Making Transition Happen:  
Dream, Believe, Achieve

2014-15 PA Community of Practice (COP) Series

CTEs and Special Education: A Partnership for Success

January 28, 2015

The powerpoint and handouts for today’s webinar can be downloaded from the www.secondarytransition.org website: Under hot topics

PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

PA’s Secondary Transition Website

www.secondarytransition.org
Today’s Presenters

Patty Bicanich
PA Career and Technical Education – Resource Center
Penn State Greater Allegheny

Ruth Liebold
Special Education Facilitator
Steel Center for Career & Technical Education

John Robbins
Secondary Special Education Consultant
Eastern Lancaster County School District

Diane Sobolewski
Special Education Faculty
Indiana University of Pennsylvania

Carla Thimons
Special Programs Coordinator
Lenape Tech

Karen Viggiano
Special Education Teacher, West Jefferson Hills SD – retired

Agenda

• Welcome and Overview
• Career and Tech Center and School District Partnership
• LEA and CTC Partnership - An Effective Practice Example for Student Success
• Understanding Career and Technical Education and Special Education: What IEP Teams Need to Know
• Special Education and CTE Resources
Beginning with the end in mind for all students...

We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances

Individuals with Disabilities Education Act
IDEA 2004

Primary Purpose

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living H.R.1350 (IDEA 2004)
What is Secondary Transition?

- “a coordinated set of activities for a child with a disability that is designed within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)

Career and Technical Education is NOT the "vo-tech" of the 1970's...

- serving a few students for few entry-level jobs
- for struggling students or those with discipline issues
- in lieu of academics

- Today’s CTE provides 21st century career & technical education and prepares students for lifelong learning!
The CTE of TODAY!!!

CTE provides students with the opportunity to bundle his/her courses into a meaningful career path that leads to:

- industry-recognized certifications and credentials
- advanced credits towards college or post-secondary training
- exposure to his/her desired career path

Career and Tech Center and School District Partnership

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Special Education Facilitator  
Steel Center for Career & Technical Education

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Special Education Teacher, West Jefferson Hills SD – retired
Career and Tech Center and School District Partnership

CTC

School District

Make It a Success

Making a Good Match

- Student Interest + Ability + Aptitude = Successful Student Results

- Transition and Vocational Assessment
- Transition Planning and Programming
- Academic Preparation
- SDI and Accommodations
- Appropriate Level of Support
Laws involved in placement of student at CTC:

Chapter 339 – CTE
- Admissions procedure -based on benefit
- Career Objective
- Programs of Study:
  - NOCTI
  - Industry certifications

Chapter 14 – IDEA
- Special Education services needed for success
- Specially designed Instruction
- Supports for School Personnel

339.21 Admissions
- Student provided information to make informed decision
- Emphasis on academics/ post secondary education

CTE staff invited to the IEP meeting
Student's ability to benefit from the program
Timely notice given
Looking @ enrollment procedures for CTC Students with IEPs

Preparing for the First Year

- **Special Ed. Teachers:**
  - Conduct an assessment to determine program of interest:
    - Consider:
      - Aptitudes
      - Interests
      - Academic skills
  - Guide student to an appropriate program choice (preferably in grade 8/9)

- **A year before attending:**
  - Students - attend general tour of CTC facility (scheduled through guidance office)
  - Follow-up visit to explore specific programs (scheduled through CTC Rep) – complete an informal assessment
  - Invite CTC Rep to IEP mtg
    - Discuss appropriate programming and goals
**Students:**
- Make a decision
- Submit an application through guidance counselor
- PARENT SIGNATURE

**Guidance Counselor:**
- Alert the support teacher of student’s decision

Schedule an IEP meeting to include the CTC Rep
- Annual review
  - or
- Revision

- Items in **bold** are mandated through Chapter 339

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**IEP meeting:**
- IEP team discusses Informal Assessment
- With CTC Rep present, IEP team reviews program requirements
  (refer to SOAR website - [www.pde.state.pa.us](http://www.pde.state.pa.us))
- IEP team reviews appropriateness of placement
- IEP is written to reflect the CTC placement
  Changes to sections II, III, VI-A, VII-C (slides following)
- SDI determined for CTC placement
  (not always same as home school)
- CTC Rep receives final copy of IEP **complete with signature page**
  (Items in **bold** are mandated through Chapter 339)
II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

• Present levels of academic performance
  
  Sam is currently a sophomore attending Best High School in the Best School District since first grade. Sam has been diagnosed with ADHD with a learning disability in reading. He is considering attending the CTC to study Heating and Air Conditioning. He plans to work full time in the future and is not sure about the need for post secondary education. Sam has the potential and the desire to live on his own in the future.

  Sam currently struggles with reading materials at grade level but is using assistive technology that reads text to him. He is able to complete his work using Assistive Technology in core academics. His teachers report he is learning material presented as evidence by a B average when using AT to complete homework and take tests. Based on Scantron assessments he has taken without the use of AT he is scoring at the 8th grade level in reading. To continue to make progress academically, Sam needs to continue to use an AT devise to gain meaning from his reading and prepare for his future. If he decides to go to CTC he needs to use AT to access his text. (information on math and writing would also be included)

• Present levels of functional performance (information on what Sam is doing in school behaviorally would be included here)
Present levels related to current postsecondary transition goals if the student’s age is 14 or younger if determined appropriate by the IEP team

Sam completed an interest inventory using a web based program with the results indicating an interest in architecture and construction. When interviewed this fall Sam expressed he wasn’t knowledgeable about the duties of a heating and air conditioning tech.

Parental concerns for enhancing the education of the student
Sam’s father is a paramedic and the family believes that HVAC would be a better career choice.

Strengths:
• Independent use of assistive technology
• Good attendance

Academic, developmental, and functional needs related to student’s disability:
• Increase organizational skills
• Increase reading skills
• Explore the field of HVAC
• Tour CTC
• Use AT to read technical and academic material
Each technology has a distinct CIP code. They are not consistent in every CTC – same code but different program names.

Programs of Study has created curricular consistency throughout CTCs statewide.

### Postsecondary Education and Training Goal:
Sam’s goal is to continue education at a technical school for HVAC after graduation.

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Start date</th>
<th>End date</th>
<th>Person/Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour and Visit the CTC Facility</td>
<td>CTC</td>
<td>1X</td>
<td></td>
<td></td>
<td>Guidance Counselor/Student</td>
</tr>
<tr>
<td>Determine post-secondary options in the career field related to HVAC (CTC program)</td>
<td>District high school/CTC</td>
<td>At least 2 times</td>
<td></td>
<td></td>
<td>Teacher, student</td>
</tr>
<tr>
<td>Increase organizational skills</td>
<td>District high school/CTC</td>
<td>daily</td>
<td></td>
<td></td>
<td>Teacher, student</td>
</tr>
</tbody>
</table>

List appropriate courses always include CTC program:

Courses of Study: **English, Biology, US History, Geometry, HVAC, Phys. Ed.**
Employment Goal:
Sam's goal is competitive employment in the field of HVAC.

Courses of Study:

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work toward completion of Level 1 competencies in HVAC</td>
<td>CTC</td>
<td>Daily</td>
<td>IEP beginning date</td>
<td>IEP end date</td>
<td>CTC Teacher</td>
</tr>
<tr>
<td>Build resume</td>
<td>School district/CTC</td>
<td>At least 2 times</td>
<td></td>
<td></td>
<td>Teacher, student</td>
</tr>
<tr>
<td>Prepare for industry certifications</td>
<td>CTC</td>
<td>Daily</td>
<td>Fall</td>
<td></td>
<td>Teacher, student</td>
</tr>
</tbody>
</table>

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**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Student's Name:**

**VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS** - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)
- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services, as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<table>
<thead>
<tr>
<th>Modifications and SDI</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction</td>
<td>SCAVE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra time for projects (100% and G)</td>
<td>SCAVE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

<table>
<thead>
<tr>
<th>School Personnel to Receive Support</th>
<th>Support</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Review all specially designed instruction to see if appropriate for CTC setting.
The CTC is considered a regular ed placement, but we are still providing accommodations and transition.

C. Location of student’s program

Name of School District where the IEP will be implemented: West Jefferson Hills School District

Name of School Building where the IEP will be implemented: Thomas Jefferson High School and Real Center-AVIS

Is this school the student’s neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

No

Special education supports and services required in the student’s IEP cannot be provided in the neighborhood school

The CTC should be listed as a place where the IEP will be implemented

• The application and IEP are complete!

• Let’s look ahead at year 2 and 3......
Students with IEPs attending a CTC:

- Sections: Info provided from the **District and CTC**:
  - **II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:**
    - attendance
    - task grades
    - competencies earned
    - test grades
    - behaviors/work ethic
  - **III. TRANSITION:**
    - CIP Code
    - anticipated industry certifications
    - how the student is progressing in Program of Study
Students with IEPs attending a CTC:

- IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS
  - NOCTI (final year)

- VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS
  - A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- VII. EDUCATIONAL PLACEMENT
  - C. Location of student's program

Student Completer/Graduate (last year)

- Present Ed levels cumulative for all years attended
  - great information for OVR rep

- Transition activities reflect CTC activities
  - anything specific needed for employment?
    - ex: construction- driver’s license
  - Program of Study articulation option? SOAR

- Participation in assessments
  - NOCTI
    - industry-specific certification testing
Student Completer/Graduate (last year)

SOAR
- www.pde.state.pa.us

NOCTI
- National Occupational Competency Testing Institute
  - CIP Code specific
  - Accommodations same as Keystone

Industry-specific certification exams

NOCTI (National Occupational Competency Testing Institute) – test given to all graduating completers of CTC programs – accommodations same as Keystone
LEA and CTC Partnership -
An Effective Practice Example for
Student Success

John Robbins
Secondary Special Education Consultant
Eastern Lancaster County School District

Understanding Career and Technical
Education and Special Education:
What IEP Teams Need to Know

Diane Sobolewski
Special Education Faculty
Indiana University of Pennsylvania
Special Education and CTE Resources

PA’s Secondary Transition Website

www.secondarytransition.org
The Planning for the Future Checklist

The checklist addresses the top considerations that parents and youth, who have exited secondary schools, believe are critical issues in preparing students with disabilities for their secondary transition.

The considerations span the following areas: education after high school, employment, and community living.

Pennsylvania Career and Technical Education – Resource Center

- http://www.careertechpa.org/

Pennsylvania Career & Technical Education: College & Career Pathways for the 21st Century

http://www.portal.state.pa.us/portal/server.pt/community/career___technical_education/7335
Passed into Law- September 2006 (Originated in 1996)

Introduced by the Business Community to enhance workforce/economic development

Four Strands
13.1- Career Awareness and Preparation
13.2- Career Acquisition (Getting a Job)
13.3- Career Retention and Advancement
13.4- Entrepreneurship

Four Benchmarked Grade Bands

- K-3
- 4-5
- 6-8
- 9-12
## Example Skills Addressed in the CEW Standards

<table>
<thead>
<tr>
<th>Career Awareness/Prep</th>
<th>Career Acquisition “Getting a Job”</th>
<th>Career Retention “Keeping a Job”</th>
<th>Entrepreneurship “Creating a Job”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities and Aptitudes</td>
<td>Speaking and Listening in Conversations</td>
<td>Work Habits</td>
<td>Risks and Rewards of being an Entrepreneur</td>
</tr>
<tr>
<td>Personal Interests</td>
<td>Interviewing Skills</td>
<td>Cooperation and Teamwork</td>
<td>Character traits of entrepreneurs</td>
</tr>
<tr>
<td>Relating school subjects to careers</td>
<td>Resources</td>
<td>Group Interactions</td>
<td>Age appropriate opportunities</td>
</tr>
<tr>
<td>Career Preparation Opportunities connected to CTC and Post-Secondary</td>
<td>Workplace Skills</td>
<td>Budgeting</td>
<td>Components of a business plan</td>
</tr>
<tr>
<td>Career Portfolios</td>
<td>Time Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standards Aligned System Linked to the “I” Statements

**The Academic Standards for Career Education and Work Grades 9-12**

#### 13.1.11 Career Awareness and Preparation
- I have completed at least two (2) self-assessments (interest, aptitude, personality, and values). (A)
- I have reviewed my career options based on my self-assessment, experiences, and achievement. (B)
- I have researched five to ten careers that match my interests and aptitudes. (B) (C)
- I have participated in three of the following: (D)
  - Community service
  - Cooperative education internship
  - Job shadowing and/or career-focused field trips
  - Part-time employment
  - School-based enterprise
  - Industry-based career programs
- Based on research, self-assessment, as well as school and work experiences, I can select my future career path. (E)
- My career goals have influenced my high school course selection. (E)
- I attended a college fair and researched postsecondary training programs, and I can determine the training needed for careers in my interest area. (F)
- I understand postsecondary education and certification

#### 13.3.11 Career Retention and Advancement
- Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. (A)
- I contributed to a project’s successful outcome while working on a team. (B)
- I have used listening techniques such as clarifying, encouraging, resisting, and summarizing when working as part of the team. (B)
- I can give examples of how I used mediation, negotiation, and problem-solving in the workplace to diffuse and/or resolve conflict. (C)
- I have estimated a personal budget based on an amount for a realistic income in my chosen career. (D)
- I can give three (3) examples of time management strategies, which help me at school and/or on the job. (E)
- I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change. (F)
- I can give five (5) examples of people who have advanced in their careers through continued learning. (G)
Why Were The “I” Statements Developed?

› Needed a manageable way to assist educators with the curriculum integration process of the standards.

› Needed a useful mechanism to include types of materials for a career portfolio (requirement in the CEW standards from grades 8-12).

› To assist school districts with a gap analysis tool to develop a more comprehensive K-12 career development program.

› To use as a transition tool for special education students.

Comparative “I” Statements

CEW Standard (Career Awareness Item D)

K-3: Identify the range of jobs available in the community.
4-5: Describe the range of career training programs in the community such as, but not limited to:
- Two-and-four year colleges
- Career and technical education programs at centers (formerly AVTS) & HS
- Career Links, Local Industry Training Centers
- Community/recreation centers
- Faith-based organizations
- Military
- Registered apprenticeship
- Vocational rehabilitation centers
- Web-based training
6-8: Explain the relationship of career training programs to employment opportunities.
9-12: Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
  • Associate Degree
  • Baccalaureate Degree
  • Certificate/Licensure
  • Entrepreneurship
  • Industry Training
  • Military Training
  • Registered Apprenticeship

I Statement

› K-3: I can name five (5) different jobs in my community.
› 4-5: I can list five (5) different types of career training programs.
› 6-8: I have researched 3 different types of career training programs and their related employment possibilities
› 9-12: I understand postsecondary education and certification programs and the degrees awarded in those programs

www.pacareerstandards.com/Resources Tab
2014-15 – COP Webinar Series

- **February 20, 2015** - Transition Tools of Engagement for Families and Caregivers
- **March 4, 2015** – Tools for Engagement for Inclusive Education, Employment, etc.
- **March 18, 2015** – Transition Tools of Engagement for Youth and Young Adults
- **April 1, 2015** – Transportation Resources and Strategies
- **April 15, 2015** – LTCC – Effective Practices and Engagement
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