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Purpose

The purpose of the Journal for Vocational Special Needs Education (JVSNE) is to advance the professional development of personnel in the field who are engaged in educating students from wide variety of special populations with an emphasis on educators, service providers, staff, and administrators who provide education or training for students preparing for the workforce and postsecondary education. Consistent with our purpose, we seek to publish articles that assist personnel who provide education or services to special population students from a diverse array of education or training settings. Articles should be centered on one of the following objectives: a) illustrate practical information; b) provide resources for the classroom or training setting; c) provide tools for the classroom or training setting; and d) report research.

JVSNE has an open submissions policy and seeks manuscripts from the field on a wide variety of practical issues confronting special needs personnel and the individuals they serve. We encourage submissions that include multiple authors representing the diversity of professional roles within the field.

We seek to publish original work that describes action research, research with an applied focus, specific instructional and management interventions. We also seek articles that help us understand underrepresented points of view, (i.e. foster care issues, Native American education issues, incarcerated youth issues) issues concerning service delivery, curriculum, and roles; strategies for fostering professional development; information pertaining to state and federal legislation that impact ser-

vices from a variety of entities servicing special populations (i.e. vocational rehabilitation legislation, the McKinney Homeless Act, Juvenile Justice Act); and issues related to the effectiveness of workforce education and training for special populations. Manuscripts on these, as well as additional topics, will be accepted at any time.

Guidelines

STYLE

Focus must be on the practical application of knowledge for special populations and those professionals who work with individuals from this category in any capacity related to workforce education and training, postsecondary education, or workforce education and training issues. We encourage authors to avoid jargon that may only be understood by one professional field working with those populations and to be mindful that the journal audience is diverse in its training and background because the personnel from the field of special populations are diverse.

We seek manuscripts that have a central message, that are pertinent to the professionals within the field, that are research based (either from hardscience research, or qualitative action research in the classroom or training setting) but that are written in a way that will allow individuals within this field, whether novice or advanced in their knowledge, to utilize the information in their professional capacity with special populations. When research from other individuals is included in the manuscript, it must be properly cited in accordance with the American Psychological Association Manual (5th edition).

FORMAT

Manuscripts should be well organized, follow a central theme, and be written in a direct, clear, style. All materials must be typed, double-spaced, including

quotations and references, in 12 point font with one inch margins. Table and figures should be clearly labeled and, if they are from other research, should be cited appropriately.

LENGTH

Manuscripts should not exceed 20 double spaced typed pages. This includes the cover page, abstract, figures, and references.

SUBMISSION

Manuscripts will be accepted for review when the author(s) provide: a) a cover letter indicating that the manuscript has not been published, or is not being considered for publication anywhere else, in whole or in substantial part; b) the original manuscript and three copies; c) an address, both mailing and email, where the recipient can be reached for clarification of any material submitted, for notification of acceptance of publication, or for notification of nonacceptance of publication.

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The Relationship Between Pennsylvania Career and Technical Instructors' Demographic Characteristics and Program Expectations for Students With and Without Disabilities

By Michael W. Harvey, Ph.D., Ball State University, and Cynthia Pellock, Ph.D., Penn State University

Abstract

This study investigated the relationship between demographic characteristics of Pennsylvania career and technical education (CTE) instructors and program expectations for secondary students with and without disabilities. Respondents' gender, age, level of education, years in current position, years in education, and training in special needs (i.e. university coursework, continuing education credits, in-service) are reported. A quasi-experimental design using student case studies and non-random survey methods was used to explore instructors' perceptions of students' social integration, academic and occupational skill attainment, and postschool occupational employability. Significant effects were found for gender, age, and years in current position concerning students' fit socially, having similar academic attainment compared to others, and having the potential to be employed in the full range of jobs in the occupational area. Implications for future research and CTE training are discussed.

Transition has been a central theme in secondary special education for years. It has been specifically focused since the IDEA 1997 (P.L. 105-17), which extended the original transition mandate (IDEA 1990, P.L. 101-476) to include program planning and course of study considerations beginning at age 14, or earlier if appropriate, in individualized education plans (IEP) for all students with disabilities. While no stakeholder would argue the necessity and appropriateness of the transition mandate in the IDEA, there are several differing views concerning specifically what transition planning should involve (Phelps & Hanley-Maxwell, 1997). Equally, there are many opinions as to which educational curriculum offering is most appropriate for secondary students with disabilities (e.g. college prep, Tech Prep, or career and technical education [CTE] in occupational programming). Johnson, Stodden, Emanuel, Luecking, and Mack (2002) indicate that students with disabilities need to have access to a full complement of general education curriculum options, including access to career and technical education.

Career and technical education that focuses on occupationally specific training is an important course of study for students with disabilities (Harvey, 2001; Masters, Mori, & Mori, 1993; Schalock, Holl, Elliott, & Ross, 1992). Employment, quality of life, and school "staying power" concerning high school completion are benefits of CTE (Wagner, 1991). Research has shown that secondary level CTE provides students with disabili-

ties relevant education; positive school experiences; limits dropout; and promotes success in postschool outcomes, including employment (Sarkees-Wircenski & Scott, 2003).

Career and technical education programs are serving a diverse student population in today's schools (Gray & Herr, 1995; NAVE, 2002). This diverse student population has challenged CTE educators concerning instruction (Clark & Kolstoe, 1995; Rojewski, 1991). Teaching to meet the needs of all students enrolled in CTE has been a major challenge facing the field (Kraska, 1996; Meers & Towne, 1997). Effective instruction encompasses adequate teacher preparation and a positive attitude to foster appropriate teaching-learning experiences for all students. This is essential in delivering effective occupational training in today's multifaceted CTE programs. Attitudes shape instructor's behavior which in turn translates into teacher interactions in the classroom.

Instructors' attitudes concerning students with disabilities have a direct relationship to the students' success in CTE occupational programs (McDaniel, 1982; Rowjewski, Pollard, & Meers, 1990). Good (1987) found teacher expectations were negatively affected by various student characteristics, including "various diagnostic or special education labels" (p. 34). Teachers were reported to have lower expectations for students labeled with disabilities than students who were not labeled (Gillung & Rucker, 1977). Recent studies concerning inclusion, teacher attitudes,

and effectiveness have concluded that significant differences still exist concerning students with disabilities and teachers' attitudes and perceptions of providing effective instruction (Cook, Tankersley, & Landrum, 2000; Treder, Morse, & Ferron, 2000). These findings validate the concern for effective instruction for students with disabilities in accessing general education.

Several studies have explored CTE educators' attitudes and expectations toward students with disabilities (Custer & Panagos, 1996; Harvey, 1999, 2000; Kleinle, 1988; Kraska, 1997; Minner, 1982; Rowjewski, Pollard, & Meers, 1990; Trott & Holton, 1996; Walters, 1986). Most researchers have reported a bias toward students with disabilities in relationship to instructional needs and CTE teachers' lack of preparation to meet those needs (Custer & Panagos, 1996; Harvey, 1999, 2000; Kleinle, 1988; Minner, 1982; Walters, 1986). Additionally, teacher demographic characteristics have been the subject of research as they relate to CTE teachers' attitudes and effectiveness. Walters (1986) reported that the demographic variables of years of occupational experience, coursework in special needs, years of teaching, and education level were significant factors influencing health occupational instructors' attitudes toward students with disabilities. Conversely, Okolo and Sitlington (1988) reported no significant effects on Iowa's CTE teachers' attitudes by demographic variables (i.e. occupational program area taught, level of education, training experiences, years teaching). Rowjewski, Pollard, and Meers (1990) reported that age, experience with special needs students, education level, and years of teaching experience were not factors in CTE teach-

ers' attitudes toward students with disabilities.

Trott and Holton (1996) explored demographic variables of age, gender, and education level for postsecondary level technical educators. They concluded that only gender significantly influenced attitude, with females having a more positive attitude toward students with disabilities. Age, years of teaching, and education level were not found to be significant demographic variables as reported by Kraska (1997) in influencing CTE attitudes toward special needs students in Alabama CTE programs. Kraska (1997) recommended further research concerning CTE educators' attitudes toward special needs students. Other researchers share this opinion (Custer & Panagos, 1996; Harvey, 1999, 2000; Kleinle, 1988; Trott & Holton, 1996). More research is needed to fully understand the relationship between CTE teacher perceptions and attitudes as they relate to expectations of special needs students in secondary CTE. Further research is essential given the transition services mandate, the importance of curriculum choice, and the call for scientifically-based research in the field of education. Understanding CTE instructors' attitudes and perceptions of students with disabilities enrolled in secondary CTE occupational programs will assist in developing best practices for teacher education preservice and in-service programs.

Purpose of the Study

The purpose of this study was to explore the relationship between Pennsylvania career and technical educators' demographic characteristics and program expectations for students with and without disabilities. The influence of demographic characteristics on program expectations and postschool out-

comes for secondary CTE participants was the focus. Respondents' gender; age; level of education; years in current position; years in education; and special needs training involving university coursework, continuing education credits (CEC), and in-service were explored. This study used a quasi-experimental design with student case studies with non-random survey methods. The student cases included specific educational labels, behaviors, and learning characteristics. Student cases were used to explore instructors' views of students' social integration, academic and occupational skill attainment, and postschool employability in the occupational area related to the respondent's CTE program. Differences among CTE educators' perceptions toward students with and without disabilities were explored. The student case studies included a student without a disability (control case) and five student cases with specified disabilities (comparison group). The disabilities cases included students with a: a) physical disability, b) specific learning disability, c) behavior disorder, d) mental retardation, and e) visual impairment (Harvey & Pellock, 2003). The following questions guided this investigation.

1. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' gender?
2. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' ages?

3. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' education level?
4. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' years in current positions?
5. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' years in education?
6. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' special needs training through university coursework?
7. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' special needs training through continuing education credits?
8. Are there differences between CTE educators' perceptions of secondary CTE program socialization, academic and occupational skill attainment, and employability of students with and without disabilities as identified by respondents' special

needs training through in-service programs?

Methodology

Population and Sample

The Pennsylvania Department of Education's (DOE) *Pennsylvania Education Directory 2000* was used to randomly select seven secondary CTE sites in eastern and central Pennsylvania (PA) for this study. Sites were selected from all those listed (386 secondary schools) by the PA DOE. The population of interest included all secondary level CTE educators serving students in eastern and central PA in secondary occupational programs. Secondary level CTE occupational program areas identified by the PA DOE Bureau of Career and Technical Education used to identify CTE instructors included:

(a) Agriculture Education; (b) Business Education; (c) Health Occupations Education; (d) Marketing and Distributive Education; (e) Occupational Home Economics Education; (f) Trade and Industrial Education; and (g) Not Elsewhere Classified. The seven sites offered CTE occupational programs in eastern and central PA for students in grades 9-12. Four schools were located in central PA and three schools were located in eastern PA. One hundred twenty-seven CTE occupational instructors participated in the study. The participation rate for this study was 77% (eastern PA 82%; central PA 74%). Sixty-one respondents were CTE educators in eastern PA (48%) and 66 (52%) were CTE educators in central PA.

Instrumentation

The assessment instrument, *Student Characteristics and Career and Technical Education Instructional Expectations Assessment Survey*, consisted of four sections. Section I explained the research project. Section II included demographics questions (i.e. age, gender, etc.). Sec-

tion III asked respondents to rate items based on case students' involvement in CTE using three subsections: Program Expectations, Program Modifications and Accommodations, and Youth Outcomes. This study focuses on four specific questions in Section III concerning respondents' perceptions of students' social fit in CTE, academic skill and occupational skill attainment, and postschool occupational employability. A 5-point Likert-type scale (1=strongly disagree with statement; 5=strongly agree with statement) was used to rate survey items. Section IV provided a comment section.

Case study vignettes were developed for the research project using case-based research methods. A case study for a student without a disability (control case) and five specific disability case studies (comparison group) were developed. All cases included background information with basic academic profiles and narrative descriptors of the students, including disability classifications and a statement of special needs. The cases for students with disabilities included: mobility limitation; legally blind; low reading comprehension; impulse control and hyperactivity; limited academic and behavior skills; and low IQ. The disability cases were grouped for comparison purposes in this study.

A two step validation process was used for the research instrument and methods. First, a jury panel of subject matter experts reviewed the instrument and all case study vignettes for content validation. Revisions were made based on feedback from the jury panel members. Secondly, a pilot test of the study was conducted with a CTE site in Pennsylvania willing to field test. The researchers revised the instrument and case study vignettes based on feed-

back from the pilot group ($n=15$). Reliability of the instrument was established with a Cronbach's alpha internal consistency coefficient of .67. Sylvia and Ysseldyke (1985) suggest a conservative minimum reliability coefficient of .60 for group data.

Procedure

The researchers sought permission and developed procedures with the seven sites' CTE administrators to conduct this study. Staff meetings and/or in-service sessions at each site were used to present and complete the study. The researchers presented the study, answered faculty questions, and asked that consent forms be signed by participating CTE instructors. Study participants completed two case studies, the control case study and a preassigned case for a student with a specified disability. Data were analyzed using both descriptive and inferential statistical procedures. Kruskal-Wallis tests were used to explore the effects of specified demographic variables concerning respondents' ratings for CTE program social fit, academic and occupational skill attainment, and postschool employability in the occupational area. All significant effects were set at the $p < .05$ significance level. The variables explored included respondents' gender, age, level of education, years in current position, years in education, and special needs training (i.e. university coursework, continuing education credits, in-service training). Mean, standard deviation, totals, Chi-square, and level of significance are reported (see tables 2-9).

Results

The results are reported by section addressing the findings for each research question posed in this study. Additionally, table 1 presents the demographic vari-

able information by region for the study participants.

Question 1. CTE educators' perceptions by respondents' gender

Gender was found to be a significant factor concerning respondents' perceptions of students by disability label in three of the four areas. Significant effects were reported for social fit in CTE programming ($x^2 = 35.552$), academic attainment ($x^2 = 10.213$), and postschool employability in the full range of jobs in the occupational area ($x^2 = 59.184$). Female respondents perceived students with disabilities would have more difficulty fitting in socially in CTE and with academic attainment compared to male respondents. Males felt that students with disabilities would have more difficulty in postschool employability in the full range of jobs in the occupational area than females (see table 2).

Question 2. CTE educators' perceptions by respondents' ages

Significant effects were reported for respondents' ages concerning social fit in CTE ($x^2 = 33.848$), gaining occupational skill competencies ($x^2 = 16.870$), and postschool employability in the full range of jobs in the occupational area ($x^2 = 60.954$) (see table 3). Older respondents generally gave students without a disability higher ratings compared to students with disabilities. Older respondents also rated students with disabilities lower by comparison than younger age groups with the exception of social fit. The 41-50-year-old respondents felt students with disabilities would have the most difficulty in the areas of CTE occupational skill competencies and postschool employability. The 51-year-old and older group also felt students with disabilities would have difficulty in gaining CTE occupational skill competencies. Respondents in the 31-40-year-old age

group rated students with disabilities lowest in social fit in CTE.

Question 3. CTE educators' perceptions by respondents' education level

Respondents' level of education had significant effects concerning ratings for students' social fit in CTE ($x^2 = 32.808$) and postschool full range of employment in the occupational area ($x^2 = 64.565$). No significant effects were found concerning academic or occupational skills attainment by respondents' level of education (see table 4). Respondents with a 4-year degree perceived the student without a disability most able concerning CTE social fit and postschool employability. Respondents with a high school diploma felt students with disabilities would have the most difficulty concerning social fit in CTE. Respondents with advanced degrees generally rated students with disabilities lowest concerning their postschool employment potential.

Question 4. CTE educators' perceptions by respondents' years in current position

Significant effects were reported concerning respondents' years in their current position concerning CTE social fit ($x^2 = 41.395$), gaining occupational skill competencies ($x^2 = 18.547$), and postschool employability in the full range of jobs in the occupational area ($x^2 = 69.179$). No significant effects were found concerning respondents' years in current position and their academic attainment ratings by student label. Respondents who had been in their current position for 16-20 years rated the student without a disability the highest in CTE social fit, while rating students with disabilities lowest concerning CTE social fit. This group also perceived students with disabilities would have the most difficulty gaining occupa-

Table 1
Demographic Variable Information by Region for the Study Participants

	PA Eastern Region		PA Central Region		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Participants' Gender</i>						
Male	43	34.1	42	33.3	85	67.5
Female	18	14.3	23	18.3	41	32.5
Total	61	48.4	65	51.6	126	100
<i>Participants' Age</i>						
20-30 yrs.	1	0.8	5	3.9	6	4.8
31-40 yrs.	16	12.7	14	11.1	30	23.8
41-50 yrs.	24	19.0	32	25.5	56	44.4
51+ yrs.	20	15.9	14	11.1	34	27.0
Total	61	48.4	65	51.6	126	100
<i>Educational Level</i>						
HS Diploma	13	10.4	13	10.4	26	20.8
2 yr. Associate	14	11.2	25	20.0	39	31.3
4 yr. Bachelors	19	15.2	15	12.0	34	27.2
Graduate	15	12.0	11	8.8	26	20.8
Total	61	48.8	64	51.2	125	100
<i>Years in Current Position</i>						
1-5 years	34	26.8	20	15.7	54	42.5
6-10 years	8	6.3	15	11.8	23	18.1
11-15 years	9	7.1	11	8.7	20	15.7
16-20 years	3	2.4	10	7.9	13	10.2
21+ years	7	5.5	10	7.9	17	13.4
Total	61	48.0	66	52.0	127	100
<i>Years in Education</i>						
1-5 years	21	16.7	13	10.3	34	27.0
6-10 years	8	6.3	14	11.1	22	17.5
11-15 years	7	5.6	16	12.7	23	18.3
16-20 years	5	4.0	7	5.6	12	9.5
21+ years	19	15.1	16	12.7	35	27.8
Total	60	47.6	66	52.4	126	100
<i>University Coursework</i>						
None	14	11.1	10	7.9	24	19.0
Within 6 months	9	7.2	6	4.7	15	11.9
Within 1 year	10	7.9	8	6.3	18	14.3
Within 2 years	7	5.6	14	11.1	21	16.7
More than 2 years	21	16.6	27	21.5	48	38.1
Total	61	48.4	65	51.6	126	100
<i>Continuing Education Credits</i>						
None	16	12.9	11	8.9	27	21.8
Within 6 months	12	9.7	19	15.3	31	25.0
Within 1 year	13	10.5	11	8.9	24	19.4
Within 2 years	10	8.1	8	6.4	18	14.5
More than 2 years	8	6.4	16	12.9	24	19.4
Total	59	47.6	65	52.4	124	100
<i>In-Service Training</i>						
None	6	4.8	4	3.2	10	8.0
Within 6 months	21	16.8	24	19.2	45	36.0
Within 1 year	16	12.8	23	18.4	39	31.2
Within 2 years	12	9.6	6	4.8	18	14.4
More than 2 years	6	4.8	7	5.6	13	10.4
Total	61	48.8	64	51.2	125	100

Table 2
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Gender and Disability Label

Career and Technical Program Expectations and Outcomes	Male Respondents				Female Respondents				Total <i>n</i>	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
<i>This student will:</i>										
fit socially with others in my program.	3.92	0.87	3.35	1.00	4.22	0.82	3.15	1.25	254	35.552***
have similar academic attainment compared to others in my program.	3.07	1.21	3.22	1.04	3.58	1.10	2.78	1.19	253	10.213*
gain occupational skill competencies at the same level as others in my program.	3.38	2.36	2.76	1.24	3.18	1.33	2.77	1.25	251	6.635
have the potential to be employed in the full range of employment in the occupational trade area.	4.33	0.841	2.92	1.42	4.37	0.91	3.13	1.43	249	59.184***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Age and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents Ages 20-30				Respondents Ages 31-40				Respondents Ages 41-50				Respondents Ages 51+				Total <i>n</i>	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
<i>This student will:</i>																		
fit socially with others in my program.	3.83	0.75	3.33	0.51	3.97	1.04	3.16	1.15	4.02	0.82	3.32	1.13	4.09	0.79	3.32	1.06	254	33.848***
have similar academic attainment compared to others in my program.	3.17	1.47	3.33	0.81	3.29	1.13	3.06	0.96	3.15	1.19	3.04	1.22	3.32	1.27	3.12	1.12	253	2.415
gain occupational skill competencies at the same level as others in my program.	3.50	1.22	3.83	0.40	3.39	1.14	2.74	1.18	2.89	1.21	2.70	1.27	3.97	3.55	2.70	1.28	251	16.870*
have the potential to be employed in the full range of employment in the occupational trade area.	4.33	0.51	3.17	0.98	4.19	0.74	3.00	1.52	4.48	0.86	2.94	1.45	4.26	0.99	3.00	1.39	249	60.954***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4
 Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Level of Education
 and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents with High School Diploma				Respondents with 2 yr. Associate's Degree				Respondents with 4 yr. Bachelor's Degree				Respondents with Graduate Degrees				Total <i>n</i>	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled			
<i>This student will:</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
fit socially with others in my program.	3.92	0.79	3.27	1.25	3.92	0.95	3.33	0.95	4.21	0.72	3.29	1.14	4.00	0.98	3.37	1.16	250	32.808***
have similar academic attainment compared to others in my program.	3.35	1.05	3.08	0.97	3.03	1.13	3.38	1.09	3.48	1.39	2.82	1.21	3.12	1.17	3.00	1.09	249	9.628
gain occupational skill competencies at the same level as others in my program.	3.08	1.19	2.62	1.20	3.55	3.29	2.89	1.18	3.30	1.38	2.88	1.17	3.27	1.25	2.65	1.46	247	7.894
have the potential to be employed in the full range of employment in the occupational trade area.	4.31	0.788	2.73	1.53	4.16	1.00	3.03	1.34	4.58	0.70	3.52	1.31	4.38	0.89	2.62	1.47	245	64.565***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

tional skills and postschool employment in the full-range of jobs in the CTE program area (see table 5).

Question 5. CTE educators' perceptions by respondents' years in education

Respondents' years in education was a factor in perception ratings for students with disabilities concerning social fit in CTE ($x^2 = 32.181$) and postschool employment in the full range of jobs in the occupational area ($x^2 = 66.262$). No significant differences were found for respondents' ratings for academic attainment and gaining occupational skill competencies by student labels (see table 6). Respondents who had been in education for 16-20 years rated students with disabilities lowest concerning CTE social fit. Respondents who had been in education for 21+years or more felt students with disabilities would have the most difficulty in the area of postschool employability.

Question 6. CTE educators' perceptions by respondents' university coursework

Significant effects were found concerning training in special needs through university coursework for social fit in CTE ($x^2 = 44.129$) and postschool employment in a full range of jobs in the occupational area ($x^2 = 58.298$). No significant effects were reported for university coursework in special needs for academic attainment or gaining occupational skill competencies (see table 7). Respondents who had taken a university course in special needs within the last year most strongly agreed that the student without a disability would most easily fit in socially in CTE. Those who had taken a university course in special needs within the last 2 years rated students with disabilities lowest concerning CTE social fit. Respondents who had taken a special needs university course within the last 2 years felt strongest that the student without a disability would have the great-

est potential for full range employment in the occupational area, whereas respondents with no university credits in special needs rated students with disabilities lowest in this area.

Question 7. CTE educators' perceptions by respondents' continuing education credits

Respondents' special needs training through continuing education credits (CEC) was reported to have significant effects concerning students' social fit in CTE ($x^2 = 37.990$) and postschool employment in the full range of jobs in the occupational area ($x^2 = 66.027$). No significant effects were found concerning academic attainment and gaining occupational skill competencies. Respondents who took continuing education credits within the last 6 months rated students with disabilities lowest in the area of CTE social fit and postschool employability in the full range of jobs in the occupational area (see table 8).

Table 5
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Years in Current Position and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents' Years in Current Position 1-5 Years				Respondents' Years in Current Position 6-10 Years				Respondents' Years in Current Position 11-15 Years				Respondents' Years in Current Position 16-20 Years				Respondents' Years in Current Position 20+ Years				Total	n	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled				
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD			
<i>This student will:</i>																							
fit socially with others in my program.	4.15	0.81	3.33	1.16	3.65	1.07	3.09	0.84	4.00	1.07	3.40	1.09	4.15	0.37	2.85	1.28	4.00	0.61	3.59	0.93	254	41.395***	
have similar academic attainment compared to others in my program.	3.36	1.25	3.00	1.08	3.00	1.16	3.13	1.05	2.80	1.24	3.25	1.07	3.54	1.05	3.00	1.41	3.41	1.06	3.12	1.16	253	7.715	
gain occupational skill competencies at the same level as others in my program.	3.26	1.24	2.75	1.22	2.96	1.10	3.17	1.19	3.84	1.64	3.00	1.25	3.31	0.94	1.85	1.14	3.41	1.32	2.65	1.16	251	18.547*	
have the potential to be employed in the full range of employment in the occupational trade area.	4.26	0.92	3.00	1.48	4.14	1.08	2.91	1.31	4.70	0.57	3.70	1.21	4.23	0.92	2.33	1.37	4.53	0.51	2.63	1.45	249	69.179***	

Note: *p<.05, **p,.01, ***p<.001

Table 6
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Years in Education and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents' Years in Education 1-5 Years				Respondents' Years in Education 6-10 Years				Respondents' Years in Education 11-15 Years				Respondents' Years in Education 16-20 Years				Respondents' Years in Education 20+ Years				Total	n	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled				
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD			
<i>This student will:</i>																							
fit socially with others in my program.	4.18	0.83	3.29	1.21	3.73	1.03	3.23	0.97	4.00	1.00	3.39	1.07	4.17	0.57	2.92	1.16	4.00	0.76	3.43	0.97	252	37.181***	
have similar academic attainment compared to others in my program.	3.36	1.24	3.09	1.08	3.05	1.29	3.05	1.09	3.09	1.16	2.91	0.99	3.50	1.24	2.92	1.44	3.20	1.15	3.31	1.07	251	5.289	
gain occupational skill competencies at the same level as others in my program.	3.18	1.19	2.68	1.24	3.27	1.12	3.18	1.22	3.57	1.23	2.70	1.14	3.67	0.98	2.25	1.35	3.18	1.38	2.85	1.23	249	14.294	
have the potential to be employed in the full range of employment in the occupational trade area.	4.27	0.94	2.82	1.50	4.05	1.16	3.14	1.39	4.61	0.49	3.57	1.37	4.08	0.90	2.82	1.32	4.51	0.70	2.76	1.37	247	66.262***	

Note: *p<.05, **p,.01, ***p<.001

Question 8. CTE educators' perceptions by respondents' in-service programs

Significant effects were reported for in-service training in special needs concerning CTE social fit ($\chi^2 = 39.576$), academic attainment ($\chi^2 = 18.283$), and postschool employability ($\chi^2 =$

66.308). No significant effects were found concerning in-service training in special needs for occupational skill competencies (see table 9). Respondents who had no in-service training in special needs and those who reported in-service training

within the last 6 months rated students with disabilities lowest concerning social fit in CTE. Respondents who had in-service training in special needs within the last 6 months also rated students with disabilities lowest concerning academic attain-

Table 7
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by University Coursework and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents' University Coursework - None		Respondents' University Coursework - Within 6 Months		Respondents' University Coursework - Within 1 Year		Respondents' University Coursework - Within 2 Years		Respondents' University Coursework - More than 2 Years				Total	n	χ^2							
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled											
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD										
<i>This student will:</i>																						
fit socially with others in my program.	4.08	0.71	3.33	1.07	4.20	1.08	3.73	0.96	4.28	0.66	3.67	1.13	4.10	0.83	2.95	1.24	3.79	0.92	3.15	1.03	252	44.129***
have similar academic attainment compared to others in my program.	3.52	1.16	2.92	1.13	3.47	1.24	3.73	0.88	3.33	1.02	3.11	1.13	3.19	1.07	2.76	1.13	3.02	1.31	3.08	1.10	251	11.585
gain occupational skill competencies at the same level as others in my program.	2.91	1.24	2.88	1.22	3.57	1.22	3.00	1.30	3.33	1.23	2.78	1.35	2.86	1.06	2.76	1.33	3.67	1.00	2.67	1.17	249	11.988
have the potential to be employed in the full range of employment in the occupational trade area.	4.33	0.91	2.87	1.66	4.14	1.16	3.07	1.20	4.41	0.93	2.94	1.43	4.43	0.67	3.14	1.38	4.35	0.81	2.98	1.43	247	58.298***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

ment and postschool employment in the full range of jobs in the occupational area.

Discussion

This study investigated the effects of demographic variables of secondary CTE instructors' in central and eastern Pennsylvania concerning students with and without disabilities. Respondents' ratings focused on student participation in secondary CTE occupational programs concerning social fit, academic attainment, gaining occupational skill competencies, and postschool employability in the full range of jobs in the occupational area. The researchers wanted to identify demographic variables that influenced respondents' perceptions of students with disabilities participating in CTE.

The results are a snapshot of perceptions based on respondents' experiences and knowledge that form attitudes which shape teaching behaviors and student interactions in CTE programming. The results should be viewed in light of the following limitations: a) the sample represented central and eastern Penn-

sylvania; b) the sample was limited to 7 CTE sites within this region; c) the sample consisted of 127 secondary CTE educators who participated in the study from the seven selected CTE sites. Caution should be used in generalizing results beyond Pennsylvania. The reader should view the results in light of sampling limitations, research methodology, and data analysis decisions.

The results indicate that demographic characteristics of Pennsylvania CTE instructors had significant effects concerning student perceptions and ratings. Twenty of the thirty-two items analyzed had significant effects at the $p < .05$ level. The results indicate that demographic characteristics are a significant factor in CTE educators' perceptions of students with disabilities concerning CTE program expectations and outcomes in central and eastern Pennsylvania. These findings differ markedly from the majority reported in previous literature concerning CTE educators' attitudes toward students with disabilities. Based on the results reported here, demographic characteristics are important consider-

ations in teacher training and best practice in secondary CTE.

Gender was found to have significant effects concerning CTE social fit, academic attainment, and postschool employability. Trott and Holton (1996) reported gender as significant concerning postsecondary vocational educators. They reported females had more positive attitudes toward students with disabilities. Female respondents in this study had less positive ratings of students with disabilities compared to males, except for perceived potential for postschool employability. No differences were found by gender for occupational skill ratings.

Significant effects were reported for age concerning social fit in CTE, gaining occupational skill competencies, and postschool employability. The findings reported here contradict several reported in the literature (Kraska, 1997; Rowjewski et al., 1990; Trott & Holton, 1996). Generally, older respondents rated students with disabilities lower by comparison across all areas. Respondents between the ages of 31-40 rated students with disabilities lowest

Table 8
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Continuing Education and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents' Continuing Education Credits - None				Respondents' Continuing Education Credits - Within 6 Months				Respondents' Continuing Education Credits - Within 1 Year				Respondents' Continuing Education Credits - Within 2 Years				Respondents' Continuing Education Credits - More than 2 Years				Total	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled			
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
<i>This student will:</i>																						
fit socially with others in my program.	4.11	0.93	3.37	1.07	4.00	0.81	2.81	1.25	4.00	1.02	3.50	1.02	4.11	0.58	3.33	1.02	3.92	0.92	3.58	0.88	248	37.990***
have similar academic attainment compared to others in my program.	3.35	1.29	3.00	1.24	3.03	1.14	2.90	1.22	3.29	1.30	3.13	0.90	3.06	1.10	3.22	1.06	3.54	1.17	3.25	1.13	247	7.030
gain occupational skill competencies at the same level as others in my program.	3.26	1.19	2.78	1.25	3.23	1.33	2.23	1.17	3.04	1.30	3.13	1.11	4.00	1.62	3.00	1.13	3.39	1.27	3.00	1.35	247	16.396
have the potential to be employed in the full range of employment in the occupational trade area.	4.23	1.03	2.84	1.54	4.45	0.81	2.42	1.38	4.50	0.59	3.25	1.29	4.39	0.85	3.61	1.14	4.26	0.91	3.22	1.53	243	66.027***

Note: *p<.05, **p,.01, ***p<.001

Table 9
Pennsylvania CTE Instructors' Expectations and Outcome Ratings by In-Service Training and Disability Label

Career and Technical Program Expectations and Outcomes	Respondents' In-Service Training - None				Respondents' In-Service Training - Within 6 Months				Respondents' In-Service Training - Within 1 Year				Respondents' In-Service Training - Within 2 Years				Respondents' In-Service Training - More than 2 Years				Total	χ^2
	Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled		Ratings for Nondisabled		Ratings for Disabled			
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
<i>This student will:</i>																						
fit socially with others in my program.	4.40	0.51	3.10	1.10	4.09	0.87	3.09	1.16	3.79	1.05	3.28	1.12	4.06	0.63	3.72	0.75	4.00	0.57	3.62	1.04	250	39.576***
have similar academic attainment compared to others in my program.	3.44	1.23	3.00	1.24	3.00	1.24	2.96	1.14	3.10	1.25	3.00	1.14	3.28	1.07	3.67	0.84	4.15	0.37	3.00	1.08	249	18.283*
gain occupational skill competencies at the same level as others in my program.	3.30	1.05	2.90	1.28	3.07	1.33	2.64	1.36	3.15	1.30	2.79	1.23	4.17	1.59	3.17	0.92	3.69	1.03	2.69	1.10	247	11.261
have the potential to be employed in the full range of employment in the occupational trade area.	4.33	0.70	4.00	1.41	4.29	0.99	2.73	1.32	4.33	0.86	2.87	1.47	4.50	0.78	3.50	1.29	4.42	0.66	3.00	1.54	245	66.308***

Note: *p<.05, **p,.01, ***p<.001

regarding CTE social fit. Respondents between the ages of 41-50 rated students with disabilities lowest on gaining occupational skills and postschool employability. Respondents 51+ years old also felt that students with disabilities would have dif-

ficulty in finding postschool employment in the occupational area. These findings suggest that older CTE respondents may have more experience with needed trade skills and the demand for skilled workers in the economy. Respondents' experi-

ences and knowledge base may be a factor. The results suggest the challenges facing CTE educators in training diverse student learners as suggested by Clark and Kolstoe (1995) and Rojewski (1991) is a reality in today's CTE programs.

Respondents' education level was a factor concerning CTE social fit and postschool employability. This finding is not supported by most researchers (Kraska, 1997; Okolo & Sitlington, 1988; Rowjewski et al., 1990; Trott & Holton, 1996). This study found respondents who earned a high school diploma rated students with disabilities lower regarding CTE social fit. Respondents with an advanced degree rated students with disabilities lower on postschool employability. No significant effects were found for students' academic or occupational skill attainment by respondents' education level.

The number of years respondents were in their current positions had significant effects concerning CTE social fit, gaining occupational skills, and postschool employment. Respondents who had been in their current positions for 16-20 years had lower ratings of students with disabilities concerning CTE social fit, gaining occupational skill competencies, and postschool employability in the occupational area. Years in education also had significant effects concerning CTE social fit and postschool employment ratings. Respondents who had been in education for 16-20 years had lower ratings for students with disabilities concerning CTE social fit, while respondents who had been in education for 21+ years rated students academic and occupational skills attainment is the thrust of CTE under the Perkins Act and a major emphasis in current educational reform. The results indicate there are continued and on-going training needs concerning perceptions and attitudes toward students with disabilities in secondary CTE. The data suggest a need for redoubling education and training efforts in the area of special needs for CTE preservice and in-service teacher education.

Training should center on behavior modification, social integration, and classroom management techniques that will assist CTE instructors in helping students with special needs to fully participate in occupational programs. Emphasis should also include disability characteristics and individual differences and as they relate to inclusion, academic achievement, and postschool employment for students with disabilities. Training efforts through university coursework, continuing education credits, and in-service professional development activities must reflect best practices in meeting students' needs. It is important for training institutions to recognize that CTE instructors' demographic characteristics factor into individual training needs. Training efforts at all levels need to address these concerns to facilitate best practice and effectively meet the needs of students with disabilities who participate in CTE occupational programs.

Recommendations

1. Secondary CTE educators need to have the ability to serve all students enrolled in CTE, including serving students with disabilities. Professional development in special needs should be emphasized at all levels (university, continuing education, and in-service professional development).
2. University coursework has historically emphasized theory based instruction linked to practice. In-service training has focused on changes in the field, policy issues, and program improvement. Continuing education has been viewed as consumer driven based on local needs. Training efforts across the training spectrum need to provide comprehensive professional development for secondary CTE instructors leading to skills that support all students, including those with disabilities, through best practices.
3. CTE training efforts should be on-going and provide sustainable professional development that directly impacts CTE programming concerning special needs students.
4. Secondary CTE training efforts should include:
 - a) CTE mandates and program expectations;
 - b) characteristics and learning needs of students with disabilities;
 - c) appropriate modifications/accommodations to meet individual student needs;
 - d) student-centered occupational skill development that supports CTE program goals and realistic postsecondary outcomes for students with disabilities.

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Author Information

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Appendix A

Summary of Pennsylvania CTE Instructors' Expectations and Outcome Ratings by Demographic Characteristics and Student Disability Label

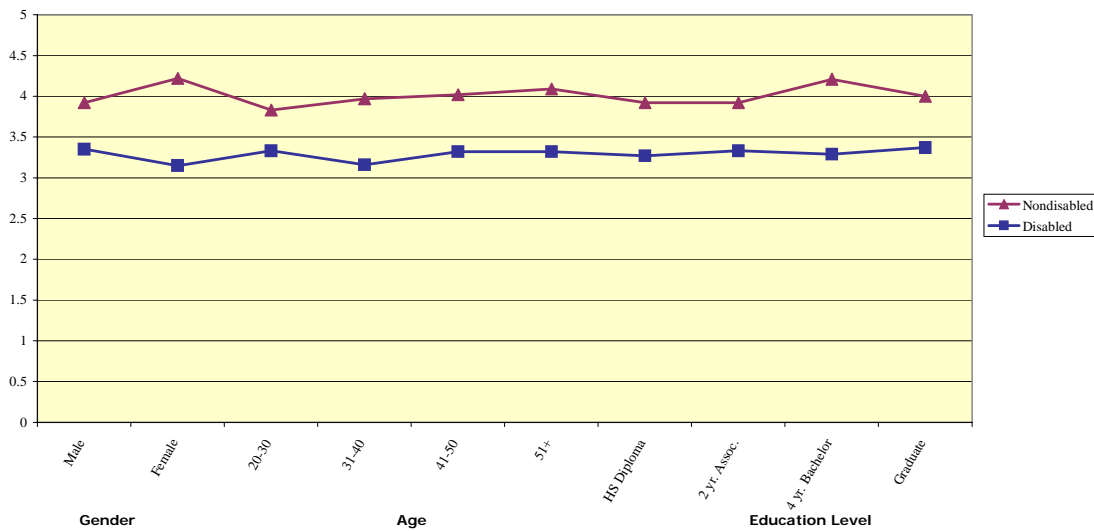
Career and Technical Program Expectations and Outcomes	Gender	Age	Education Level	Years in Current Position	Years in Education	University Coursework	Continuing Education	In-Service Training
	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
<i>This student will:</i>								
fit socially with others in my program.	35.552***	33.848***	32.808***	41.395***	37.181***	44.129***	37.990***	39.576***
have similar academic attainment compared to others in my program.	10.213*	2.415	9.628	7.715	5.289	11.585	7.030	18.283*
gain occupational skill competencies at the same level as others in my program.	6.635	16.870*	7.894	18.547*	14.294	11.988	16.396	11.261
have the potential to be employed in the full range of employment in the occupational trade area.	59.184***	60.954***	64.565***	69.179***	66.262***	58.298***	66.027***	66.308***

Note: *p<.05, **p,.01, ***p<.001

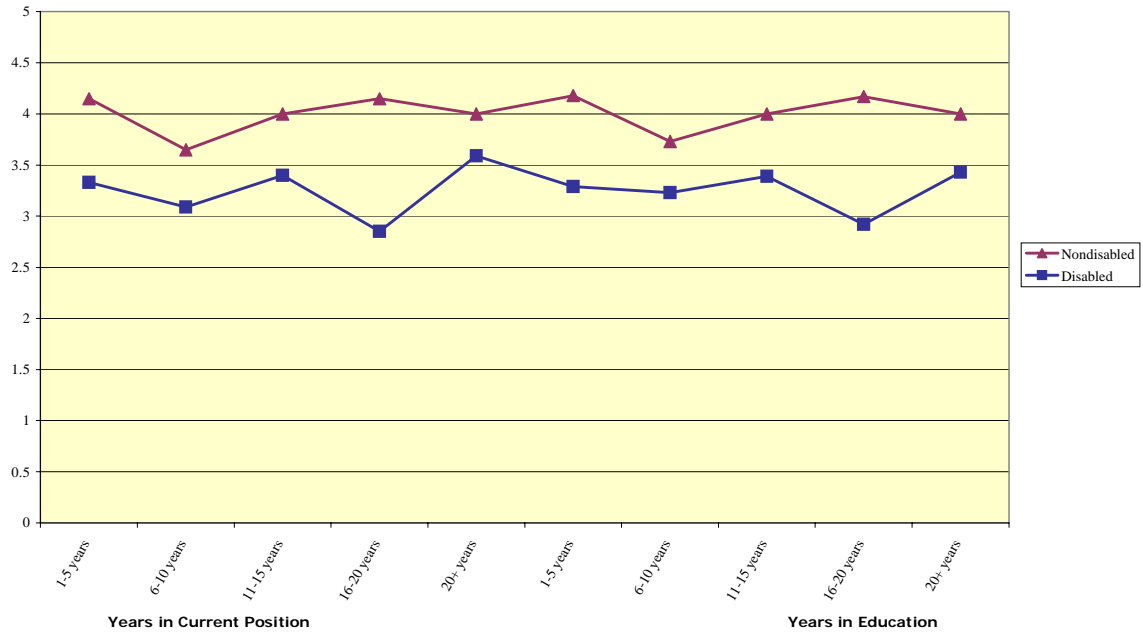
Appendix B

Graphic Summary of Means for Pennsylvania CTE Instructors' Perception Ratings of Students With and Without Disabilities by Demographic Characteristic

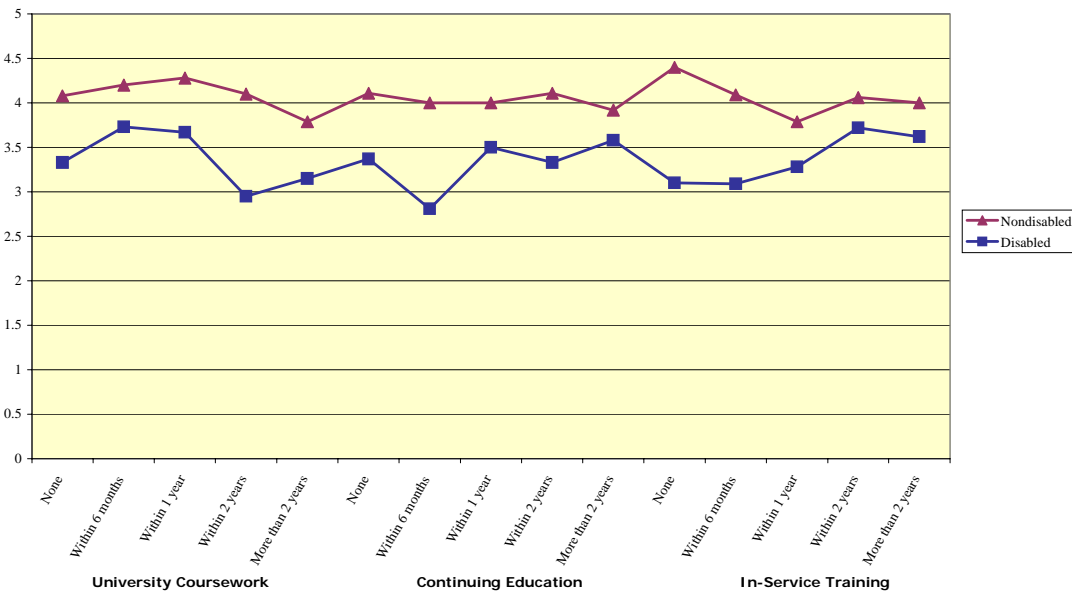
Summary of Pennsylvania CTE Instructors' Ratings of Social Fit by Gender, Age, and Education Level



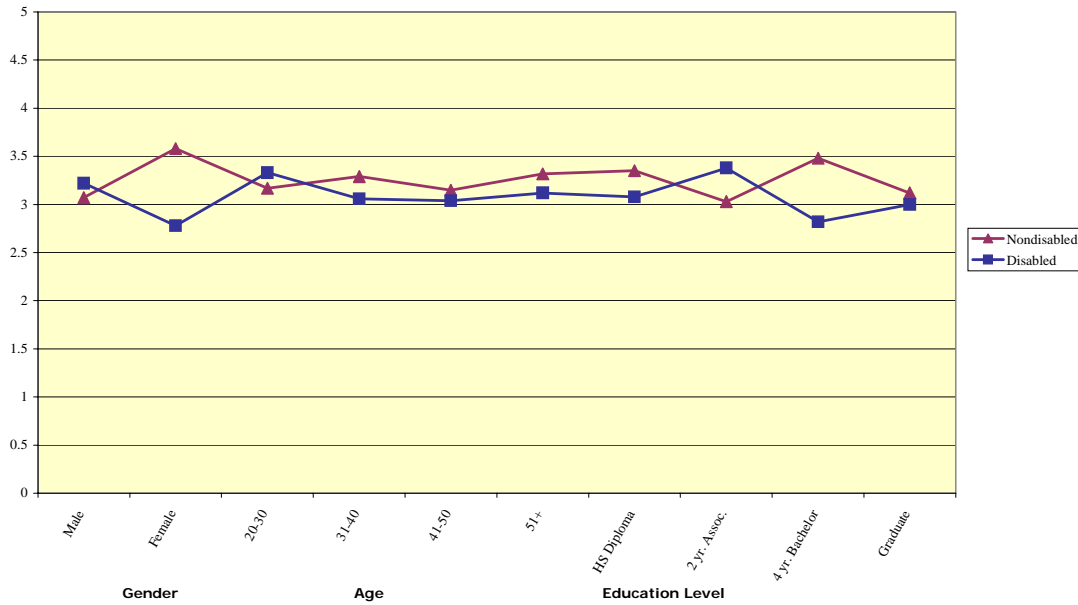
Summary of Pennsylvania CTE Instructors' Ratings of Social Fit by Years in Current Position and Years in Education



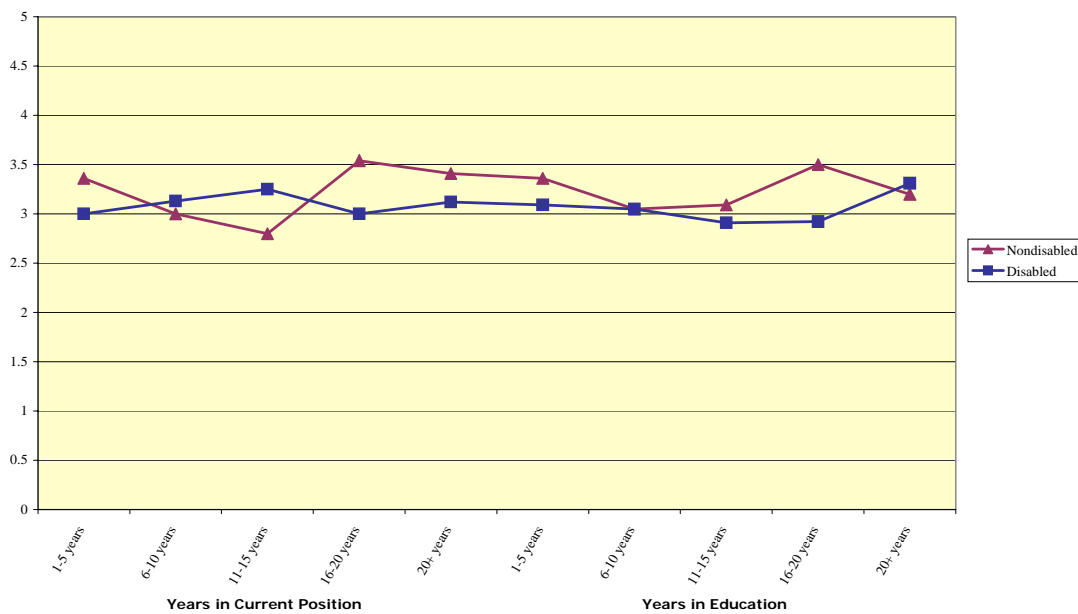
Summary of Pennsylvania CTE Instructors' Ratings of Social Fit by University Coursework, Continuing Education, and In-Service Training



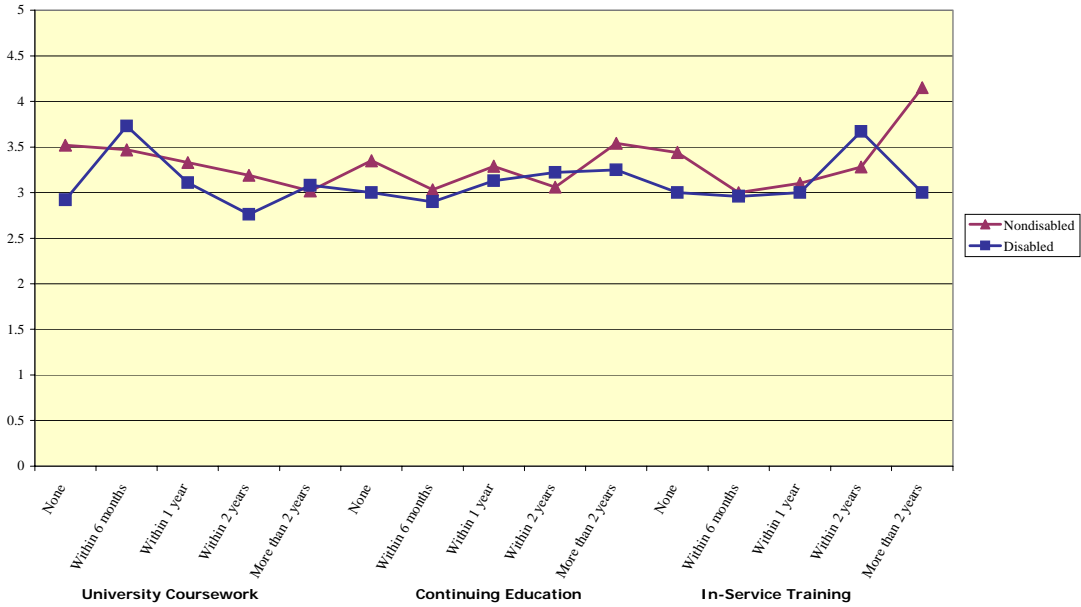
Summary of Pennsylvania CTE Instructors' Ratings of Similar Academic Attainment by Gender, Age, and Educational Level



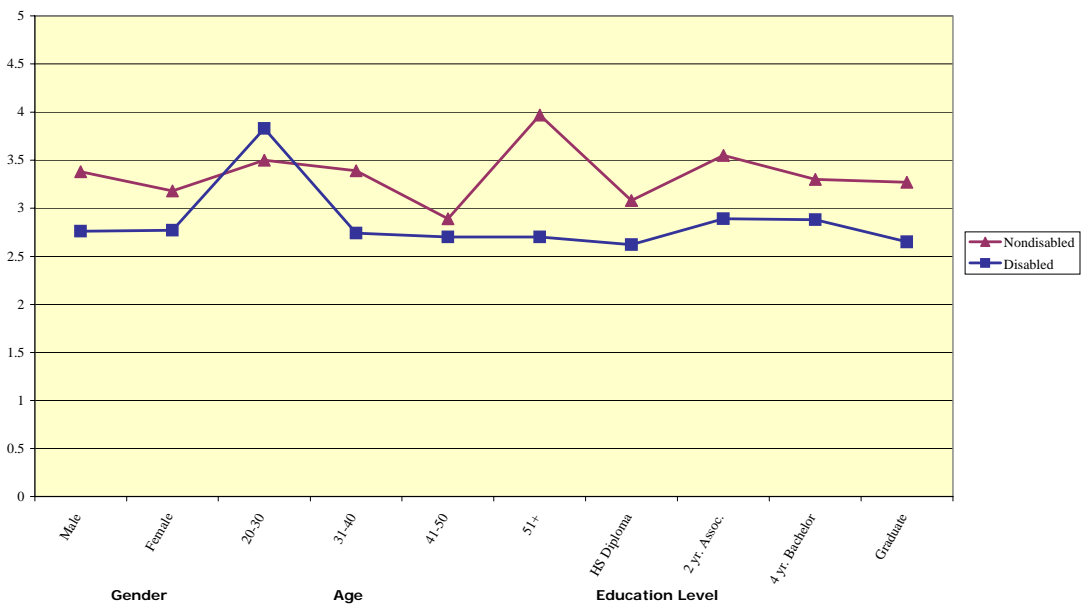
Summary of Pennsylvania CTE Instructors' Ratings of Similar Academic Attainment by Years in Current Position and Years in Education



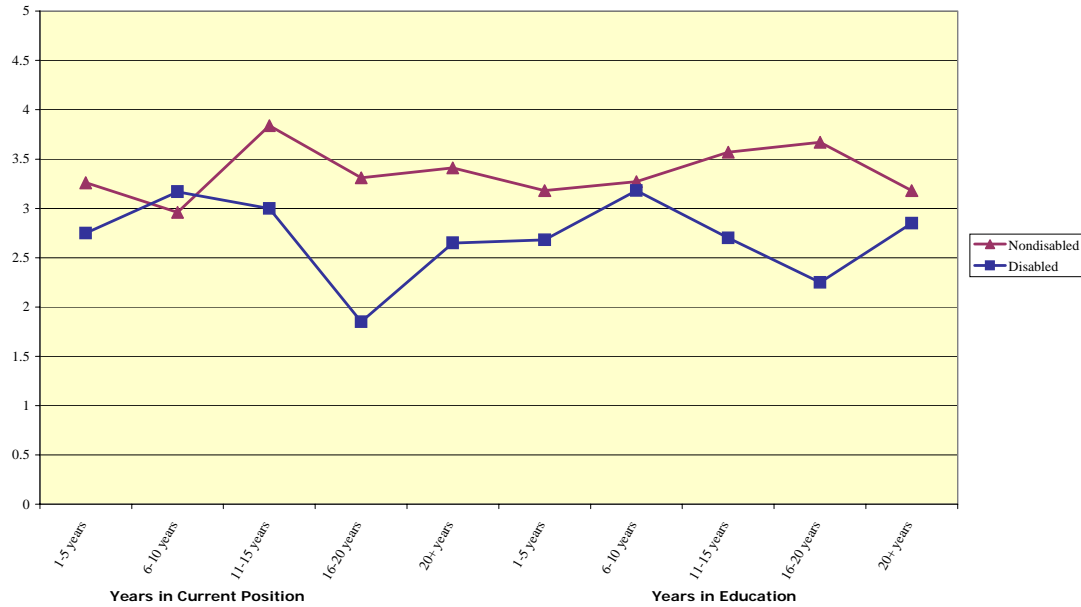
Summary of Pennsylvania CTE Instructors' Ratings of Similar Academic Attainment by University Coursework, Continuing Education, and In-Service Training



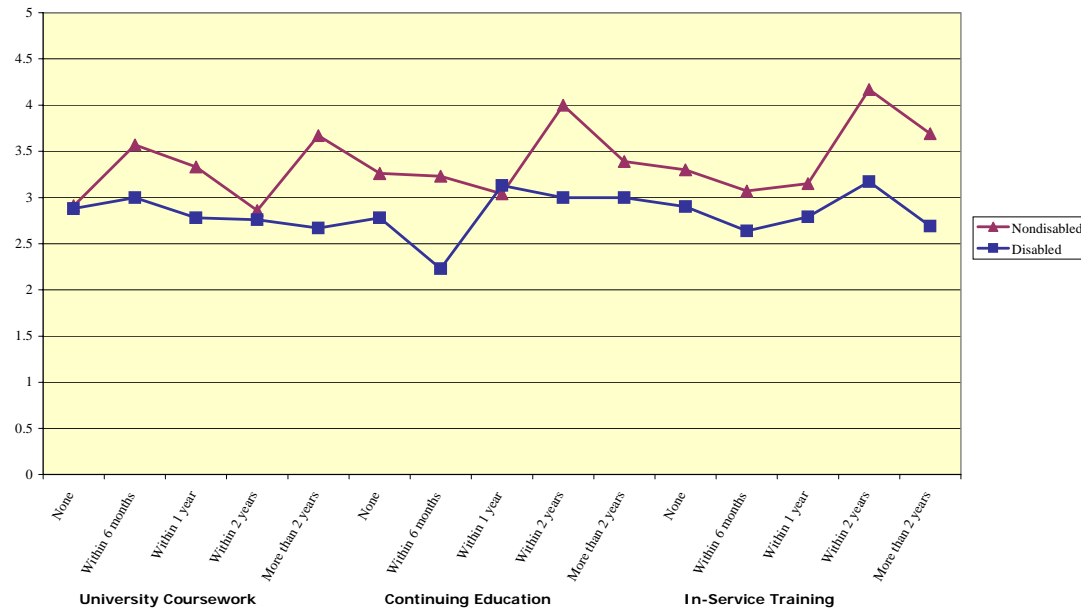
Summary of Pennsylvania CTE Instructors' Ratings of Occupational Skill Competencies by Gender, Age, and Education Level



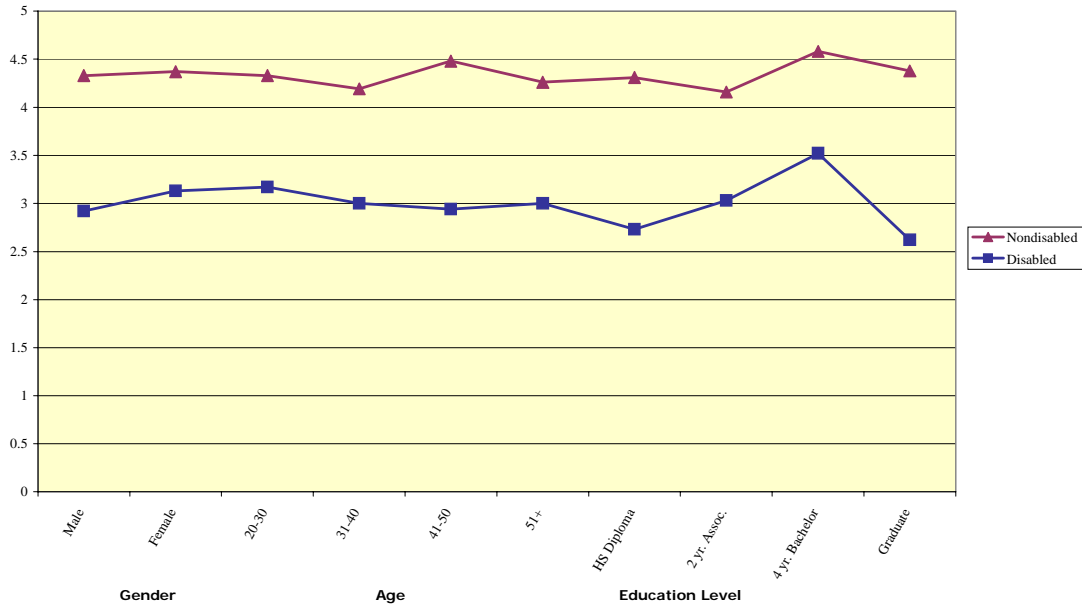
Summary of Pennsylvania CTE Instructors' Ratings of Occupational Skill Competencies by Years in Current Position and Years in Education



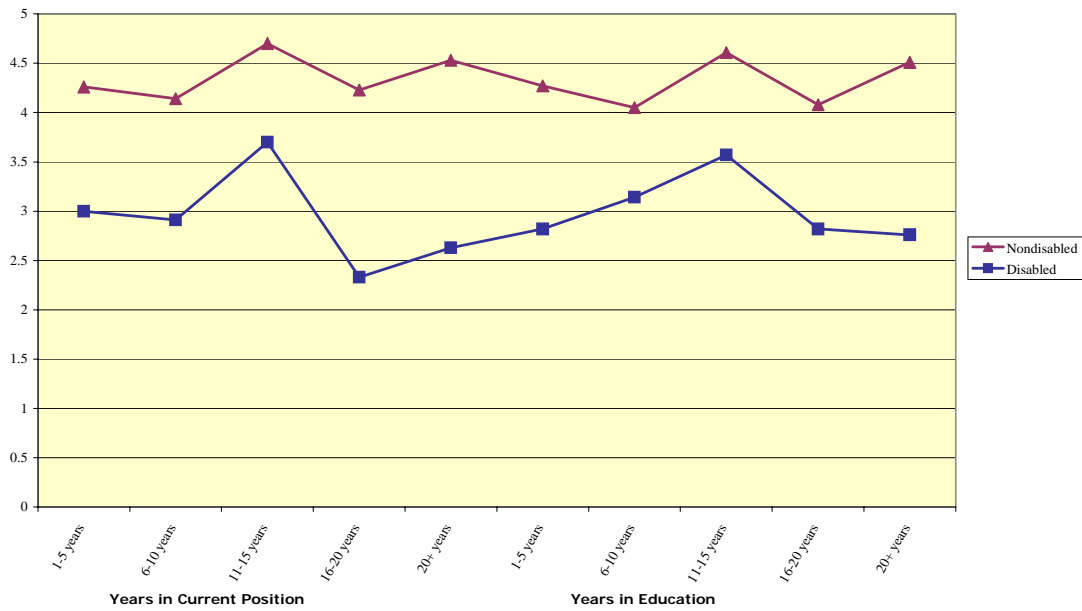
Summary of Pennsylvania CTE Instructors' Ratings of Occupational Skill Competencies by University Coursework, Continuing Education, and In-Service Training



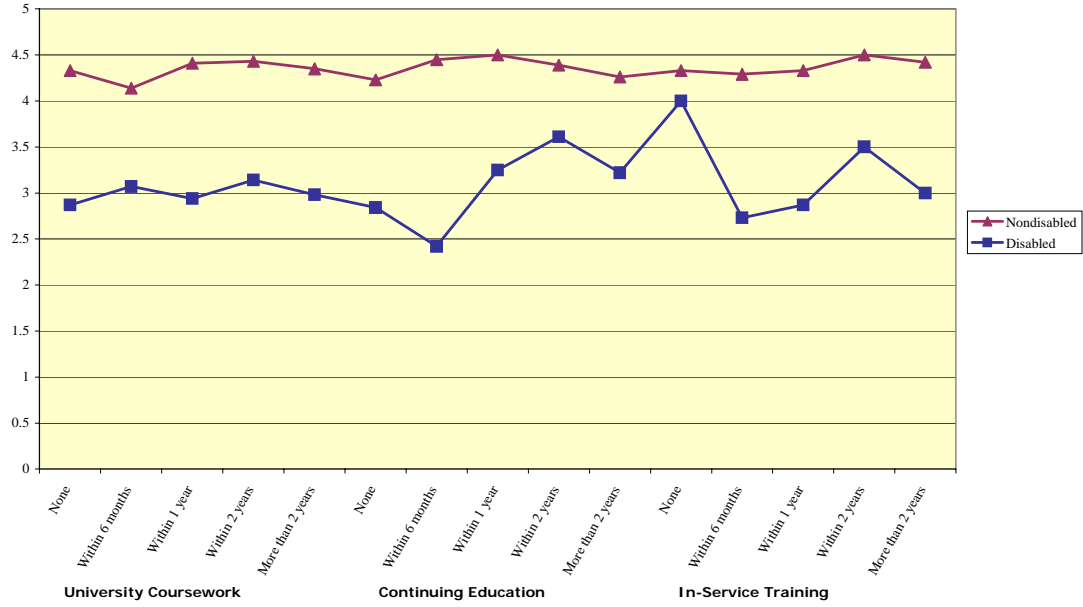
Summary of Pennsylvania CTE Instructors' Ratings of Post-School Employability by Gender, Age, and Education Level



Summary of Pennsylvania CTE Instructors' Ratings of Post-School Employability by Years in Current Position and Years in Education



Summary of Pennsylvania CTE Instructors' Ratings of Post-School Employability by University Coursework, Continuing Education, and In-Service Training



Opening Doors to Postsecondary Education and Training: Planning for Life After High School, A Handbook for Students, School Counselors, Teachers, & Parents

By Ann Kallio, Elmbrook Schools, and Laura Owens, Ph.D., University of Wisconsin-Milwaukee



Message from State Superintendent Elizabeth Burmaster

Last year when I assumed the role of State Superintendent, I made a promise to the citizens of Wisconsin - a "New Wisconsin Promise" - to focus the efforts of the Department of Public Instruction on ensuring that all students are given opportunity to have a quality education. This promise is really about you, our young people, and about raising our expectations of what ALL students can accomplish. Planning for life after high school and postsecondary education is an integral piece of quality education. We want all students to leave our schools with feelings of hope and opportunity for the future. In taking responsibility for this promise, we have created this handbook.

This "Opening Doors" handbook has been created to assist you, your parents, school counselors, and others on your IEP team in planning for your postsecondary experience. It includes information to help you understand your strengths and identify the support and resources you will need to be successful at the postsecondary level. In addition, this handbook will help you develop advocacy skills so you can take advantage of the time you are in high school

to plan your transition to postsecondary education.

Remember, you will have many who will support you in your planning, but in the end you will need to make the decisions. Being well informed will help ensure that you have every opportunity to enjoy all the benefits a postsecondary education experience can bring.

Good luck as you continue to plan your future.

Overview of Transition to Postsecondary Education

This handbook is designed as a guide to help students with disabilities take another step in preparing for "life after high school." While high school is an exciting time, what you do after high school can be just as exciting if you have done some careful and thoughtful planning. Students' "Transition plans" include:

- thinking about their strengths as individuals,
- knowing what interests them, and
- considering different types of work and jobs.

In addition, students must identify what knowledge and skills are needed for work and figure out how to get that knowledge and those skills. Finally, they must apply for, and get, fulfilling and rewarding work.

Students transition and go in many different directions after high school. Some choose to go right into the workforce. Some go into the military service. Still others go on to postsecondary education. Students with disabilities have all of these options too.

This guide deals with the last of these options, *postsecondary education*. Postsecondary education includes many kinds of education and training programs, technical college degree and certification programs, apprenticeship experience, two- and four-year colleges, private trade schools, on-the-job training, and more.

Deciding to Attend a Postsecondary Institution

Although 8th, 9th and 10th grades are early in your school career, they are important times to begin thinking about and planning for those things you will be looking forward to after graduation. You may want to continue your education or enter an apprenticeship program. Both of these options require career exploration and research. Most schools offer classes on career education. Make sure you are included. Once you have narrowed your career choices, it is important to find out the required training and education for your choice(s). If further education is required, you need to find which schools offer a major or certification program. Your school counselor and/or school librarian can help you with this research. There may be special requirements for specific programs.

Other Things to Keep in Mind

High School Transcripts

High school graduation requirements are set by state and district standards. All postsecondary education institutions will require a copy of your high

school transcripts noting the courses you took and your grades.

Your disability cannot be disclosed on any document. High school transcripts may denote modified grades or courses. Modified courses or grades often suggest learning outcomes have been significantly changed. Adaptations and/or accommodations for courses in which the learning outcomes remain the same for all students are not noted on the transcripts. Classes modified to the extent that they change the course outcomes may be acceptable according to the IEP goals and objectives but may not be accepted in the admissions process for postsecondary institutions. Therefore, it is important to be aware of the differences between modified courses and courses in which you require only adaptations or accommodations.

Make sure that you request in writing that the school district keep your records for more than a year.

You may want to consider taking a lower grade in a general education class versus a higher grade in a self-contained special education class. It is your responsibility to check with your school counselor and special education teacher annually to ensure any modified courses you are taking allow you to obtain a regular high school diploma to meet the entrance requirements of postsecondary institutions.

Student Portfolio

If you are planning to undertake a postsecondary education, it is helpful for you to plan early. A portfolio designed to demonstrate your accomplishments and competencies may assist the admissions recruiter at the postsecondary institution. Take your portfolio to your visit and interview on a campus or send a

copy with your application. Items you may want to include are:

- Work samples (reports, models, or pictures of projects you have completed, papers you have written, evidence of your participation on teams or school activities, descriptions of volunteer work);
- Interest inventory results;
- Letters of recommendation (teachers, school counselors, employers, administrators, coaches);
- State and/or district assessment results; and
- A personal statement of future goals.

After you are admitted to a postsecondary institution, you may be required to submit the following to the support/special services contact at the institution:

- Accommodations that will be needed;
- Current documentation and description of disability; and
- A description of learning style.

Sources of Information

- The Internet;
- School counselor;
- Internet listings of careers, technical and trade schools, colleges and universities;
- School and college catalogs;
- Computer guidance systems;
- Career information in the library;
- Graduates and current students;
- Employers; and
- People of all ages who enjoy their jobs.

Questions You Should Be Prepared to Answer

- Why do you want to go to college?
- What are your career goals?
- In what would you like to major?
- Why did you choose this college/university?
- What were your favorite high school courses?

What were your extracurricular activities?

Do you plan to work while going to school?

Staff from student support programs may ask these questions:

What are your strengths and weaknesses?

How does your disability affect your academic performance?

How do you compensate for your disability?

What assistance, accommodations, or assistive technology did you receive in high school that were effective?

What assistance/accommodations do you think you will need to be successful in college?

Do you plan to take a full load of courses?

How much time do you study each day, and how do you plan your time?

Are you willing to put in extra effort compared to other students to earn a college degree?

Final Thoughts

Life is a giant buffet of choices. You are the one who makes the decisions about what you want, where you go, and how successful you will be. Many students with disabilities have successfully completed postsecondary experiences and have wonderful careers. You are the key to your own success. You have the support of your parents, teachers, counselors, and other students, but the adventure is yours. If you plan ahead, develop goals, and are willing to explore your interests and communicate what you need, who knows all that you will be able to accomplish. Begin planning. "It's your future now."

After high school, the rules change.

The following charts describe general differences in various areas between public high school and postsecondary education.

Laws and Responsibilities

High School	Postsecondary
<ol style="list-style-type: none"> 1. Individuals with Disabilities Action (IDEA). Free Appropriate Public Education (FAPE). 2. Covers ages 3-21 or until regular high school diploma requirements are met. 3. School attendance is mandatory. 4. Districts are required to identify students with disabilities through free assessment and the individualized education (IEP) process. 5. Students receive special education and related services to address needs based on an identified disability. 6. Services include individually designed instruction, modifications, and accommodations based on the IEP. 7. Individual student's needs based on the IEP may be addressed by program support for school personnel. 8. Progress toward IEP goals is monitored and communicated to the parent(s) and/or the student. 9. Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP. 	<ol style="list-style-type: none"> 1. Section 504 and Americans with Disabilities Act (ADA). Accessibility and reasonable accommodations. 2. Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability. 3. Students decide to attend and will probably pay tuition. 4. Students are responsible for revealing and providing current documentation of a disability. They must be self-advocates. 5. Formal special education services are not available. 6. Reasonable accommodations may be made to provide equal access and participation. 7. No formal program support for school personnel is provided. 8. Students are required to monitor their own progress and communicate their needs to instructors. 9. Students are responsible for making their own connections with community support agencies.

High School	Classes	Postsecondary
<ol style="list-style-type: none"> 1. Usually follow a school-directed schedule and proceed from one class to another. 2. General education classes dictated by state/district requirements. 3. Typically, a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation. 4. Class attendance is usually mandatory and monitored carefully. 5. Classes generally have no more than 30-35 students. 6. Textbooks are typically provided at little or no expense. 7. Guidance is provided for students so they will be aware of graduation requirements. 8. Modifications that change course outcomes may be offered based on the IEP. 		<ol style="list-style-type: none"> 1. Individual students must manage their own time and schedules. 2. Class based on field of study; requirements may vary. 3. Academic year is divided into two separate 15-week semesters plus a week for final exams. (Hint: Some institutions are on a trimester schedule.) Courses are offered fall, spring, and summer semesters, and summer classes may be used to accelerate graduation. 4. Attendance policies may vary with each instructor. (Hint: Lack of attendance may impact performance.) 5. Classes may have 100 or more students. 6. Textbooks can be expensive. (Hint: An Anticipated range for a full-time student is \$250-500 per semester). 7. Graduation requirements are complex and vary for different fields of study. (Hint: You are responsible for monitoring your progress and seeking advice.) 8. Modifications that change course outcomes will not be offered. (Hint: Modified high school courses may be not accepted in the admission process.)

Instructors

High School

1. Grade and check completed homework.
2. May remind students of incomplete assignments.
3. May know students' needs and approach students when they need assistance.
4. May be available before, during, or after class.
5. Have been trained in teaching methods.
6. Often provide students with information missed during absence.
7. Present material to help students understand what is in the textbook.
8. Often write information on the board or overhead to be copied for notes.
9. Teach knowledge and facts leading students through the thinking process.
10. Often take time to remind students of assignment and test dates.

Postsecondary

1. May assume homework is completed and students are able to perform on a test.
2. May not remind students of incomplete assignments. (Hint: It's your responsibility to check with your instructor to see if requirements are being met.)
3. Are usually open and helpful, but expect students to initiate contact when assistance is needed.
4. May require students to attend scheduled office hours.
5. Have content knowledge but not necessarily formal training in teaching methods.
6. Expect students to get information from classmates when they miss a class.
7. May not follow the textbook, but lectures enhance the topic area. (Hint: You need to connect lectures and textbook.)
8. May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize it. (Hint: Good notes are a must, or a tape recorder may be used.)
9. Expect students to read, save, and refer back to the course syllabus. (Hint: Syllabi are your way of knowing exactly what is expected of you, when assignments are due, and how you will be graded.)

Studying

High School

1. Study time outside of class may vary (may be as little as 1-3 hours per week).
2. Instructors may review class notes and text materials regularly for classes.
3. Expected to read short assignments that are discussed and retaught.

Postsecondary

1. Generally need to study at least 2-3 hours outside of class for each hour in class.
2. Students should review class notes and text material regularly. (Hint: Use the time between classes carefully).
3. Substantial amounts of assigned reading and writing may not be directly addressed in class. (Hint: It's up to you to read and understand assigned material or access support, such as books on tape).

Testing

High School

1. Frequent coverage of small amounts of material.
2. Make-up tests are often available.
3. Test dates can be arranged to avoid conflicts with other events.
4. Frequently conducts review sessions emphasizing important concepts prior to tests.

Postsecondary

1. Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. (Hint: You need to organize material to prepare for tests.) Some classes may require only papers and/or projects instead of tests.
2. Make-up tests are seldom an option and may have to be requested.
3. Usually, scheduled tests are without regard to other demands.
4. Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups.

Grades

High School

1. Given for most assigned work.
2. Good homework grades may assist in raising overall grade when test grades are lower.
3. Extra credit options are often available.
4. Initial test grades, especially when low, may not have adverse effect on grade.
5. Graduation requirements may be met with a grade of D or higher.

Postsecondary

1. May not be provided for all assigned work.
2. Tests and major papers provide the majority of the grade.
3. Generally speaking, extra-credit options are not used to raise a grade.
4. First tests are often “wake up” calls to let you know what is expected. (Hint: Watch out! They may account for a substantial part of your final grade. Contact the instructor, academic advisor, or student accessibility personnel if you do poorly.)
5. Requirements may be met only if the student’s average meets departmental standards. (Hint: Generally a 2.0 (c) or higher.)

Other Factors to Consider

High School

1. State and/or district policies may determine eligibility for participation in extracurricular activities.
2. Parents typically manage finances for school-related activities.
3. Parents and teachers may provide support and guidance and setting priorities.

Postsecondary

1. Postsecondary institution policies may determine eligibility for participation in extracurricular activities.
2. Students are responsible for money management for basic needs and extra spending money. (Hint: Outside jobs may be necessary and one more “activity” to consider for time management.)
3. Students are responsible for setting their own priorities.

Timeline for Planning

Thinking about how you want to live your life--explore options

- | | |
|--------------------------------|-------------|
| Exploring Lifework* Options | Grades 7-9 |
| Exploring Postsecondary Option | Grades 8-10 |
| Exploring Student Choices | Grades 8-10 |

Planning and preparing for postsecondary education

- | | |
|--------------------------------------|-------------|
| · Planning and Preparing--Academics | Grades 8-12 |
| Planning for a Career | Grades 9-10 |
| Planning for Personal-Social Choices | Grades 8-12 |

Exploring Postsecondary Choices Grades 9-10

- Apprenticeship
- Technical College
- 2-year College
- 4-year Independent College/University
- 4-year State College/University

Selecting a Postsecondary Institution Grades 10-11

Applying to a Postsecondary Institution Grades 11-12

*Exploring lifework options includes discovering your interests, talents, and abilities. Then you can start to plan for developing skills and knowledge that will lead to a job that will be a good fit for you

What classes must I take?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what career choice you make.

Whether you choose to go to a technical college, a two- or four-year college or university, the military, an adult apprenticeship, or into a career immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from many career options.

Each college and university has formal entrance requirements; ask your guidance counselor or check a school's Internet site for more information.

Required Courses	* Required Content Standards	** Years required to graduate from High School	Years required to be admitted to Technical College	*** Years required to be admitted to 4-Year College
English	Reading/literature, writing, oral language, media and technology, grammar, research and inquiry	4	4	4
Social Studies	Geography, history, political science, citizenship, economics, and the behavioral sciences	3	3	3
Math	Mathematical process, number operations and relationships, geometry, measurement, statistics and probability, algebraic relationships	2	2	3
Science	Science connections, nature of science, science inquiry, physical science, earth and space science, life and environmental science, science applications, science in personal and social perspectives	2	2	3
Physical Education	Active lifestyle, physical skill development, learning skills, understanding physical activity and well being, health-enhancing fitness, respectful behavior, and understanding diversity	1.5		
Health	Health promotion and disease prevention, healthy behaviors, goal setting and decision making, information and services, culture, media, technology, communications, and advocacy	.5		
Electives	Vocational education, driver's education, music, visual, and performing art		Varies	Varies
Foreign Languages	How to communicate with other cultures: Communication, culture, connections, comparisons, communities			Varies
Computer Sciences & Literacy	Keyboarding, computer operations and terminology, problem-solving, applying computer technology, testing software, social and economic impact of computers		Varies	Varies

Postsecondary Education Exploration Worksheet

Exploring Choices, Selecting, and Applying for Postsecondary Education

Make and use a copy of these pages for each college you are considering.

Name of College: _____

Internet Address of College: _____

Services, Programs, & Characteristics

Comments/Questions

CHARACTER AND SETTING

- Highly competitive academically
- Moderately competitive
- Not competitive
- Average class rank of current freshman class
- High school grade point average incoming freshman class
- Average SAT/ACT score
- Size of college
- Size of city/town
- Sororities/fraternities on campus
- Clubs or organizations of interest
- Sports activities (participant or spectator)
- Other

GETTING THERE/GETTING AROUND

- Miles from home
- Car pools available
- Public transportation available
- Access to building
- Effect of weather, construction, & other factors on mobility access
- Cafeteria/food availability
- Access to support services
- Access to fitness facilities
- Access to computer labs
- Other

ADMISSION REQUIREMENTS

- Minimum ACT score of: _____
- Minimum SAT score of: _____
- Acceptance of nonstandard administration of ACT/SAT
- Open admission/no admission requirements
- Waived ACT./SAT scores
- Class ranking based on high school grade point average
- Admissions interview
- Modified admission for students with disabilities
- Foreign language/math/other specific requirement
- Documentation of intelligence and achievement tests
- Recommendations from high school faculty

MAJOR FIELD OF STUDY

- Availability of major in chosen career
- Full time years of study for a degree or certificate
- Part time years of study for a degree or certificate
- Requirements for admission into the program of study
- Requirements to remain in the program of study

Services, Programs, & Characteristics (cont.)**Comments/Questions**

CLASSES

Orientation classes
 Learning-strategies classes
 Study-skill classes
 Time-management classes
 Developmental-reading classes
 Basic English classes
 Basic mathematics classes
 Foreign language/math/other requirement waived
 Other

FINANCIAL CONSIDERATIONS

High tuition fees
 Modersate tuition fees
 Low tuition fees
 Scholarships available
 Work study jobs available
 Book or materials rental fees or costs to purchase
 Tutoring fees
 Room and board costs
 Costs for special services

SERVICES FOR STUDENTS WITH DISABILITIES

Alternative test administration (computers, oral, other)
 Extended time for tests
 Flexible format for completing assignments
 Note-takers
 Readers
 Scribes/writers
 Taped textbooks and alternative formats for course materials
 Assistive technology available
 Computers available
 Study groups
 Subject matter tutoring
 Modified instruction
 Opportunities for counseling with support staff
 Peer support group
 Opportunities to receive diagnostic testing
 Development of educational plan
 Career Placement Services
 Interpreters
 Other

COUNSELING SERVICES

Student advisors
 Career counselors
 Financial advisors
 Personal counselors
 Health-care providers

Services, Programs, & Characteristics (cont.)

Comments/Questions

HOUSING

- Off-campus housing availability and affordability
- Residence halls and dining halls on campus
- Halls with no drinking or smoking
- Single-occupance rooms
- Co-ed halls
- Male-/female-only halls
- Limited guest visitation
- Quiet floors for study
- Study rooms available
- Internet access in rooms
- Computers in residence hall
- Cooking facilities available

Adapted from Weist-Webb, K. Transition to Post-secondary Education: Strategies for Students with Disabilities. Austin, TX: ProEd, 2000.

INFORMATION ON ACCOMMODATIONS AT SPECIFIC CAMPUSES

UNIVERSITY OF WISCONSIN-SYSTEM

UW SYSTEM WEBSITE: WWW.UWSA.EDU UW OFFICE OF ACADEMIC AFFAIRS: (608) 262-8778
 UW SYSTEM TTY: 1-800-442-4621 UW-EXTENSION [HTTP://LEARN.WISCONSIN.EDU](http://LEARN.WISCONSIN.EDU) TOLL FREE (877) 895-3276
 IN MADISON (608) 262-2011

UNIVERSITY OF WISCONSIN 4-YEAR COLLEGES

- UW-Eau Claire(715) 836-4542
- UW-Green Bay(920) 465-2849
- UW-LaCrosse (608) 785-6900
- UW-Madison(608) 263-2741
- UW-Milwaukee(414) 229-6287
- UW-Oshkosh(920) 424-3100
- UW-Parkside (Racine)(262) 595-2610
- UW-Platteville (608) 342-1818
- UW-River Falls(715) 425-3531
- UW-Stevens Point(715) 346-3365
- UW-Stout (Menomonie)(715) 232-2995
- UW-Superior(715) 394-8288
- UW-Whitewater(262) 472-4711

UNIVERSITY OF WISCONSIN 2-YEAR COLLEGES

UW COLLEGES: WWW.UWC.EDU (888) 463-6892
 DISABILITIES SERVICES: WWW.UWC.EDU/STUDENT_SERVICES/DISABILITY_SERVICES.ASP

- UWC-Baraboo/Sauk County(608) 356-8724 ext. 219
- UWC-Barron County (Rice Lake)(715) 234-8024
- UWC-Fond du Lac(920) 929-3607
- UWC-Fox Valley (Menasha)(920) 832-2685
- UWC-Manitowoc(920) 683-4707
- UWC-Marathon County (Wausau)(715) 261-6243
- UWC-Marinette(715) 735-4302
- UWC-Marshfield/Wood County(715) 389-6500
- UWC-Richland (Richland Center) (608) 647-8422
- UWC-Rock County (Janesville) (608) 758-6523
- UWC-Sheboygan(920) 459-6633
- UWC-Washington County (West Bend)(262) 335-5201
- UWC-Waukesha(262) 521-5210

WISCONSIN INDEPENDENT COLLEGES & UNIVERSITIESWISCONSIN INDEPENDENT COLLEGES WEBSITE: WWW.WISCONSINMENTOR.ORG PHONE: (608) 256-7761

Alverno College	Milwaukee	(414) 382-6100	(800) 933-3401
Beloit College	Beloit	(608) 363-2572	(800) 356-3401
Cardinal Stritch University	Milwaukee	(414) 410-4360 ext.4425	(800) 347-8822
Carroll College	Waukesha	(262) 524-7373	(800) 227-7655
Carthage College	Kenosha	(262) 551-8500	(800) 351-4058
Concordia University	Mequon	(262) 243-4542	
Edgewood College	Madison	(608) 663-2281 ext.2281	(800) 444-4861
Lakeland College	Sheboygan	(920) 565-2111	(800) 569-2166
Lawrence University	Appleton	(920) 832-6530	(800) 448-3072
Marian College	Fond du Lac	(920) 926-7666	(800) 262-7426
Marquette University	Milwaukee	(414) 288-1412	(800) 222-6544
Milwaukee Institute of Art & Design	Milwaukee	(414) 276-7889 ext. 3344	
Mount Mary College	Milwaukee	(414) 256-1219	(800) 321-6265
Northland College	Ashland	(715) 682-1340	(800) 753-1840
Ripon College	Ripon	(920) 748-8107	(800) 947-4766
St. Norbert College	DePere	(920) 403-1321	
Silver Lake College	Manitowoc	(920) 666-6100	(800) 236-4752 ext.115
Viterbo University	LaCrosse	(608) 796-3085	
Wisconsin Lutheran College	Milwaukee	(414) 443-8797	

WISCONSIN TECHNICAL COLLEGESWISCONSIN TECHNICAL COLLEGE WEBSITE: WWW.WITECHCOLLEGES.COM PHONE: (800) 320-8324 TTY: (608) 267-2483

Blackhawk	Janesville	(800) 498-1282	(608) 743-4422
Chippewa Valley	Eau Claire	(800) 547-2882	(715) 833-6234
Fox Valley	Appleton	(800) 735-3882	(920) 735-2569
Gateway	Kenosha	(800) 247-7122	(262) 564-2320
Lakeshore	Cleveland	(888) 468-6582	(920) 693-1160
Madison Area	Madison	(800) 322-6282	(608) 246-6265
Mid-State	WI Rapids	(877) 422-6782	(715) 422-5452
Milwaukee Area	Milwaukee	(414) 297-6600	(414) 297-7839
Moraine Park	Fond du Lac	(800) 472-4554	(920) 924-3192
Nicolet Area	Rhineland	(800) 544-3039	(715) 365-4693
North Central	Wausau	(888) 682-7144	(715) 675-3331 ext. 4087
Northeast	Green Bay	(800) 422-6982	(920) 498-5498
Southwest	Fennimore	(800) 362-3322	(608) 822-3262 ext. 2130
Waukesha	Pewaukee	(877) 463-9282	(262) 691-5210
Western	LaCrosse	(800) 322-9982	(608) 785-9875
Wisconsin Indianhead	Shell Lake	(800) 243-9482	(715) 468-2815

OTHER RESOURCES

Department of Public Instruction	www.dpi.state.wi.us	(800) 441-4563
Department of Workforce Development		
Division of Vocational Rehabilitation	www.dwd.state.wi.us/dvr	
Wisconsin Youth Apprenticeship Program	www.dwd.state.wi.us/gwblb/ya.htm	
Heath Resource Center	www.heath.gwu.edu	
College is Possible	www.collegeispossible.org	
Preparing Your Child for College	www.ed.gov/pubs/Prepare/index.html	
Getting Ready for College Early	www.ed.gov/pubs/GettingReadyCollegeEarly/#step1	
Office of Student Financial Assistance Programs	www.ed.gov/offices/OSFAP	

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Planning and Preparing

Where do you begin?

Students begin with themselves--asking, "What are my abilities and interests?" "What do I want and need from my everyday life as an adult?" "What do I like and dislike about school work, chores at home, jobs I've had to do, hobbies, and volunteer commitments?"

Start taking positive steps by staying involved in your transition process. The key to successful transition to postsecondary education is early planning. It is essential for you to maintain high academic standards and expectations throughout your elementary, middle, and high school years.

Skill development and practice (time management, independent living, mobility skills, the ability to ask for specific help when you need it) are also important.

The following questionnaire will help in planning for your transition.

Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for postsecondary education. Check them off as you address each area.

How do I develop self-advocacy skills?

- Find effective ways to explain your disability and your specific needs.
- Communicate strengths and weakness (courses and types of assignments that were easier or more difficult).
- Explain skills that can help you learn.
- Explain academic areas where you may need accommodations (extended test-taking time, note-taker, lecture notes, books on tape, and so forth). How do I develop self-advocacy skills?
- Explain current services provided (accommodations or extra help that have been successful).
- Approach instructors at the beginning of the course regarding what accommodations are needed.
- Communicate what is a reasonable accommodation.
- Actively participate in your IEP meetings by sharing your interests and postsecondary goals with the team. Make sure transition plans are documented in your IEP.

How and when do I develop a timeline for transition planning to postsecondary education?

PRE-HIGH SCHOOL

- Plan for high school classes (consider college prep classes).
- Develop a list of postsecondary options of interest.
- Develop an understanding of disability and learning styles.
- Develop study skills.
- Start saving money.
- Identify transition needs and career planning goals through the IEP process.
- Remediate and/or compensate for basic-skill deficits.

NINTH GRADE

- Contact a guidance counselor and design a class schedule.
- Develop a clear understanding of the nature of your disability and how it affects learning.
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
- Prepare for all classes.
- Explore career options (interest inventories, career fairs, discussion with school personnel and parents.)

- ___ Develop skills for academic independence (time management, study skills, note taking, and so forth).
- ___ Participate in extracurricular activities (athletic and nonathletic).
- ___ Continue to remediate and/or compensate for basic-skill deficits.
- ___ Determine what types of courses are necessary for admission (keep in mind, modified courses may not be acceptable for admission to some postsecondary institutions),
- ___ Investigate assistive technology tools (communicative device and unique computer needs).

TENTH GRADE

- ___ Continue academic preparation and remediation/compensation strategies, and identify any assistive technology needs.
- ___ Identify interests, aptitudes, and accommodation needs.
- ___ Continue to develop self-advocacy skills (asking for help, communicating needs to instructors, and so forth).
- ___ Meet with guidance counselor to discuss colleges and college requirements.
- ___ Find out if the schools you are interested in require or recommend that candidates take the ACT or SAT exams. If they do, make preparations to take the appropriate exam.
- ___ Attend college fairs.
- ___ Visit colleges and other postsecondary education training options.
- ___ Gather information about college programs and about services offered for students with disabilities.
- ___ Investigate eligibility requirements and services available through the WI Division of Vocational Rehabilitation (DVR) and other adult service providers such as Human Services, Center for Independent Living (CIL) and Workforce Investment Act (WIA) partners.
- ___ Participate in volunteer and paid work experiences.

ELEVENTH GRADE

- ___ Continue academic preparation and remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
- ___ Focus on matching interests/abilities and career goals to appropriate postsecondary education choice.
- ___ Identify appropriate postsecondary choice.
- ___ Take ACT or SAT with or without accommodations.
- ___ Establish a tentative career goal.
- ___ Identify people to write recommendations for you.
- ___ Invite DVR counselor and other other appropriate adult agency representatives to IEP meeting for discussion and planning of posthigh school options. Complete application, eligibility and Order of Selections (OOS) process and begin discussion about the Individualized Plan for Employment (IPE) process.
- ___ Tour postsecondary campuses.
- ___ Investigate services offered by postsecondary setting and determine which settings match individual needs and goals.
- ___ Learn to use local public transportation options.
- ___ Obtain picture identification card or driver's license.
- ___ Obtain documentation of disability from current assessment (within two years of graduation date) because colleges require assessments.

TWELFTH GRADE

- Strengthen self-advocacy skills (your legal responsibilities after the age of 18).
- Prepare transition packet for disability documentation that includes: evaluation reports, transcripts, test scores, current IEP, medical records, writing samples, and letters of recommendation.
- Role-play interviews.
- Talk with students who are receiving services at colleges and other postsecondary education training settings about their experiences.
- Schedule an interview/tour with institutions of interest.
- Prepare applications.
- Jointly develop the IPE with DVR counselor which identifies goals, services, and responsibilities. Develop service plans with other adult service agency providers as appropriate.

How do I select a college?

- Talk to people who have graduated from your school and have gone on to postsecondary study. Talk to counselors, teachers, and family friends about programs and schools that match your interests.
- Explore programs at several potential institutions to determine if they match career interests and goals.
- Investigate the college climate.
- Investigate the college setting.
- Investigate the college admission requirements.
- Investigate available services and history of providing accommodations.

How do I match my interests and needs with course offerings of the college?

- Determine field of study, interest, or possible major.
- Identify/match college with interest/field of study.
- Participate in job-shadowing experiences and write down what skills and knowledge the job holder used to get things done. Look for courses and college experiences that build that knowledge and those skills.
- Inquire about class sizes.
- Inquire about support classes (time management, study skills, writing labs, and so forth).

How do I match my needs to the programs and services offered at the college?

- Inquire about learning support programs and services available.
- Inquire about counseling support programs and services available.
- Inquire about mentoring and/or tutoring programs.
- Inquire about special assistance for the application process.
- Inquire about possible requirement waivers for admission.

What are the financial considerations?

- Determine tuition, books, transportation, and housing costs.
- Determine tutoring fees.
- Investigate availability of scholarships.
- Investigate availability of financial aid.
- Investigate availability of work-study opportunities.
- Investigate employment opportunities (on and off campus).
- Determine with family members the amount of financial support they can offer.

What housing accommodations are available?

- ___ Determine whether to live on campus or at home.
- ___ Investigate on-campus housing (rules, computer availability, study rooms, and so forth).
- ___ Investigate off-campus housing.
- ___ Inquire about support services (special floor considerations, assistance).
- ___ Obtain documentation, if single room is a required accommodation.

What transportation provisions are available?

- ___ Inquire about accessible public transportation.
- ___ Inquire about parking for students.

Definition of Terms Used in this Handbook

Academically Competitive – Describes schools that accept only students who can prove high academic ability and in which many students value learning, achievement, and good grades; also describes students who score well on standardized and nonstandardized tests and who get high grades in school.

Accommodation – A change in the usual way of doing things so someone's needs can be met.

ACT and SAT – Standardized tests attempt to measure students' potential to do well in college; Wisconsin colleges that require standardized test scores request the ACT, which is designed to assess high school students' general educational development and their ability to complete college-level work. It covers four areas: English, mathematics, reading, and science reasoning.

ADA (Americans with Disabilities Act) – A federal law that prohibits discrimination against individuals who are disabled. A postsecondary school may not discriminate on the basis of disability. See Section 504 for more information.

Advocacy – Speaking up for a cause, person, or idea.

Apprenticeship – A time during which a person learns a

trade or occupation, sometimes as part of a trade union program.

Aptitude – A person's ability for learning; a talent or quickness in learning, and understanding in particular areas.

Assertive – Describing someone who declares or states something positively, sometimes with no support or attempt to provide proof.

Assistive Technology – Equipment, hardware, inventions, tools, or other helps for people with disabilities, aids to help people do the tasks of daily life.

Career Fairs – Events in high schools, colleges, or communities that offer the opportunity to talk with people who work in a variety of jobs and who will answer questions about their companies and about the preparation it takes to enter their field.

Career Placement Service – A person, or group of people, at a school or college who help students and graduates learn about and apply for jobs. The amount and kinds of services vary, but some services help arrange interviews, provide information on specific companies, and work with students to identify which jobs will be a good fit.

Correspondence Classes (print based courses) – Some classes from the University of Wisconsin and other schools

can be taken by mail. A person registers by phone, mail, or online and arranges to buy books. The teacher sends readings and assignments. Students keep in touch with their instructor by mail, submitting assignments, and sending in exams. Some correspondence courses are for credit; others relate to peoples' personal interests and hobbies.

Education – A program of instruction or a series of experiences, planned to help learners grow in knowledge and/or skill. Education contributes to personal growth. It also can lead to specific outcomes such as diplomas or certifications, driver education, or a college education.

Extracurricular Activities – Doing things that are not part of academic requirements or homework at school. Volunteering at the humane society, working on or acting in plays, participating in sports, and belonging to scouts, 4H, or FFA are a few examples of extracurricular activities.

IEP – Individualized Education Program – The IEP is a written document which ensures that a child with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment. It is the most important legal document written for a child with disabilities. IEPs are developed

through discussion at team meetings that include parents and professionals involved in that child's education. The IEP describes the educational process planned for the student and serves as a communication tool among parents, schools, and others involved in the education and training of the individual. It can serve as a method for joint planning, problem solving, and decision-making.

Independent Living Skills

– The motivation, knowledge, and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others. Independent living skills can include:

- self-advocacy;
- job seeking and retention;
- budgeting and paycheck management, food planning, selection, buying and preparation;
- recreational activity awareness, planning and participation;
- selection and care of clothing;
- awareness and use of resources including clinics, physicians, adult service agencies, counselors, neighbors, and others;
- dating, co-worker and interpersonal skills; and
- community participation.

Individuals with Disabilities Act (IDEA) – The Individuals with Disabilities Education Act Amendments of 1997 were signed into law on June 4, 1997. The IDEA is a federal law that strengthened academic expectations and accountability for the nation's 5.8 million children with disabilities in public schools. The IDEA required Individualized Education Programs (IEPs) that spell out the educational goals for each child and the services that he or she will receive for his education. It increased parental involvement. The law required regular progress reports to parents, in-

cluded children with disabilities in state and district assessments, and in setting and reporting on performance goals as they do for nondisabled children. The law required that IEPs include the program modifications and supports for the child and teacher to enable the child to succeed in the classroom. IEPs must relate clearly to the general curriculum that children in regular classrooms receive. IDEA was also designed to remove financial incentives for placing children in more separate settings when they could be served in a regular classroom, and it included regular classroom teachers in the meetings at which the academic goals of children with disabilities are set. The law also provided continued federal support to improve teacher training nationwide, and adds support of teacher training programs in geographic areas with acute teacher shortages.

Interest Inventories – Verbal, written, or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

Internet Classes (or Web Classes) – Courses students can take via the Internet, on a personal computer with a modem or other Internet connection. Many colleges and universities, including the University of Wisconsin, Wisconsin Colleges, and Technical Colleges offer classes that can be taken entirely by computer. Some entire degree programs can be earned via Internet classes. There is always tuition for these classes. Assignments can be submitted over the Internet. Quizzes and tests are given on a computer. Students have to be motivated to take a class on their own computer. Sometimes the classes meet at a certain time, so students have

to schedule their class participation. Other courses are available any time.

Job Shadowing – Finding out about different occupations and kinds of work environments by following and watching people actually do the jobs.

Learning Styles – Different people learn in many different ways. Some learn best through hearing, others through reading, others through watching, others through many times of practicing doing something; most of us learn best using some combination of reading, hearing, seeing, doing, or repeating. The activities that help us learn most quickly and thoroughly form our learning style.

Mentoring Programs – A mentor is a trusted person, a counselor, teacher, or other person who helps someone do new things or cope with new surroundings. Mentors usually work with other people in a one-to-one relationship.

Mobility Skills – The word "mobility" refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through the environment. Mobility is distinguished from "orientation" which adds the element of spatial awareness. The maximum ability of a person to get around in their living and working space is a combination of good mobility skills and good orientation skills.

On-the-Job Training – Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description.

Portfolio – A collection of evidence, usually including papers, pictures, descriptions, and recommendations about what a person is able to do. A writer's portfolio would include publications. An artist's portfolio would include samples or pictures of

his or her paintings/photographs/drawings. A carpenter's portfolio would include a description of the tools he or she has used, pictures of objects built, descriptions of special talents or abilities written by teachers, supervisors, or mentors.

Postsecondary – After high school.

Private College or University– Postsecondary school run and supported by private individuals or a corporation rather than by a government or public agency. Some private colleges are connected with churches or religious orders; others are independent. Private schools generally charge higher tuition than public colleges and technical schools. Some have smaller enrollments and lower student/teacher ratios than public colleges.

Proprietary School, College, or University – A postsecondary school which is run as a business, to make a profit. Some types of education and training such as pet grooming, broadcasting, bartending, and massage therapy are often provided by proprietary schools.

Public College or University – In the United States, postsecondary school is supported by public funds and provides reduced tuition for education for citizens of the state which supports it. Public colleges and universities are often accountable in some way to the state legislature and other public input.

Remediation/compensation strategies – Ways of addressing, overcoming, or correcting limitations or barriers caused by a disability so a person can participate as fully as possible in daily life activities such as work, education, and training.

Section 504 of the Rehabilitation Act of 1973 – Section 504 was enacted to “level the playing field;” to eliminate

impediments to full participation by persons with disabilities. The statute was intended to prevent intentional or unintentional discrimination against persons with disabilities, persons believed to have disabilities, or family members of persons with disabilities. Section 504 protects qualified individuals with disabilities. A postsecondary school may not discriminate on the basis of disability. It must insure that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Postsecondary schools can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication, and by modifying policies, practices, and procedures. All programs and services must be provided in an integrated setting. In some instances, architectural access may be the only way to make a program accessible. Qualified interpreters, assistive listening systems, captioning, TTYs, qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication. Such services must be provided, unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens. The most challenging aspect of modifying classroom policies or practices for students with disabilities is it requires thought and prior preparation. The difficulty lies in anticipating needs and preparing in advance. The actual modifications are rarely substantive or expensive. Some examples are:

- rescheduling classes to an accessible location;
- early enrollment options for

students with disabilities to allow time to arrange accommodations;

- substitution of specific courses required for completion of degree requirements;
- allowing service animals in the classroom;
- providing students with disabilities with a syllabus prior to the beginning of class;
- clearly communicating course requirements, assignments, due dates, grading criteria both orally and in written form;
- providing written outlines or summaries of class lectures, or integrating this information into comments at the beginning and end of class; and
- allowing students to use note takers or tape record lectures.

Modifications will always vary based on the individual student's needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

Self-advocacy Skills – Self-advocacy is the art of speaking up for yourself and your needs and being able to explain a disability clearly and concisely. Once people understand the disability, they may need to know what kinds of actions or things can help overcome a disability. The combination of skills of being able to explain your disability and to speak in favor of the ways of overcoming the barriers brought on by that disability is called self-advocacy.

Stress management – Everyone is nervous and afraid in some situations. There are some specific behaviors, thoughts, and activities that can help people when they feel panic coming on. Different things work for different people, but what works for an individual is his or her stress management

routine. That can include slow or regulated breathing, ways of sitting or standing, particular patterns of thought, or remembering and repeating certain words or phrases.

Study Skills – Techniques of scheduling time, finding a quiet place, sitting still, reading, remembering, reviewing, deciding what material is important, and taking helpful notes are all study skills. Study skills classes help individuals find out what particular study skills work best for them.

Technical College – In Wisconsin, a technical college is a school that offers work-related classes, lower division college classes, associate (two-year) degrees, and certificates relating to employment. Technical colleges are public schools with relatively affordable tuition and programs that help a person learn and practice job-related skills.

Time Management Skill – The ability of a person to plan, control, or schedule how they use the time in their day-to-day schedule. The way a person uses time shows which of the things they do are important and which can be dropped.

Through planning a person can increase the amount time in which they can work and do other things that interest them, can control the distractions that waste their time, and can increase their effectiveness and reduce stress.

Trade School – A secondary school that offers instruction in a skilled trade (a particular focus on work, such as welding, plumbing, bartending, hair-dressing, etc.). Some high schools and trade schools combine classroom learning and work at a job placement.

Training – “Education” is planned to help people learn, know, and remember information. “Training” is about doing:

getting and practicing skills. Training improves performance; it brings about a change in ability and a difference in behaviors. A person who participates in training should be able to do something *after* the training they could not do *before* the training. Training usually includes learning, doing, and practice (repetition). The person being trained will know *why* they are doing something and see *how* their task fits in to the bigger picture at work (in manufacturing, or welding, or printing, for instance). A major part of training is learning *what* workers are supposed to do. Another key part is *problem solving* – figuring out what to do when things don’t go exactly as planned.

Transcript – An official record, kept by a school, of the courses taken, and the grades earned, by a particular student. Some employers require a copy of a transcript sent directly by the school; others will accept a copy of a student’s records and grades.

Transition – To change or move from one time of life, role, style, or place to another. High school graduation is a time of transition to a job, college, trade school, the military, or an apprenticeship.

Tutoring Programs – An opportunity to work with someone who can help with class work or skill development, either one-on-one, or in small groups. Tutors are often volunteers who are willing to help other students who have questions or concerns about their work.

Two Year College – In Wisconsin, there is a two-year college system. These colleges offer classes in basic academic subjects (English, foreign language, communication, math, science, social science, and the arts) that lead to Associate degrees. After a person graduates

from a two-year college, he or she may want to continue study at a college or university or get a job using what they have learned.

Vocational Rehabilitation – The use of education, training, and therapy to assist a person to learn and be able to do one or more jobs, to have a trade, and to earn a paycheck.

Writing Lab – A place at a school, college, or university where students can bring their writing assignments or projects and get help in expressing themselves, clearly, concisely, and effectively. Students may take drafts of assignments to writing labs and get help in spelling, grammar, or putting good sentences together.

Appendix A

THE CHALLENGE...

All Wisconsin K-12 and postsecondary education institutions are committed to providing reasonable opportunity and equal challenges to all students,

What are your rights?

The term “disability” means different things in public schools and postsecondary institutions.

When serving students with disabilities, public K-12 schools must comply with the Individuals with Disabilities Education Act (IDEA), which requires them to identify, document, and provide services based on an Individualized Education Program (IEP). The IEP serves as a monitoring and communication tool for parents, students, and school personnel and provides connections for community services (for example, employment opportunities or adult living). IDEA entitlements end when the student reaches age 21, or when the requirements for high school graduation are met, and the student receives a regular high school diploma.

When serving students with disabilities, postsecondary institutions must comply with Section 504/Americans with Disabilities Act (ADA), which stipulates they:

- cannot discriminate in college recruitment, admission, or after admission solely based on a student's disability;
- are required to make individualized, reasonable accommodations at no charge;
- must make modifications "as necessary" to ensure academic requirements are not discriminatory;
- inform students of available services, academic adjustments, and the name of the coordinator of support services; and
- must provide written information on how to access services or request accommodations.

It is important to start planning EARLY for postsecondary education!

What are your responsibilities?

Students within high school need to:

- participate in transition planning by attending meetings, beginning at age 14 or younger, if appropriate;
- talk to their IEP team to discuss interests and preferences, and address postsecondary education planning; and
- learn self-advocacy skills.

Upon turning 18, students with disabilities are legally adults in charge of their own future. Although laws (504/ADA) also protect them, they have responsibilities as they enter postsecondary education.

Students should:

- understand their disability and provide current documentation verifying the disability;

- advocate on their own behalf;
- contact support/special services personnel at the college, technical college, or university;
- notify instructors regarding needed accommodations; and
- arrange for those support services not available in the postsecondary education setting.

What are individual accommodations?

It is important to understand the distinction between accommodations (ensuring access to programs and services) and modifications (making changes to programs and services). Postsecondary educational institutions must provide needed accommodations including but not limited to:

- special needs counseling;
- assistive technology;
- testing accommodations;
- taped textbooks;
- notetakers, readers, and interpreters; and
- learning/study skills support together.

Are special education services available in postsecondary institutions?

Simply put—no! Postsecondary institutions may provide academic adjustments if they do not change course outcomes or program requirements or place an undue burden on the institution. However, accommodations must be provided.

Remember... Accommodations are intended to ensure program access that allows students with disabilities to compete equally with their nondisabled peers. Not all accommodations are appropriate for every student.

However... Students with disabilities can succeed in the postsecondary environment by demonstrating the following characteristics of a successful student:

- Be motivated and goal-oriented;
- Be academically prepared;
- Demonstrate self-advocacy skills;
- Demonstrate organizational skills; and
- Demonstrate time-management skills.

Talk to your instructors and negotiate needed accommodations from the first day of class (or earlier, if possible). Don't wait until the end of the semester!

What postsecondary opportunities exist in Wisconsin?

University of Wisconsin System — Wisconsin has 13 four-year institutions offering undergraduate and/or graduate programs as well as 13 two-year institutions.

Independent Institutions — Wisconsin has 21 private colleges and universities.

Technical College System — Wisconsin has 16 technical colleges offering one- and two-year associate degrees in fields ranging from accounting to web development. Some technical college credits transfer to four-year colleges or universities.

Other Postsecondary Options — See the State of Wisconsin Educational Approval Board website for a complete listing (<http://eab.state.wi.us>) of other postsecondary options.

Admission requirements vary among postsecondary institutions. Students should discuss the kinds of classes, grades, and entrance requirements needed with a school counselor and the IEP team.

Where to start?

- Ask a school counselor for the postsecondary handbook for students with disabilities, "Opening the Second Door," for additional information and suggestions.

- Refer to the earlier list of postsecondary institutions.
- Check the websites for additional information.

APPENDIX B

Documentation of Disability is Necessary

FOR EDUCATIONAL ACCOMMODATIONS AT POSTSECONDARY EDUCATIONAL INSTITUTIONS

WHAT KIND OF DOCUMENTATION DO POSTSECONDARY SCHOOLS REQUIRE?

Postsecondary schools require disability documentation establishing that a student has a disability as defined by the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (*see page 3 of this guide*). Because these laws are different from the Individual with Disabilities Education Act (IDEA), which applies to students in K-12, new and/or additional documentation may be needed. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined. Service eligibility is determined locally with each institution having its own standards and policies for disability documentation. Some schools may require documentation prepared by professionals, such as doctors, psychologists, or other qualified diagnosticians. Although an Individualized Education Program (IEP) or Section 504 Plan alone may help identify services that have been effective for a student in high school, it is generally not sufficient documentation for postsecondary accommodation eligibility.

What Does the New Documentation Do?

- It establishes that a student *currently* has a substantial limitation to a major life activity.

- As a result of that substantial limitation, accommodations are needed for a student to *equally participate* in educational activities.
- It offers guidance regarding appropriate accommodations for a student in a postsecondary setting.

IN PREPARATION FOR A POSTSECONDARY SETTING, STUDENTS SHOULD:

- Know what their disability is and what accommodations benefit them.
- Know how to describe their academic *and* personal strengths and weaknesses.
- Continue to develop self-advocacy skills regarding their accommodations.
- Gather all necessary documentation to establish eligibility for accommodations after high school.
- Investigate potential postsecondary schools and request information about services, accommodations and documentation requirements from each postsecondary setting.
- Contact the postsecondary school during the application process (or sooner) so that accommodations can be discussed and implemented before classes begin.

HIGH SCHOOLS ARE ENCOURAGED TO:

- Assist students with disabilities in developing a clear post school transition plan.
- Provide as a part of that transition plan, (i) a written educational history of the student's placement in special education/504 services, (ii) all relevant test scores and educational data including those used to establish and maintain eligibility for special services, (iii) evidence of current functional limitations, and (iv) all accommodations and services that were recommended and used by the student in high school.

- Help students develop self-awareness about their disability as well as effective self-advocacy skills that promote student independence and self-reliance.

Final Thoughts

- Communication is essential – begin the transition to postsecondary education early!
- College students with disabilities must be given an equal opportunity to benefit from the program (an opportunity comparable to that afforded nondisabled students), however;
- The law ensures opportunity; it doesn't ensure success.
- Successful college students take primary responsibility for accommodations, communication and services.
- Assistance is available if students ask for it.

The Document Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities is available from the U.S. Department of Education, Office for Civil Rights, Washington, D.C. 20202 and is online at: <http://www.ed.gov/offices/OCR/transition.html>

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NAVESNP Mission and Membership Benefits

The National Association of Vocational Education Special Needs Personnel (NAVESNP) is an association of individuals who are involved in vocational special needs education. Members serve disabled, disadvantaged, limited English proficient, and incarcerated individuals. NAVESNP was organized in 1974 with the following objectives serving as a basis for growth and development:

- Serve as a unifying association for all personnel in the United States interested in the development or operation of vocational education programs for learners with special needs.
- Promote and maintain active leadership in vocational, career and occupational education.
- Provide service to members of the Association.

All members annually receive three issues of the Journal for Vocational Special Needs Education, three Newsnotes newsletters, and regional newsletters. In addition, special projects are undertaken to develop and publish needed research in the field. An annual business meeting of NAVESNP is held in conjunction with the annual convention of the Association for Career and Technology Education. The annual meeting includes reports of the Executive Board and various committees.

Executive Board meetings are held several times during the year. Regional business meetings are held in conjunction with annual regional conferences and at the national convention.

NAVESNP membership is open to all persons involved in or interested in vocational special needs education programs. Membership may be obtained through individual application or by application submitted through affiliated state organizations. Active membership is for those persons who are employed in programs or services related to vocational special needs education (\$20 non ACTE, \$15 ACTE member). Associate membership is for persons who are interested in, but not employed in, programs or services related to vocational special needs education (\$12). Student membership is for those students whose interest is to become employed in vocational, career and occupational education (\$8). Paraprofessional membership is for those persons who are employed in programs or services related to special needs but are not required to have a Baccalaureate Degree and who report directly to professional staff (\$12). Honorary membership may be conferred by the Board of Directors. Voting privileges shall be held by active, associate, paraprofessional and student members only.

JVSNE Information

The Journal is published three times per year. A Journal subscription is included in the membership dues of the National Association of Vocational Education Special Needs Personnel (NAVESNP). Nonmember subscriptions are \$48 per year domestic and \$60 per year foreign. Single issues are \$16 each domestic and \$20 each foreign. Approximately 2,000 copies per issue are printed. Contact the Managing Editor with any questions about membership, subscriptions, or back issues.

