCESSSES AND CHALLENGES

- ▷ Success – The small size of the state has contributed to success, and the same core people from the state and local levels were always "at the table" together.
- ▷ Success – The consistency of leadership personnel who promoted relationship and team building was essential.
- ▷ Success – The long history in the state for delivering transition services to students with disabilities contributed to success.
- ▷ Challenge – Teacher preparation in transition and STW is needed at both the inservice and preservice levels.
- ▷ Challenge – Standards and high stakes testing have created a tension for students with disabilities between allocating time for academic content and transition and career activities.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ The implementation of CAM will ensure the sustainability of STW for ALL students.
- ▷ The strategic state planning process that ensures that STW is incorporated into school improvement efforts through legislation, such as Carl Perkins and Workforce Investment Act, will help to ensure sustainability of STW.
- ▷ If STW is working at the local level, it will be sustained due to its "good practices and positive outcomes."

CONTACT INFORMATION

Oregon School-to-Work Project, Nancy Hargis Stevenson, Oregon STW Director, Oregon Department of Education, 255 Capitol Street, NE, Salem, OR 97310, (503) 378-3584 x350, nancy.hargis@state.or.us

Website: <http://www.ode.state.or.us/opte/stw/index.htm>

Individuals Interviewed for Profile:

Nancy Hargis Stevenson, Oregon School-to-Work Director, **Sandra Gruhn**, Oregon Department of Education, **Stevie Blakely**, Principal, Chenoweth Elementary School



School-to-Work Grant Funded 1996-2001

Transition Systems Change Initiative Funded 1996-2001

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▶ School-to-Career (STC) language was in state education regulations before the STC implementation grant began.
- ▶ RI Skills Commission Report, High Skills or Low Wages, formed action steps for linking schools to workplace.
- ▶ Unified Resource Management forms the basis for one STC system for ALL students.
- ▶ Regional education collaboratives assist in facilitating school districts working together and sharing/consolidating resources.
- ▶ The Transition Planning Council is legislatively mandated and includes state departments that offer services for youth with disabilities.
- ▶ The accountability system for statewide school improvement involves STC initiatives.
- ▶ STC works with two groups at the state level, The Joint Staff Committee and Rhode Island's Interagency Team, to look at policy and practice affecting statewide workforce development issues for ALL learners.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▶ State leadership has focused on making Regional Transition Centers integral to STC partnerships.
- ▶ Career portfolio development is a joint effort by the Rhode Island Transition, Independence, and Employment Project (RITIE) (the Transition Systems Change Initiative), and STC.
- ▶ The Rhode Island STC director uses the influential Joint Staff Committee - economics, labor, & education departments - as a sounding board for STC policies for ALL students.
- ▶ Regional Transition Centers host Transition Fairs that include colleges, parents, students, and other agencies.
- ▶ The state STC Office, five regional STC partnerships, and interagency staff have developed and initiated implementation of a unified investment 2000 plan.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▶ STC and Transition Systems Change co-sponsor School-to-Career Institutes for professional development and curriculum building for general and special education teachers.
- ▶ Transition Systems Change and STC have blended resources to support professional development and to build awareness of how to integrate ALL students into school-to-career opportunities. Examples of this are the Resource Share Fair for all teachers demonstrated in one region, standards-based curriculum development, and Ground Hog Job Shadow Day activities.
- ▶ The STC Joint Staff Committee continues to explore the coordination of all workforce initiatives (Perkins, STC, Transition, WIA, Tech Prep, etc.).
- ▶ STC and Transition Systems Change jointly roll out money to schools and encourage them to practice unified resource management.
- ▶ Transition improvement grants to local schools attempt to build school-based teams for including ALL students.

LEADING BY EXAMPLE: ACTIVITIES FROM INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ Real Life Fair, funded by Rhode Island STC, is a middle school activity for ALL students, based on a model from special education in South Dakota.
- ▷ Ground Hog Job Shadow Day includes students with severe disabilities.
- ▷ Ongoing STC staff training at all levels includes transition coordinators.
- ▷ Regional Transition Centers work closely with high schools and STC partnerships.
- ▷ The school-based coordinator uses Perkins and STC dollars to facilitate connections with employers for ALL students.
- ▷ Career guidance is ongoing from kindergarten to 12th grade for ALL students.
- ▷ STC curriculum is aligned with SCANS and industry skills for ALL students.
- ▷ Working relationships exist among Transition Systems Change, STC, One Stop Centers, Division of Developmental Disabilities, and Office of Rehabilitative Services.

SUCCESSSES AND CHALLENGES

- ▷ Success – One of the best investments of transition money was to hire parents to do technical assistance and training with the Regional Transition Resource Centers. This in turn created a network of parents in each region of Rhode Island that has been effective in pushing transition resources with STC.
- ▷ Success – Relationship building and collaboration are models for involving all stakeholders. Examples include (a) fostering various groups to serve on each others' committees and (b) reviewing policy versus practice with practitioners.
- ▷ Success – Business involvement is good throughout the state, e.g. involvement in industry cluster development.
- ▷ Success – Statewide database, "Employer Where" will list business partners, work-based opportunities, and will facilitate project-based learning activities for ALL students.
- ▷ Challenge – Communication from state agencies to families, parents, and students is a challenge.
- ▷ Challenge – Transportation of students to the workplace is a challenge.
- ▷ Challenge – Maintaining the State Transition Planning Council after grant is over is a challenge.
- ▷ Challenge – Developing linkages to postsecondary colleges is a challenge.

WHAT'S NEXT?: SUSTAINABILITY

- ▷ The Rhode Island State Youth Council Board has invited Transition Systems Change staff to become a member of the board.
- ▷ Attention to lessons learned from Transition Systems Change and STC and applying them to Workforce Investment Act (WIA) and Perkins activities will help sustain efforts.
- ▷ RI Human Resources Investment Council advises Department of Labor and receives a payroll tax, thus providing resources for workforce development and commitment to STC for ALL students.

CONTACT INFORMATION

Rhode Island School-to-Career, Linda Soderberg, 610 Manton Avenue, 3rd Floor, Providence, RI 02909, 401-222-4922, lsoderberg@dlt.state.ri.us

Website: www.ristc.org

Individuals Interviewed for Profile:

David Sienko, Rhode Island Transition, Independence, & Employment (RITIE), **Alice Woods**, **Lizann Gibson**, **Joe Potenza**, and **Deb Hamel**, Southern Rhode Island Collaborative and Southern Rhode Island STC Partnership

May, 2000

STATE PROFILE

VERMONT



School-to-Work Grant Funded 1995-2000
Transition Systems Change Initiative Funded 1991-1996

PUTTING PRACTICE INTO WRITING: LEGISLATION, POLICY, AND REGULATION

- ▷ The Vermont School-to-Work Initiative (STW) was developed from the beginning as a system for ALL students.
- ▷ All planning documents and funding templates for the initiative are developed to be inclusive of ALL students.
- ▷ Disability representation, preferably by a person with a disability, is required in partnerships.
- ▷ All professional development activities sponsored with STW money have to relate the primary topic to the inclusion of ALL students, including students with disabilities.
- ▷ Annual plan development and progress review have to address the inclusion of students with disabilities. For example, one indicator requires that all transition plans for students with disabilities include appropriate STW opportunities.
- ▷ STW has been aligned with the revised School Quality Standards and the Vermont Framework of Standards and Learning Opportunities.

WINNING COMBINATIONS: STATE AND LOCAL LEADERSHIP AND PARTNERSHIPS

- ▷ From the start, there has been a strong connection between special education and STW. Special education personnel assisted with the writing of the original STW grant proposal.
- ▷ The Governor's Developmental Disabilities Council, the Regional Resource Center, the Vermont Coalition for Disability Rights, and the Division of Vocational Rehabilitation have all been involved as co-sponsors of STW related conferences and events.
- ▷ The Coalition for Disability Rights has advocated for STW in the state legislature.
- ▷ In Vermont, there is an established culture of collaboration. STW built on this by listening to the concerns of stakeholders, developing plans to address those concerns, and reporting back to stakeholders.
- ▷ Partnership teams attended a STW conference on including youth with disabilities and developed local plans of work that became part of the annual planning and progress review process.

CONNECTING THE DOTS: ALIGNMENT OF RESOURCES AND PROGRAMS

- ▷ On the local level, core transition teams, developed through Transition Systems Change, have linked effectively with local partnerships to work toward a common vision for ALL youth.
- ▷ The state, through special education, has provided significant technical assistance to local core transition teams to link more effectively with STW.
- ▷ Supervisors are supporting personnel from various programs to link with STW as part of their duties.

LEADING BY EXAMPLE: ACTIVITIES OF INDIVIDUAL LOCAL PARTNERSHIPS

- ▷ Local STW and vocational rehabilitation offices in one partnership developed a new summer youth employment program that was inclusive of youth with severe disabilities.
- ▷ Each school in one partnership has an identified liaison. Liaisons meet monthly and help disseminate partnership information to teachers in their schools. Many of these liaisons have a background in disability. The diverse group facilitates training and development for all teachers, as well as cross-disciplinary communication and planning.
- ▷ One local partnership funds supported employment services.
- ▷ One partnership designed a resource guide of best practices that aligns STW with standards and includes practices for including youth with disabilities

SUCCESSSES AND CHALLENGES

- ▷ Success – “It’s Vermont!”--Vermont’s pervasive inclusion philosophy has guided the work of STW from the beginning.
- ▷ Success – STW for youth with disabilities has not been seen as a separate goal. Rather, STW is presented as a school improvement effort for all Vermonters.
- ▷ Success—Data collected at each Vermont school indicate that youth with disabilities are involved in integrated STW activities.
- ▷ Challenge – Lack of resources to fund staff has made it difficult to do the work. On the other hand, this has led to everyone on state and local levels sharing responsibility and may lead to sustainability.
- ▷ Challenge – Some STW partners on local levels had a lack of knowledge or experience in diversity issues.

WHAT’S NEXT?: SUSTAINABILITY

- ▷ The principles of STW have been integrated into ongoing school improvement initiatives.
- ▷ Most of the newly formed Work Investment Boards coincide geographically with local STW partnerships.
- ▷ Local core transition teams will continue much of the local work and have well-established connections with other STW partners.
- ▷ STW funds were used to develop four professional development consortia. These consortia will become part of the state system of professional development.

CONTACT INFORMATION

Vermont School-to-Work Initiative, Jeanie Crosby, Director, 120 State Street, Montpelier, VT 05620-2501, 802-828-5403, jcrosby@doe.state.vt.us

Website: <http://www.state.vt.us/stw>

Individuals Interviewed for Profile:

Jeanie Crosby, Director, Vermont School-to-Work Initiative, **Michael Ferguson**, Special Education Consultant, Department of Education, **Suzanne Masland**, Coordinator, Central Vermont STW Collaborative, **Mary Waterman**, Coordinator, Randolph Regional STW and Career

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**Transition Research Institute
University of Illinois
117 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
217-333-2325
217-244-0851 (fax)**

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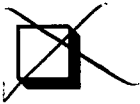


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