

# **OCTA Fall Conference**

## **New And Aspiring Career- Technical Administrators**

### **Serving Students with Disabilities in the CTE Setting**

# CTE Leadership for Special Education

- **IDEA**
- **Postsecondary Transition**
  - **Best Practices for IEP  
Development**

# Presenters

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# **IDEA, Postsecondary Transition, & CTE**

**An Important Component of The  
Individualized Education  
Program (IEP)**

**Required for all SWD at age 14  
(in Ohio) or earlier if appropriate**

# The Purpose of IDEA

“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...*”

# ***Special Education***

**Special education includes each of  
the following...**

**(iii) Vocational education**

**[From the Federal Rules, August, 2006, § 300.39, p. 46761]**

**Also**

**The IEP Must Include Transition Planning**

# Individualized Education Program (IEP)

The IEP includes present levels of academic achievement and functional performance used to identify specific needs and commensurate measurable goals and related services.

*This may include CTE*

# IEP Team

Makes decisions about the placement, course of study, necessary services, and least restrictive environment, to meet the unique needs of the child with a disability.

# IEP Team - Continued

“Taking into account the child’s strengths, preferences, and interests...”

This may include appropriate accommodations and modifications (time, grades, content, etc.)

# State Performance Plan Links

- Increased Graduation Rates for Students with Disabilities (I-1)
- Reduction of Dropouts (I-2)
- Increased Quality and Effectiveness of the Transition Component (I-13)
- Increased Postsecondary Success for Students with Disabilities (I-14)

# Legal Responsibilities

The district of residence – home school – is legally responsible for the development and implementation of the IEP, and for all accommodations, modifications, specialized instruction, and related services contained therein.

# Responsibilities – Cont.

The IEP must be made available to all teachers who will work with (provide instruction or services to) the student, and they are legally responsible to abide by the accommodations and modifications stipulated in the IEP.

Implications?

# Implications

**If a SWD is accepted to the CTC, then the career-tech provider accepts shared responsibility for the provisions of the IEP that apply to the student's participation in career-tech programs.**

# Access to CTE

Also access to appropriate CTE programs and courses cannot be denied because of the student's IEP requirements.

E.g., We don't offer those services. You'll need to go back to your home school.

# Access - Continued

Denial of entrance to specific programs must be based upon factual, defensible reasons of inability to perform specific requirements of the training – color blindness, physical ability, etc.: electrician, fire fighting, etc.

# Required Components-Age 16

## Appropriate Measurable Goals in

1. Education and Training
2. Employment/Career
3. Independent Living Skills  
(Where appropriate)
4. Services to support the goals

# Transition Services

## Focused On

- **Post-school Results**
- **Improving academic & functional achievement**
- **Movement to post-school activities**
- **Needs, strengths, preferences, and interests of the student**
- **Services needed to assist the child in reaching the postsecondary goals**

# May Include

- **Instruction (this may be specialized instruction, i.e., special education)**
- **Related Services (ORSC, MRDD, etc)**
- **Community Experiences (work, job shadowing, volunteering, etc.**
- **Post-school Adult Living Objectives**
- **Acquisition of Daily Living Skills if appropriate**

# Supporting Resources

- <http://www.nsttac.org/>
- Age Appropriate Transition Assessment guide – short version
- NSTTAC Transition Guide – long version
- Indicator 13 Checklist (A & B)
- Indicator 13 Checklist for Training
- <http://www.edresourcesohio.org>

# Regional Support

- **State Support Teams (SSTs)**
- **Designed to deliver Technical Assistance and Professional Development to districts**
- **Organized in 16 Regions around the SERRC regions**
- **Can provide assistance in Special Education Issues**

# IEP Planning and Time Line

- **Career Center or Compact and Associate Schools develop general agreement describing how a determination will be made on which entity pays for what services.**

# IEP Process Model

- Grades K-12:
- Begin and continue career development activities
- Age Appropriate Transition Assessments throughout K-12

# Age Appropriate Transition Assessments

[www.nsttac.org](http://www.nsttac.org)

NSTTAC - Age Appropriate Transition  
Assessments

# Grade 7:

- Complete assessments for interests and aptitudes.
- Start to develop post-school goals.
- Determine what is needed to reach post-school goals.

# OCIS - IACP

- OCIS

<http://www.ocis.org/>

- IACP:

# Grade 8

- Appropriate transition Services are identified
- Accommodations and modifications developed
- Exposure to career center opportunities
- Continue with career information system

# Grade 8 – Cont.

- CTE Access needed if discussing career-tech career plans
- Open access to all programs-denial of access must be written out and rationally defensible

# Information provided by CTE to IEP Team

- What is required in career major?
- Entrance Requirements
- Competency list and/or Course of Study
- Instructional Strategies (project-based, hands-on)
- Assessment Examples
- Career/Occupational Information
- Physical requirements, etc.

# Range of Services

## Most Restrictive

- Job Training Placement
- Specially Designed Career Tech Program
- Slot-In/Slot Out Career Tech Program (Some CTPDs and some programs)
- Modifications of CTE Curriculum
- Accommodations in Instructional Strategy and/or Assessment Options
- Associate District Work Study, Job Shadowing
- Placement in Career Tech Program without Accommodations or Modifications

## Least Restrictive

# Grade 9

- Age appropriate transition assessments - continued
- Complete a career planning assessment (IACP, other career planning tool, career assessment)
- [www.ohioworkforceinformer.org](http://www.ohioworkforceinformer.org)
- IEP team annual review - transition
- Change in placement must be made by IEP team

# CTE and Associate District

- Develop agreement for sharing costs to meet specific needs of student.
- Necessary IEP services must be available at CTE site or
- Stipulation for provision of services in some other way

# Grades 9- 10

- CTE representative attends IEP meeting – if student is definitely interested in CTE
- Appropriate placement determined
- Based on program requirements, post-secondary goals and student interests, aptitudes and abilities

# 9-12 IEP Team

## Appropriate Placement (least restrictive environment)

- Based on career information and age appropriate transition data
- Potential for employment in field – or other benefit
- Emphasis on continuum of services

# 9-12 IEP Team – Cont.

- Appropriateness of placement in CTE
- Perceived ability of student to succeed
- Placement must benefit student
- Placement must not be driven by a limited number of slots available, certification, licensure or technical assessment

# Age 16 Requirements

- At Age 16, all federal transition requirements must be in place
- Appropriate measurable post-school goals for postsecondary education and training, employment, and independent living
- Based on Age Appropriate Transition Assessments

# Grade 11-12

- Transition Plan Reviewed
- Connections to other agencies and/or service providers are developed.
- Post-school services (BVR, DD, Social Security Disability, ODJFS (Jobs and Family Services) and local community agencies invited

# Grade 11-12 – Cont.

- Summary of Performance is completed
- Student assisted in completing college applications, financial aid forms, etc.
- Assisted in college entrance prep
- And/or job interviews, placement

# Questions – Comments

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