

# Using PSO and CTE Data to Address Student Outcomes

Presented to:  
NTACT Webinar Conversation Series  
February 14, 2019

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# Agenda

**I. Overview of Project**

**II. Special Education Student Outcomes**

**III. What is CTE?**

**IV. Special Education & CTE**

**V. Comparison Data Activity**

**VI. Busting the myths**



# Objective

- **To highlight how Career and Technical Education can be utilized as a tool to improve outcomes for Students with Disabilities**
- **To showcase student stories that provide anecdotal evidence about how CTE is beneficial for Students with Disabilities**

# Cross-office Collaboration



## Partners

- ▲ Oregon Department of Education – Education Programs and Transition team (EPT)
- ▲ Oregon Department of Education - Secondary & Postsecondary Transitions team (SPST)
- ▲ Oregon Department of Human Services - Vocational Rehabilitation



# Cross-office Collaboration

## Mission

To improve transition outcomes for youth with disabilities by creating an equitable, sustainable, simplified system, aligned across agencies that reduces redundancy.

# Chronology

## May 2018:

- NTACT Capacity Building Conference
- Redrafting the Oregon Technical Assistance Action Plan

## May 2018-Present:

- ODE analysts collaborate: Career and Technical Education and Students with Disabilities.
- The Equity Case
- CTE learning and Post School Outcomes (PSOs)

## June 2018-Present:

- Continued data analysis
- Co-presentations
- Resource development

## Late Summer/Fall 2018:

- Professional Development delivered to CTE Regional Coordinators throughout Oregon.



# Equity

- Approach
  - continuous improvement model with equity as the focus
- Framing the conversation
  - Perkins
  - The Oregon Equity Lens
  - NAPE PIPE project

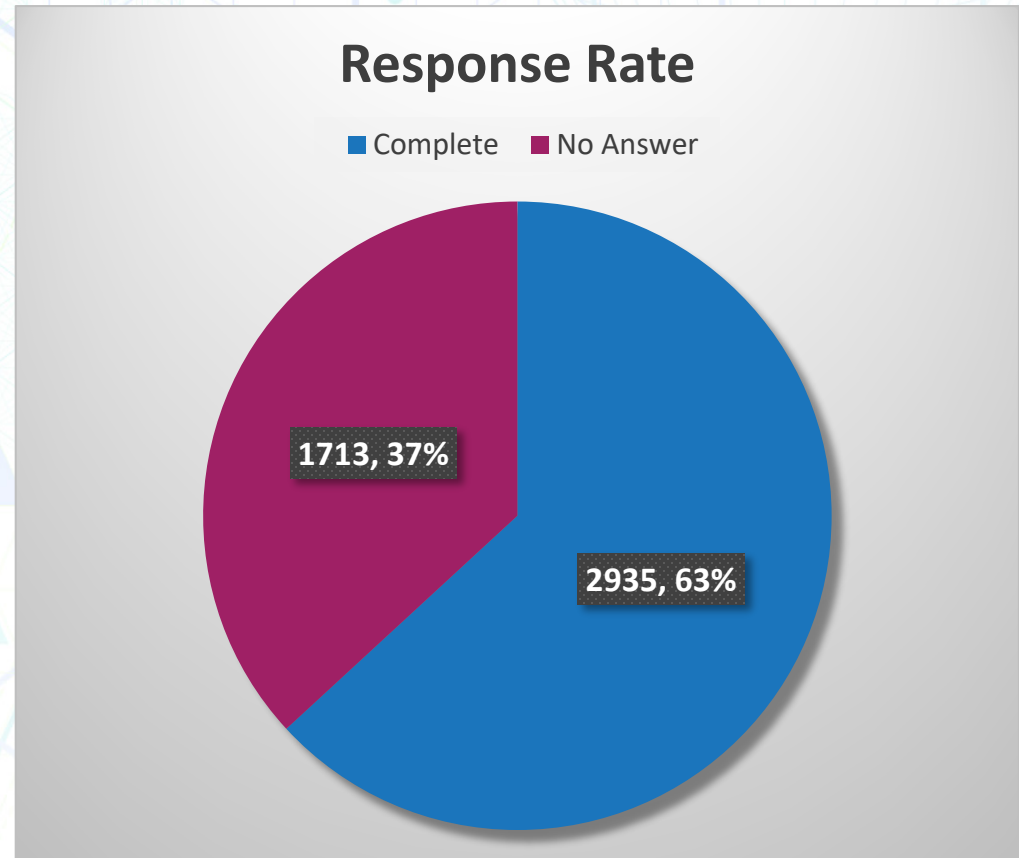


# Post-School Outcomes (PSOs) for Students with Disabilities



# PSOs for Students with Disabilities

- Survey
  - 17 questions
  - All Students Exiting



# PSOs for Students with Disabilities

## Higher Education

- Enrolled **Full- or part-time**
- **2-, 4-, or more year program**
- One **complete** term

## Competitive Employment

- Worked for pay at or above the **Minimum Wage**
- In a setting **with others who are nondisabled**
- **20 hours** a week
- at least **90 days** at any time in the year since leaving high school

## Other Postsecondary Education or Training

- Enrolled on a **full- or part-time** basis
- At least **1 complete term** at any time since leaving high school
- In an **education or training program** (e.g., adult education, vocational technical school, less than a 2-year program)

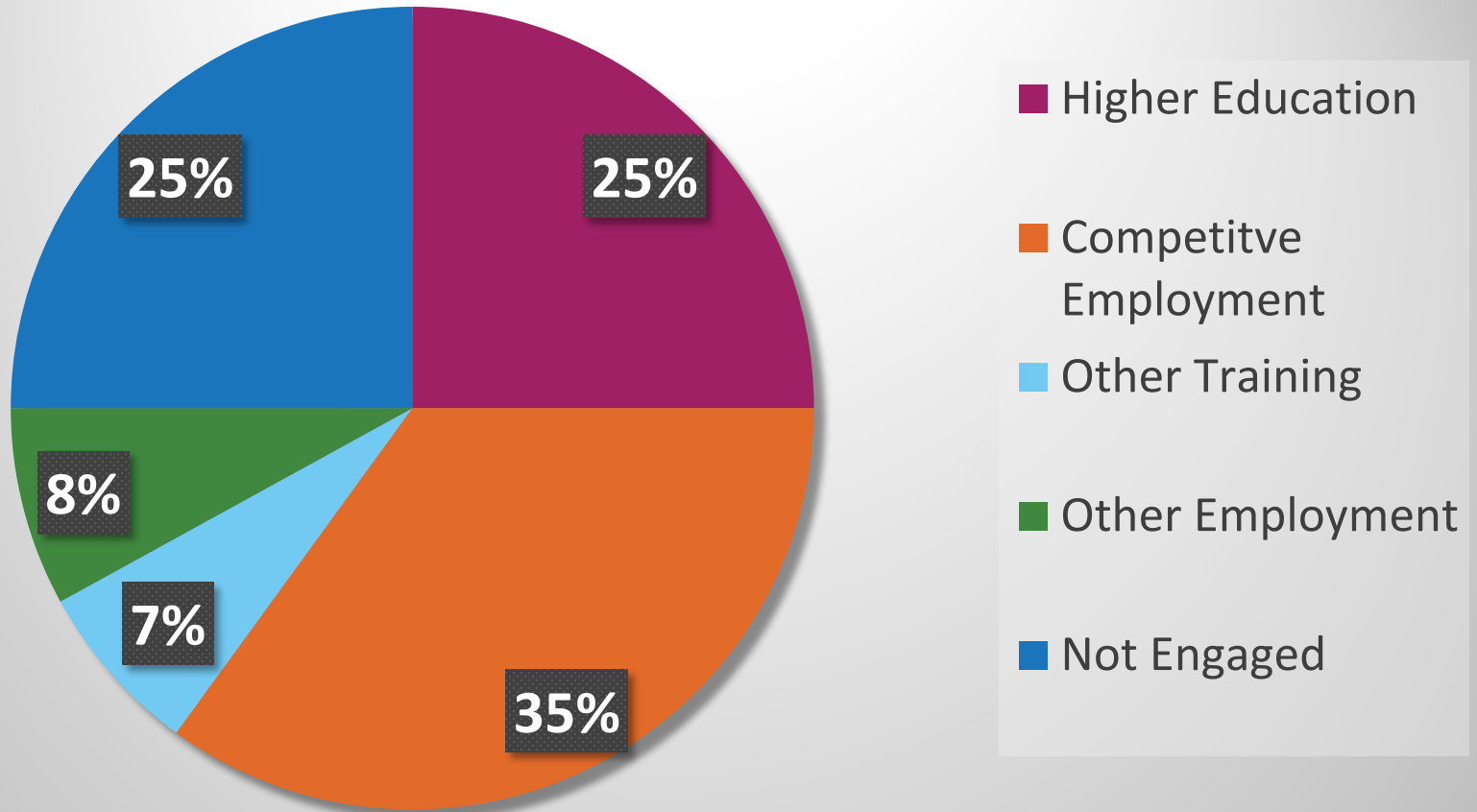
## Other Employment

- Worked **for pay or self-employed**
- At least **90 days** at any time since leaving high school

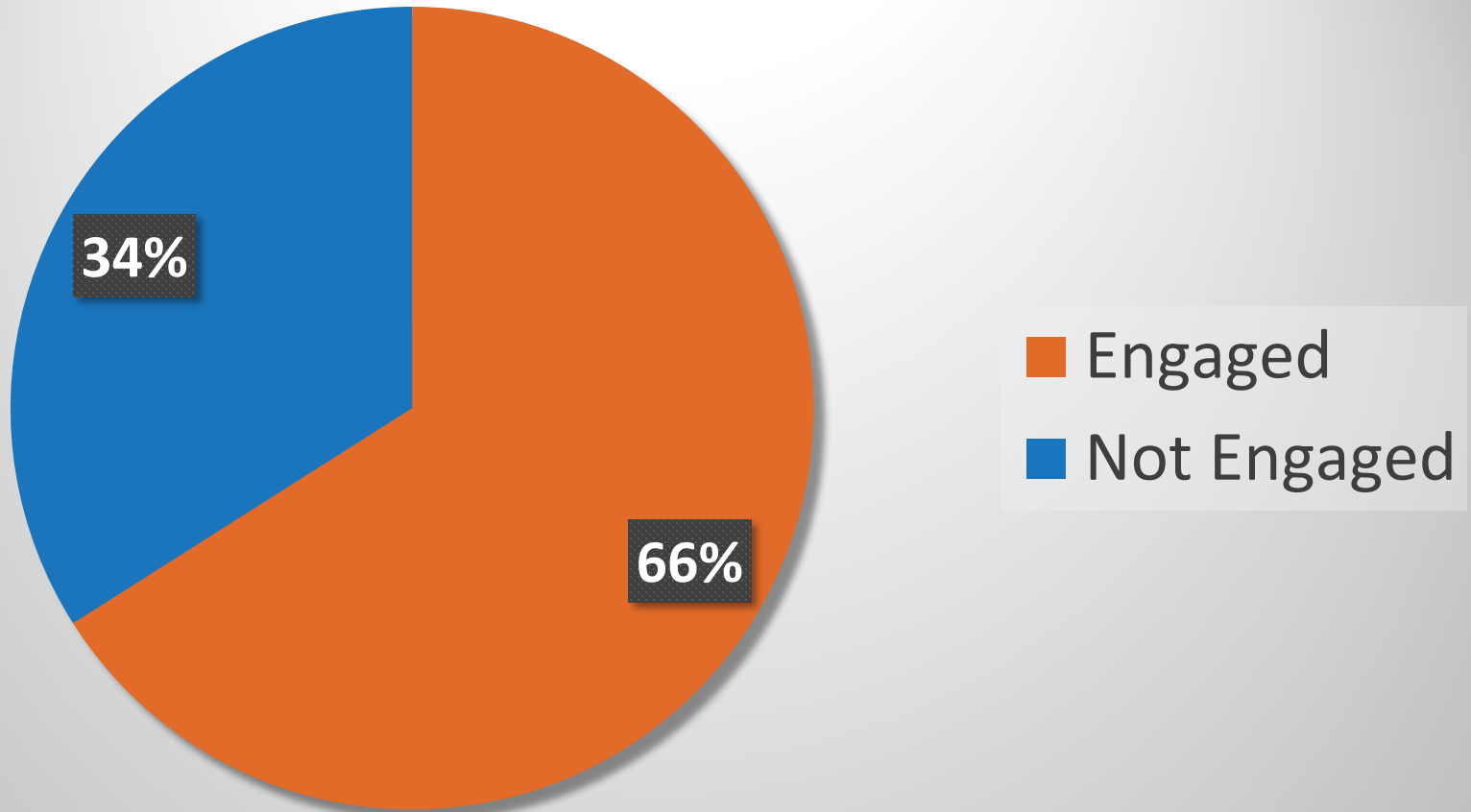




# PSOs for Students with Disabilities: Engagement (2015-2016)

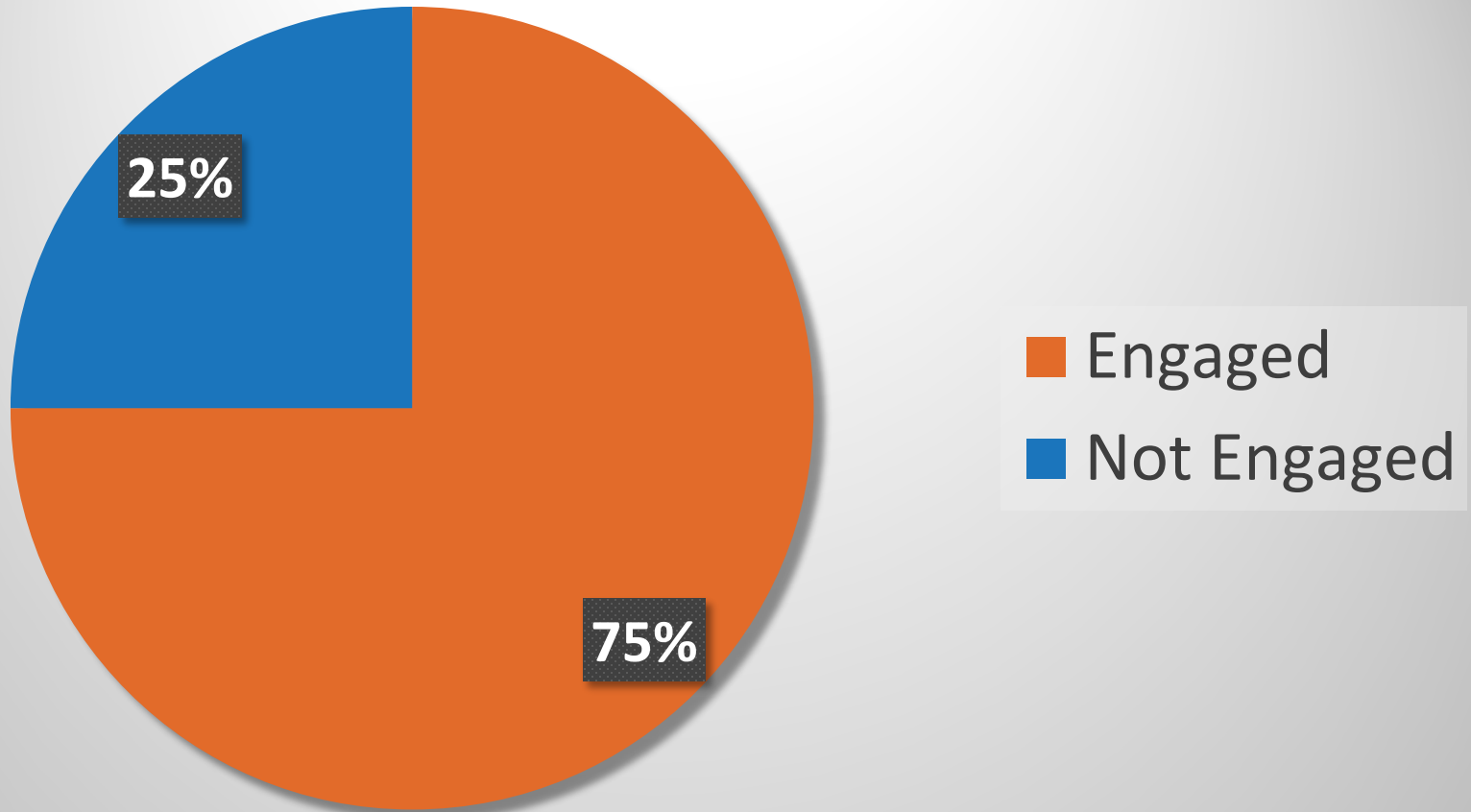


# PSOs for Students with Disabilities: Engagement (2008-2009)





# PSOs for Students with Disabilities: Engagement (2015-2016)



# PSOs for Students with Disabilities

The outcomes of Students with Disabilities are improving.



# What is CTE?

# CTE Defined

A sequence of organized educational activities that prepare students for further education and careers...



# Program of Study

1. a **sequence of courses**,
2. aligned to **industry standards** at the **secondary and post-secondary level**,
3. that integrates **technical and career skill** proficiencies with **academic content**.

A CTE POS prepares students for the workplace, further education, training, and community roles.

Source:

[https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS\\_Application\\_Resources.aspx](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Application_Resources.aspx)



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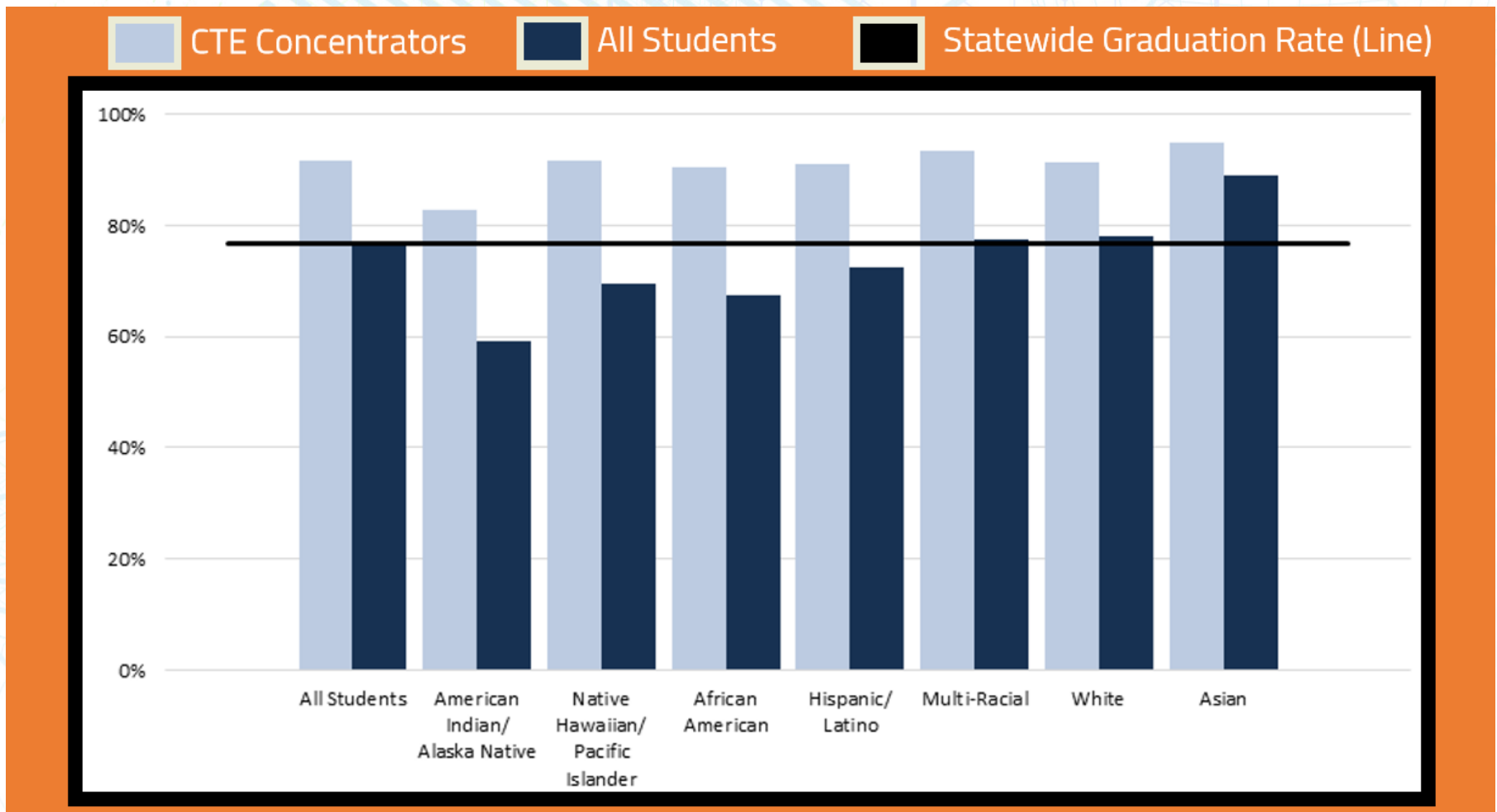
# POS: What's inside??

- Standards and Content
- Alignment and Articulation
- Accountability and Evaluation
- Student Support Services
- Professional Development

# Definitions

- **CTE Secondary Participant:**
  - One half (.5) or more credits
  - Oregon state-approved CTE Program of Study
- **CTE Secondary Concentrator:**
  - A minimum of 1 credit in CTE courses
  - at least .5 credit being required
  - Oregon state-approved CTE Program of Study

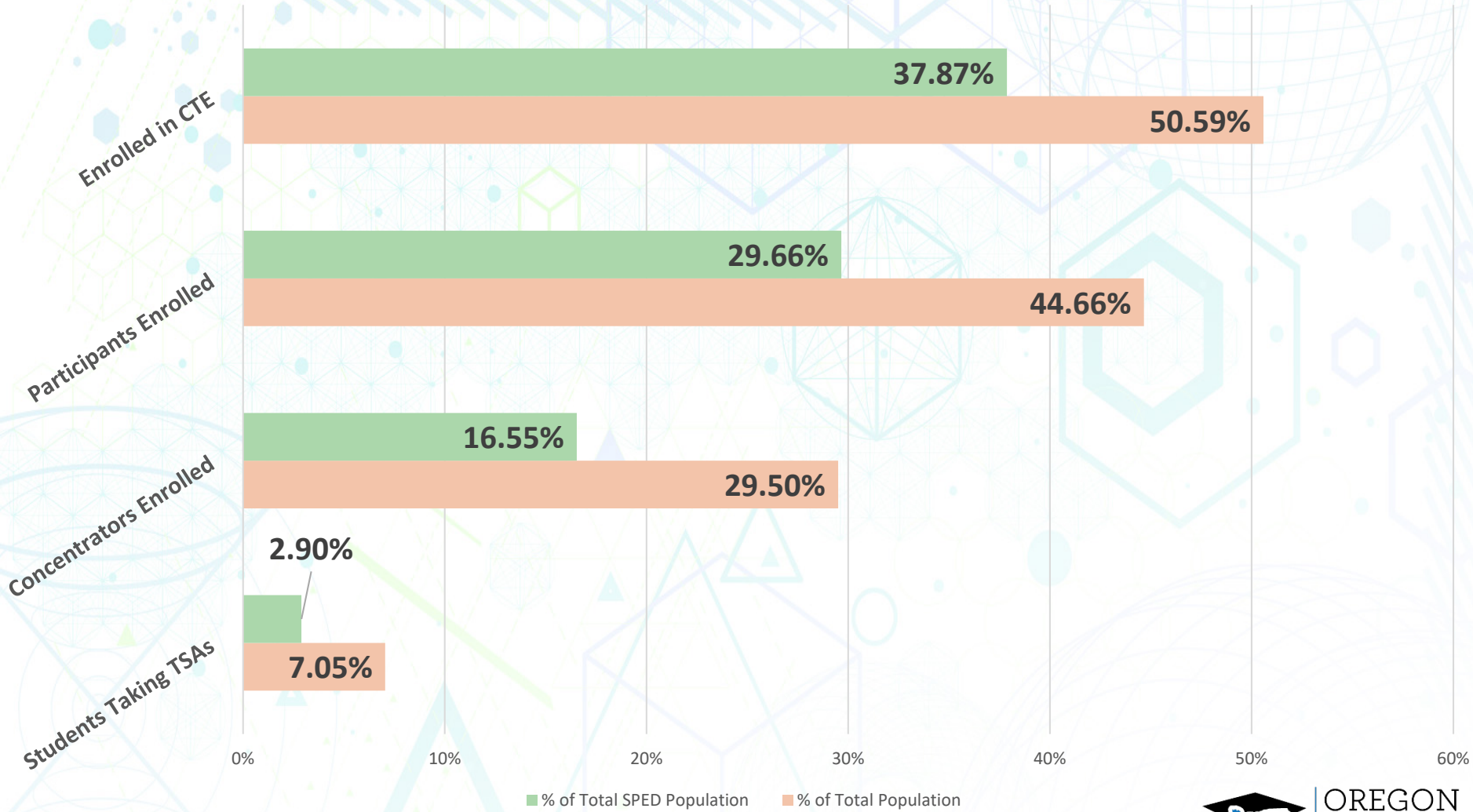
# Class of 2017 – 4 Year Grad Rate



Statewide Graduation Rate: 76.7%  
(2017)



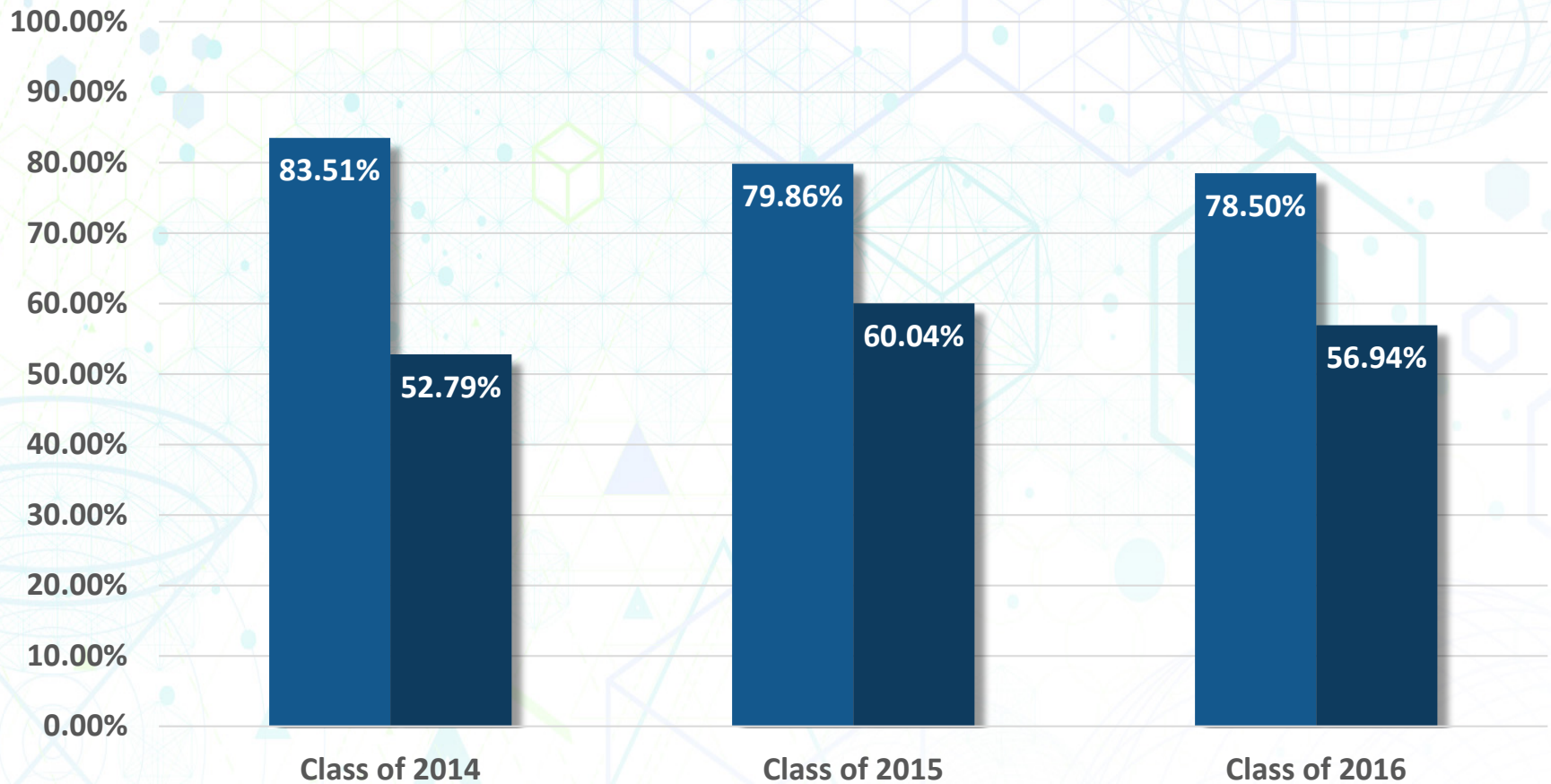
# CTE and Inclusivity



## 4-year or 2-year College Attendance (1 year Post-School)

■ CTE Concentrators with Disabilities

■ Non-CTE Concentrators with Disabilities



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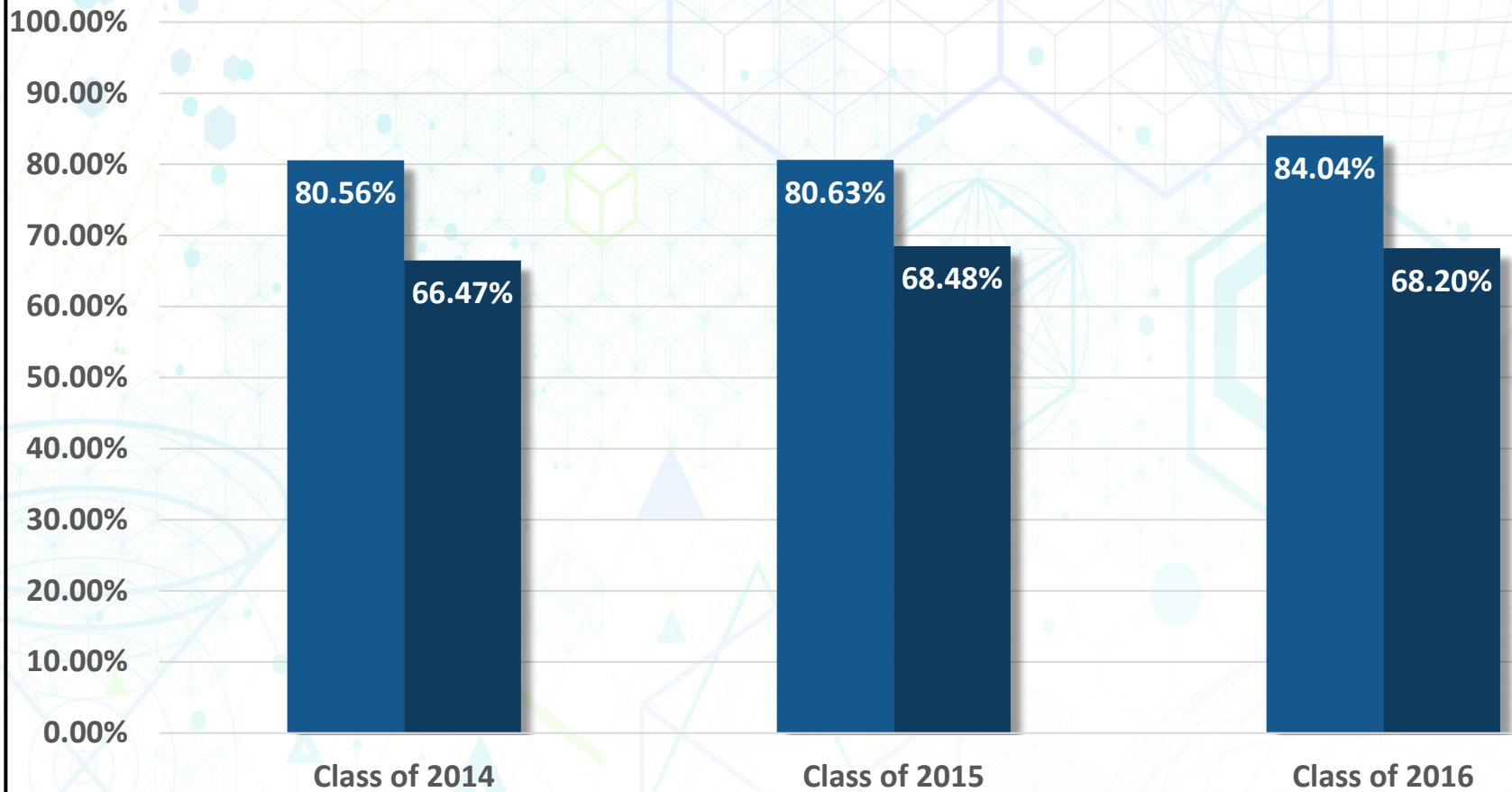
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## 12 Month Post-School Employment Percentages

■ CTE Concentrators with Disabilities

■ Non-CTE Concentrators with Disabilities



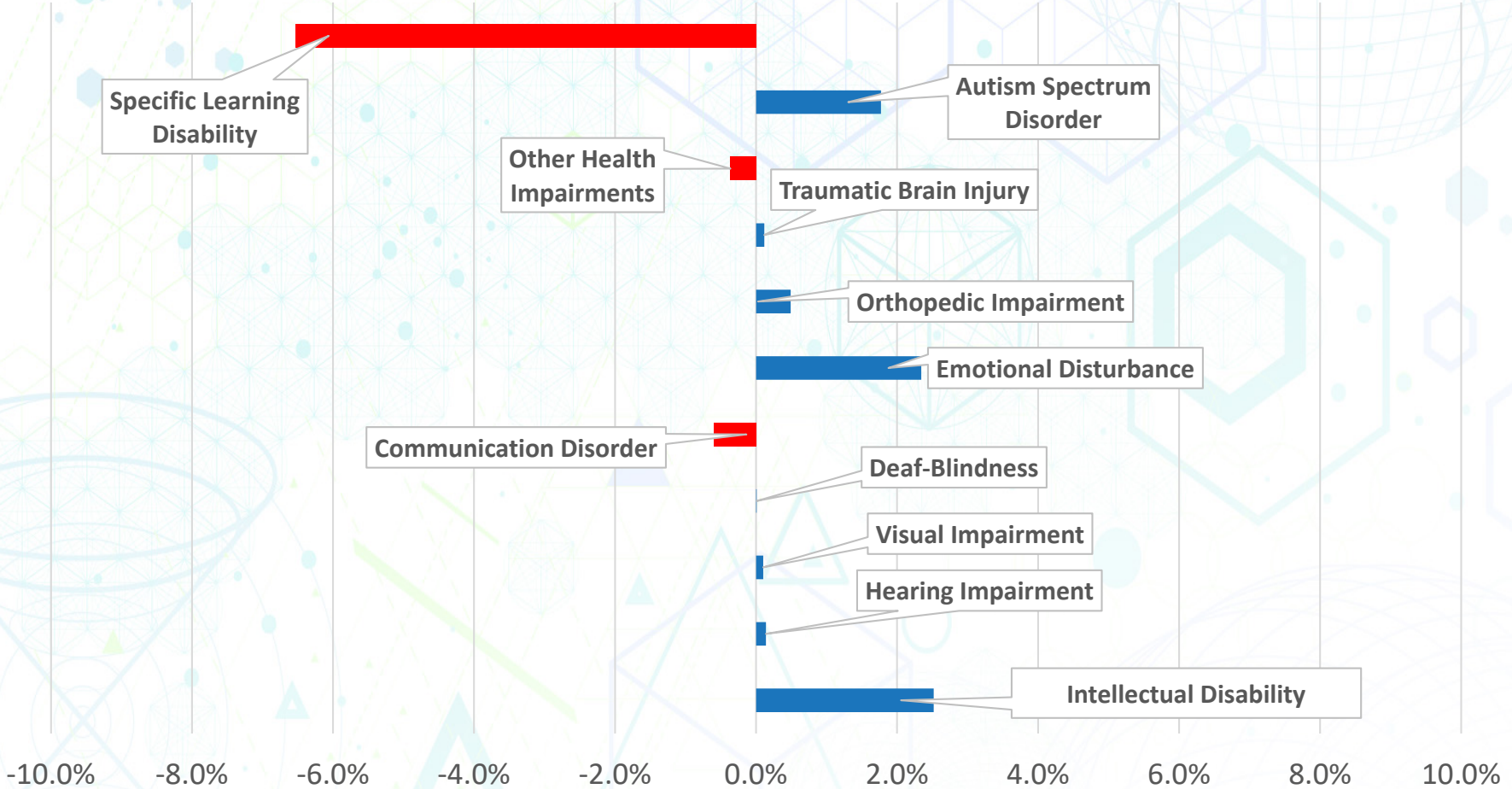
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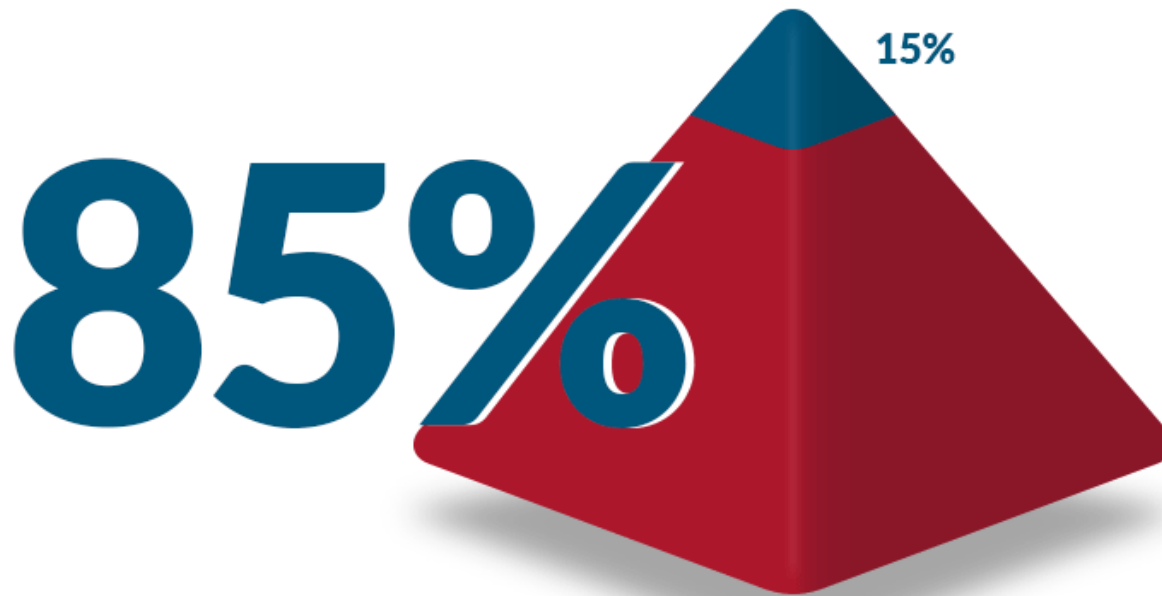
# Representation in CTE

## Differences in Specific Disability Representation



# The Importance of Professional Skills

Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has all concluded that **85% of job success comes from having well-developed soft skills and people skills,** and only 15% of job success comes from technical skills and knowledge (hard skills).





# While you were in school, did you learn to?

	CTE Concentrators with Disabilities	Non-CTE Concentrators with Disabilities
Make Choices	77%	69%
Speak Up	73%	67%
Solve Problems	73%	63%
Set Goals	72%	62%

# Busting Myths

- Students with disabilities (SWD) can't succeed in CTE programs.
- CTE courses are hazardous! SWDs can't be trusted to be safe in a CTE environment.
- SWDs can't pass the Technical Skills Assessment (TSA) or other end-of-program evaluation.
- CTE is an acceptable place to send students anytime! It's not necessary to prepare or train CTE faculty prior to enrolling SWDs.



# Next Steps

- Continued work with NAPE/PIPE
- Oregon ACTE
- Continued training across the state with counselors as well as general education and CTE faculty
- Transition Technical Assistance Facilitators and Youth Transition Program specialists continue to work together to support faculty and students as SWDs access and achieve in CTE
- Continued collaboration on the State Plan

# Thank you!

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