

Louisiana Believes

Special Education Advisory Panel

February 5, 2020



Public Comment Procedures

Public Comment Overview

- Comments will be allowed on all agenda items for a maximum of three minutes per person
 - The panel will receive all comments and may engage in further dialogue on the agenda item as a result of the comments received
- A person may only comment once per agenda item unless allowed an exception by the chair
- Comment cards must be submitted to the chair or LDE staff member prior to the vote on the motion
- The order and time of comment is left solely to the chair
- Persons making public comments shall identify themselves and the group they represent, if applicable
- Persons addressing the panel shall:
 - confine remarks to the merits of a specific agenda item before the panel
 - refrain from attacking a panel member's motives
 - address all remarks through the chair
 - refrain from speaking adversely on a prior action not pending
 - refrain from disturbing the meeting

Approval Meeting Minutes

Meeting Minutes

- Approval of the minutes from the November 6, 2019 meeting:
[https://go.boarddocs.com/la/bese/Board.nsf/files/BJ4NJ55E255F/\\$file/SEAP%20Minutes%2011-6-19.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/BJ4NJ55E255F/$file/SEAP%20Minutes%2011-6-19.pdf)

The background of the slide is a watercolor-style illustration. It features a central white area that tapers to a point at the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is centered and balanced.

Panel Membership Updates

Jumpstart 2.0

Jump Start Historical Context

LDOE launched Jump Start in 2014 with the Jump Start Blueprint. This created critical infrastructure for redefining Industry-Based Credentials (IBCs) and Career and Technical Education (CTE) in the state of Louisiana.

The framework of Jump Start pathways includes:

- required completion of 9 courses that align to a particular industry
- required obtainment of an Industry Based Credential (IBC)
- incentivizing the obtainment of valued IBCs through inclusion in the accountability system

Class of 2018

- 8,736 students graduated with a Jump Start Diploma
- 61% of Jump Start students earned a statewide IBC
- 97,238 credentials were earned by all students in 2017-2018

Jump Start 2.0

In February 2019, after an extensive consultation process, the Department launched a Draft Jump Start 2.0 Blueprint for Public Feedback.

There were three pillars in the Draft Blueprint:

- Every Jump Start Career Diploma student graduates having demonstrated success in the workplace, preparing them to work in a high-wage, high-growth industry.
- Every Louisianan knows and values the Jump Start Career Diploma path as fluently as the TOPS University path.
- Community leaders create systems that bridge education and employment, without state intervention, throughout Louisiana.

In order for Louisiana's economy to thrive, students need to enter into the workforce prepared for high-quality jobs

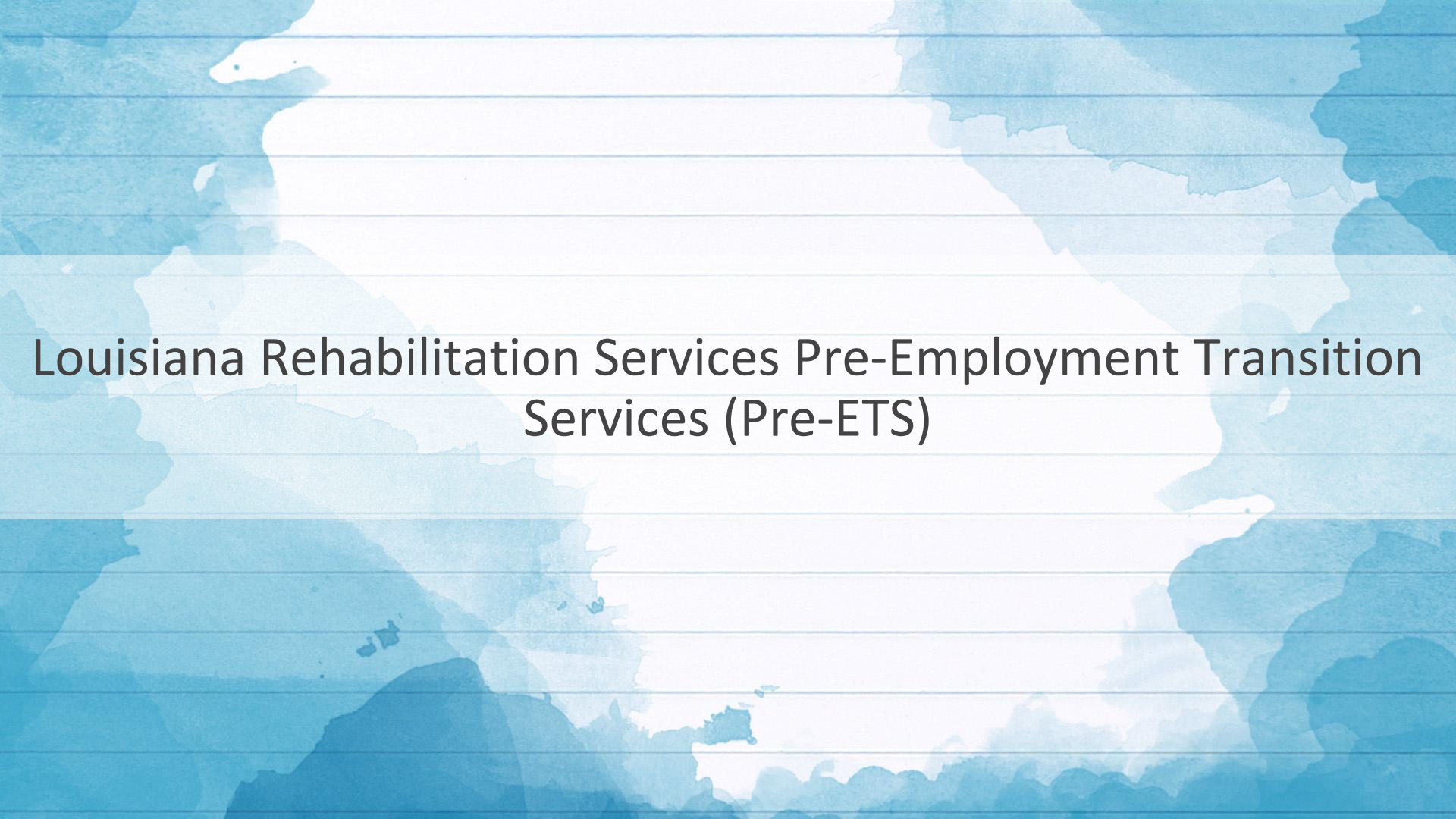
Proposed Jump Start 2.0 Pathways for BESE (March 2020)

For incoming freshmen 2020-2021

1. Agriculture, Food, & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology, & Communication
4. Business Management & Administration
5. Health Sciences
6. Hospitality & Tourism
7. Human Services
8. Information Technology
9. Law, Public Safety, Corrections, & Security
10. Manufacturing
11. Transportation, Distribution, & Logistics

Existing K16 Pathways

1. Pre-Educator
2. Environmental Protection and Sustainability
3. LSU Biomedical
4. LSU Computing
5. LSU Digital Design and Emergent Media
6. LSU Pre-Engineering
7. NICERC Cyber Security
8. PLTW Pre-Engineering
9. Xavier University Pre-Pharmacy



Louisiana Rehabilitation Services Pre-Employment Transition Services (Pre-ETS)

LRS TRANSITION SERVICES



www.laworks.net

The Vocational Rehabilitation Program

Provides services to help persons with disabilities to obtain, maintain, and advance in employment.

GET A JOB... KEEP A JOB... AND DEVELOP A CAREER!



Who Do We Serve?

LRS serves individuals with a broad range of disabilities including:

- Physical Disabilities
- Blindness
- Deafness
- Deaf-Blindness
- Mental Disabilities
 - Inclusive of post-traumatic stress resulting from Katrina/Rita and soldiers returning from Iraq/Afghanistan wars
- Learning Disabilities
- Traumatic Head/Brain Injury
- Developmental Disabilities
- Spinal Cord Injury
- Various other Disabilities

Transition from School to Work

Transition services are a coordinated set of vocational rehabilitation services for students, designed within an outcome-oriented process, that promotes movement from school to post school activities, including:



Transition from School to Work

- Pre-Employment Transition Services
- Postsecondary education
- Vocational training
- Integrated employment (including Supported Employment)
- Continuing and adult education
- If appropriate, referral to available continuing and adult education, adult services
- Independent living or community participation

Transition Students - Who Are They?

An individual who is a student with a disability who has an active Individualized Education Plan (IEP) in place.



504 STUDENTS

A student who meets the definition of a student with a disability as covered under Section 504.

or

A student with a documented disability.



THE TRANSITION PROCESS

VR Counselors are assigned to schools within their region in order to provide:

- Pre-Employment Transition Services
- Outreach information
- Consultation to students and families
- Technical assistance to schools
- Participation in IEP meetings
- Participation in planning & coordination of services
- Establishing eligibility for the VR program



Workforce Innovation and Opportunity Act - WIOA

- Signed into law on July 22, 2014, superseding the Workforce Investment Act of 1998 and amended the Rehabilitation Act of 1973. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

PRE-EMPLOYMENT TRANSITION SERVICES (Pre-ETS)

Who qualifies for Pre-ETS Services?

- Students with Disabilities - 16 to 21 years old.
- Students in a secondary or post-secondary education program or another approved education program
- Students with disabilities who are eligible or potentially eligible for VR services.

PRE-EMPLOYMENT TRANSITION SERVICES (Pre-ETS)

What are Pre-ETS?

- Job Exploration Counseling
- Work Based Learning Experiences
- Counseling on Post-Secondary Opportunities
- Workplace Readiness Training
- Training on Self-Advocacy

Job Exploration Counseling

- Administration of vocational interest inventories
- Information about labor market composition
- Information on in-demand industry sectors and occupations
- Identification of career pathways of interest to students

Work Based Learning Experiences

- Short term employment
- Apprenticeships
- Internships
- Work-site tours to learn about necessary job skills
- Job shadowing
- Mentoring opportunities in the community

Counseling on Post-Secondary Opportunities

- Information on course offerings and career options
- Types of academic and occupational training needed in the workplace
- Post-secondary opportunities associated with career field or pathways
- Advising students and parents or representatives on academic curricula
- Providing information about college application and admission process
- Assistance completing the Free Application for Federal Student Aid (FAFSA)

Workplace Readiness Training

- Communication and interpersonal skills
- Financial literacy
- Group orientation and mobility skills (i.e. to access workplace readiness training or to learn to travel independently)
- Job-seeking skills
- Understanding employer expectations for punctuality and performance and other “soft” skills necessary for employment

Training on Self-Advocacy

- Learn about their rights and responsibilities
- Learn how to request accommodations or services and supports
- Communicate their thoughts, concerns and needs, in order to prepare them for peer mentoring opportunities with individuals working in their area of interest.
- Mentoring opportunities with educational staff or with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings

Opportunities for Collaboration

WIOA emphasizes a collaboration between government agencies, including education agencies and Jobs for American Graduates (JAG).

LRS enters into Memorandums of Understanding (MOU) and Third-Party Cooperative Agreements (TPCA) with public agencies. (currently about 11 public education systems). LRS also enters into fee for service agreements with vendors to provide Pre-ETS

Third-Party Cooperative Arrangements

Third-Party Cooperative Arrangements (TPCA) are arrangements or contracts between LWC/LRS and a public agency, school district or charter school program to provide Pre-ETS.

The public entity agrees to hire Pre-ETS Transition Specialist(s) to provide direct services to students with disabilities.

LWC/LRS agrees to reimburse the public entity for up to 78.7% of salaries, benefits and travel of the specialist(s).

DESIGNATION OF FUNDS FOR TRANSITION

WIOA requires LRS to reserve at least 15% of VR Federal Funds to be used for Pre-Employment Transition Services (Pre-ETS) for students with disabilities.

Questions / Comments??



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LOUISIANA

WORKFORCE

COMMISSION

A watercolor-style map of Louisiana in shades of blue, centered on a white background. The map shows the state's outline, including the Gulf of Mexico to the south and the Mississippi River to the west. The text is overlaid on the white background.

FFY 2018 Louisiana's State Annual Performance Report (APR)

FFY 2018 APR

State Performance Plan (SPP) --

- Currently in the federal fiscal year (FFY) 2013-2018 cycle
- Sets targets for 17 indicators
 - Mix of compliance (e.g. Child Find) and student outcome (e.g. Proficiency)
 - Established with stakeholders in FFY 2013

Annual Performance Report (APR) --

- Annual update to the SPP
- FFY 2018 APR due on February 3
- Reports on results for each indicator against established targets
- States can adjust targets, if needed and justifiable

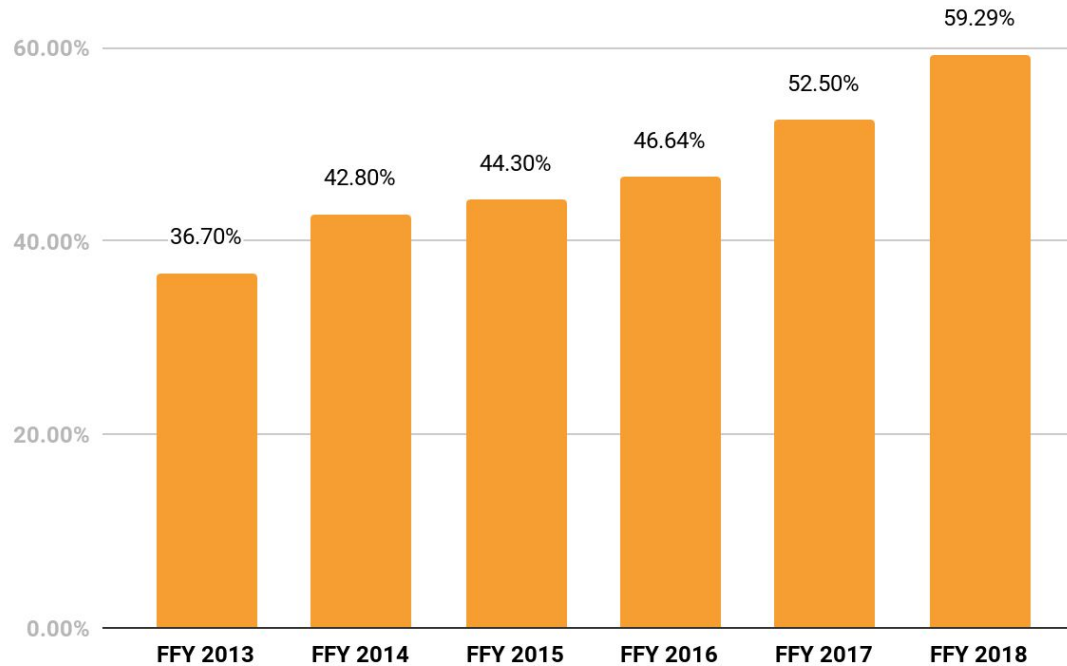
FFY 2018 APR

The SPP/APR includes 17 indicators. The indicators in black require us to set annual targets, while the indicators in green have a target automatically set at 100%.

- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4A: Suspensions / Expulsions (All Students)
- Indicator 4B: Suspensions / Expulsions (Race / Ethnicity)
- Indicators 5 and 6: Educational Environment ages 6-21, ages 3-5
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicators 9 and 10: Disproportionate Representation in Special Education
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13 and 14: Secondary Transition and Post School Outcomes
- Indicators 15 and 16: Hearing Resolutions and Mediations (<10 not reported)
- Indicator 17: State Systemic Improvement Plan (due in April)

FFY 2018 APR

Adjusted 4-Year Cohort Graduation Rate for Students with Disabilities



Looking Ahead

The Department will present an update on SPP / APR Indicator 17, the State Systemic Improvement Plan (SSIP), at the March SEAP meeting. This indicator is due on April 1, 2020.

The U.S. Department of Education has extended the SPP/APR cycle by one year. The panel provided feedback on targets in November, and those will be incorporated into the APR submission.

Adjournment