

Practices for Inclusive Environments in CTE Programs: Voices from Learners with Disabilities – accessible handout

(Part Two of a Three-Part Series), June 1, 2023

1. Lead Organizer: Eva T. Scates-Winston CTE Equity Specialist, CTE/Workforce Development Minnesota State, Eva.Scates-Winston@minnstate.edu
2. Guest speaker: Rebecca Dosch Brown, Director of Interdisciplinary Education, University of Minnesota, The Institute on Community Integration, dosch018@umn.edu

Shared understanding and purpose

1. Recognize and respect the Tribal Nations upon whose land we stand on today
2. Recognize that legacies of violence, such as enslavement, displacement, forced migration, and segregation, shape today's society and systems
3. Work to end these legacies by taking actions that repair, redress, and prevent ongoing harms
4. Listen to and center people most impacted by systemic forms of oppression
5. Build inclusive communities where everyone belongs and thrives

Today's plan is:

1. Define inclusive CTE systems
2. Review what's working and what's challenging per your voices
3. Show examples of Student-centered inclusive practices in CTE
 - Customized competitive employment focus
4. Universal Design for Learning (UDL) – Introduction
5. Ideas on what to start doing from today

What are inclusive CTE systems?

DEFINITION: Provide all students, including students with significant disabilities, with **equitable opportunities to quality, effective career and technical education**, with flexible, creative supports and services, as needed.

Inclusive CTE spaces are when disabled students:

1. Learn and work alongside non-disabled peers/colleagues
2. Are held to high expectations
3. Have goals based on strengths, interests, and what they can learn
4. Are accepted and valued as full participants and contributors

[Adapted to fit CTE, from National Center for Educational Restructuring and Inclusion, 2009]

Your input/voices from Session 1

What's working

1. South Central College program: People with Autism trained in machine tool technology
2. Central Lakes College Technical programs: Instructors open & flexible to adapt to meet

- needs of all students
- 3. TRIO programs
- 4. Programs for women in CTE
- 5. Informal peer support
- 6. College disabilities services office
- 7. Basic needs support in place

What's challenging

1. Lack of open conversations about disability – this creates atmosphere of uneasiness and silence
2. Stigma and prejudice persists in systems - students won't/don't feel safe to disclose
3. Assuming students don't have disabilities - Not understanding that most disabilities are not readily visible
4. No training in Universal Design
5. Not trained in what/how to do inclusion- so many kinds of disabilities and not sure how to support them all
6. Confused about equality vs. equity – I think we need to focus on equity to address long-embedded ableism in our systems
7. Increased # of disabled students but no increases in funding, tutors and staff
8. Accessibility not prioritized - Lack of funding, space, staff
9. Hard to envision inclusive physical spaces -No funds to make spaces accessible

The Five F's -prescribed pathways

These are the five employment arenas we tend to assume "good" for people with disabilities.

Jobs continue to be limited to the Five Fs:

1. Food - food preparation and service
2. Filth - cleaning and janitorial service
3. Flowers - simple landscaping or decoration
4. Factories - light assembly work
5. Friendly – greeters

These F's are prescribed pathways that lead to sub-minimum wages that lead to poverty, social isolation, and poor health outcomes, and severed community belonging.

Many disability employment programs still track people into the 5 F's.

If disabled people CHOOSE and WANT to do "5 F" jobs (based on their strengths and interests), then they should be paid:

1. a minimum wage and
2. not be segregated from the community.

These should not be the only options. It's time for MN to get more creative!

Impact of an inclusive post-secondary CTE exploration program

1. Video of Student at Minneapolis College, Zach, talk about his attending an inclusive post-secondary program in Iowa that led his to then pursue a degree at Minneapolis College.
2. [Student voices videos link](#), including Zach's, can be reached thru the MN State portal (must be by MN State employee).

In chat: What were the things in place that made Zach's work exploration successful?

Emmitt, Rehabilitation technician

1. Shared job interests in HS
2. Referred to jobs program
3. Unpaid internship at hospital
4. Given supports
5. Given paid position, with benefits
6. Picture a.



In chat: What were the things in place that made Emmitt's work exploration successful?

Michael, Planet Fitness associate

1. Day support program after HS
2. Decides to look for integrated competitive employment, joins pilot study
3. Employment specialist thinks about low tech: adapted broom
4. No informal networks pan out
5. ES goes to nearby Planet Fitness
6. Hired, but broom not working well
7. Must rely on others for mop head replacement and getting drinks of water
8. Picture b.



9. Picture c.



In chat: What are your creative ideas to help Michael with his mop problems and his need for others to give him drinks of water?

Creativity saves the job!

1. Picture d.



Reflect on Inclusive Practices in CTE

1. What can students teach us about disability inclusion?
2. What practices help achieve inclusive spaces?

Universal Design for Learning (UDL)

1. Picture e.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

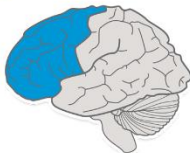


2. Representation

For resourceful, knowledgeable learners, present information and content in different ways.

3. Picture f.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

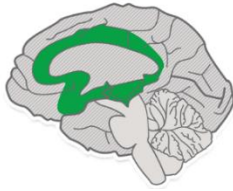


4. Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

5. Picture g.:

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



6. Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning

Processing Challenges and UDL strategies to address them

1. Picture h. of a chart

Processing Challenges in Work Experiences or Training Settings	Long Term Instructional Goals	How Workforce Development Professionals Can Facilitate Learning		
		UDL Principle		
		Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
Job tasks and training materials that require substantial abstract reasoning	- Learn to seek more examples, explanations, and interpretations through questioning and research	- Provide multiple examples and interpretations	- Have youth teach a peer or mentor the material	- Provide youth with visual cues for moving from one step to the next

2. [NCWD InfoBrief NCWD InfoBrief Full UDL Strategies Chart, 2012 link](#)

What can you and your teams do from today?

1. Talk about disability openly
2. Talk with staff and employers on the value of inclusion - Look for allies
3. Stop the 5 F's - prescribed pathways per "labels"
4. Be flexible and creative about barriers, use UDL for ideas

Upcoming Session III on inclusive CTE

Part III: Building Capacity and Accountability for Inclusive Environments in CTE Programs for Learners with Disabilities

Date: June 8, 2023 (TH)

Time: 12 – 1 pm

Presenters: Eva T. Scates-Winston and Rebecca Dosch Brown

[Zoom link](#)

Further resources

1. [Collaborating with Employers: Tips for Successful Partnerships](#)
2. [Community Life Engagement on the College Campus. How To Think College, Issue No. 15. Boston: MA. Institute for Community Inclusion, University of Massachusetts Boston.](#)
3. [Job Exploration Counseling resources](#) – guides, curriculum, and training series. TransitionTA.org.
4. [LifeCourse Nexus. Charting the LifeCourse tools.](#)

5. [MN Disability Hub – Youth in Transition Network](#)
6. [MN Inclusive Higher Education Consortium \(MIHEC\)](#) at the UMN [Institute on Community Integration \(ICI\)](#)
7. [Project SEARCH National website](#)
8. [Transitioning to College for Students with Disabilities](#) Guide. Normandale Community College.
9. [Universal Design For Learning](#). CAST.org
10. *Upcoming Think College webinars:*
 1. **Career and Technical Education**, June 6, 2:00-3:00pm CT; [Zoom registration](#)
 2. **College-based Transition Services**, June 8, 1:00-2:00pm CT; [Zoom registration](#)
 3. **Technology and UDL**, June 15, 2:00-3:00 pm CT; [Zoom registration](#)

Thank you

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