

A Message from the Project Director

CTSP E-Learning Opportunities!

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Increasingly, it is becoming harder and harder to carve out time in our busy schedules to attend a meeting or take a class. Given the many family and professional demands you have, how can you expand your knowledge about serving students with special needs and meet professional development requirements on your own schedule?

The answer is *CTSP E-Learning – an anytime, anywhere, learning experience*. CTSP has on-line instructional videos that address issues pertinent to career and technology teachers' needs to more effectively work with special populations.

Instructional videos include:

- Laws and Legal Issues Related to Special Ed: What Do CTE Teachers Need to Know?
- Transition Assessment and Evaluations: How can CTE Teachers Ensure Students Make Suitable Transition Decisions?
- Instructional Strategies: Helping CTE Teachers Make Good Instructional Choices
- Behavior and Classroom Management: Implementing Successful Plans in Your CTE Classroom

In addition to these videos, CTSP is in the final production stages of our new video offerings that focus on Accommodations and Modifications in CTE Classroom Instruction,

Career Assessment Practices, and Collaborative Partnerships.

CTSP is also in the process of migrating these instructional videos to on-line courses for professional development credits. Each module will have:

- clear learning objectives
- learning key assessments to guide you through key module concepts
- descriptive videos segments
- printable module material
- learner activities
- printable certificate for completing module requirements

Visit our website at <http://ctsp.tamu.edu/> and check out our E-Learning opportunities.

How can we help you?

The CTSP Center strives to provide relevant research and practice-based resources to our users. To ensure that we continue to do so, we are asking for your help. We request that you take our online needs assessment survey at <http://ctsp.tamu.edu/documents/CTEsurvey.htm> and let us know the answers to the questions it contains so we can better assist you.

We want you to think of us as your personal online teacher's aide for special populations. Let us know how we can help you help all of your students so that they may be continually successful.

President seeks funds to reauthorize NCLB

NCLB legislation states, "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments." The act speaks to four basic education reform principles: stronger accountability for results, increased flexibility/local control, an emphasis on teaching methods that have been proven to work, and new options for parents.

In his January 29, 2007, State of the Union address, President Bush asked Congress to support the reauthorization

of the No Child Left Behind Act. Bush seeks to increase funding for NCLB by \$1.2 billion, a 45 percent increase since the law's inception in 2001.

To save taxpayers \$2.2 billion, the President recommends eliminating 44 programs that are duplicative, narrowly focused, or unable to demonstrate effectiveness. For more information, visit <http://www.ed.gov/news/pressreleases/2007/02/02052007.html>. A summary of Bush's budget also is available at <http://www.ed.gov/about/overview/budget/budget08/summary/index.html>.

16th Anniversary of the Americans with Disabilities Act

July 26, 2006, marked the 16th anniversary of the Americans with Disabilities Act. In his press release on the occasion of its 16th anniversary, President Bush reiterated his commitment to ADA through the "New Freedom Initiative," a government-based disability information website (<http://www.disabilityinfo.gov>) and the job training and placement services of the "Ticket to Work" program and One Stop Career Centers.

All individuals with and parents of children with disabilities must be aware of its provisions so they may advocate for their rights. Title I of the ADA prohibits discrimination in employment against people with disabilities. It requires employers to make reasonable accommodations

to the known physical or mental limitations of a qualified applicant or employee, unless such accommodation would impose an undue hardship on the employer. Reasonable accommodations include such actions as making worksites accessible, modifying existing equipment, providing new devices, modifying work schedules, restructuring jobs, and providing readers or interpreters. Title II of the ADA requires that local and state governments, as well as other non-federal government agencies, shall operate their programs so that when viewed in their entirety are readily accessible to and usable by individuals with disabilities.

Title III of the ADA prohibits discrimination on the basis of disability in "places of public accommodation" (businesses and non-profit

agencies that serve the public) and "commercial facilities" (other businesses). Title IV requires that telephone companies provide telecommunications relay services that allow individuals with hearing impairments to communicate using a TTY or other non-voice device. Title V includes information regarding the ADA's relationship with other federal and state laws including the Individuals with Disabilities Act.

"The Americans with Disabilities Act (ADA) has helped fulfill the promise of America for millions of individuals living with disabilities." - George W Bush—July 2006 Press release

Ensuring Students' Success through Career Clusters

With the recent Perkins reauthorization and shift towards enhanced workplace skills, secondary CTE programs have become the foci of rapidly evolving education. Our programs will need to provide lifelong learning skills that meet the demands of both existing occupations as well future occupations. To continue staying competitive in a high-performance workplace, students will require employability skills, a strong academic foundation, and a clearer picture of the world of work. Given this scenario, the US Department of Education has advocated that all CTE programs strive towards matching their students to post-secondary options related to a "career cluster."

Career clusters are the keys to ensuring that students are provided with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters



clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. This connection to future goals motivates students to work harder and enroll in courses that call for enhanced applied knowledge and skills.

The Texas Education Agency has recognized 16 career clusters as relevant to CTE programs in Texas. The project, termed "AchieveTexas," provides core courses, electives, 81 career pathways, and post-secondary options for all students beginning at the 9th grade level. These career pathway models are based upon the Recommended High School Graduation Plan and can easily be adapted for the Distinguished Achievement High School Graduation Plan. The 16 career clusters recognized in Texas include: Agriculture, Food & Natural Resources; Architecture & Construction; Arts/A/V Technology & Communications; Business, Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics and Transportation, Distribution & Logistics. Following are additional references related to career cluster information:

Nat. CTE Dissem. Center Career Cluster Info.: <http://www.nccte.org/KeyIssues/clusters.html>

National Career Clusters reference: <http://www.careerclusters.org>

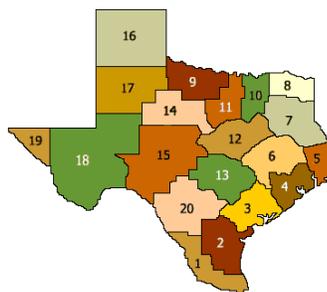
Texas Career Clusters Information: <http://www.achievetexas.org>

TEA's Education Service Centers seek to provide resources

Did you know that any teacher or educator in a school district can call upon a designated Education Service Center (ESC) for help with CTE/Special Education activities?

Did you know that each ESC has resources and a specialist related to different curriculum areas to aid you with instructional, evaluation, and curriculum needs?

Did you know that every ESC has state-of-the-art computer labs and facilities that can be utilized for workshops and other professional purposes?



ESCs—Courtesy TEA Website

There are 20 Education Service Centers centrally located in Texas to enable you to access their resources. Each center has an informative website that is easily found through using a web search with the words "ESC" and any number (e.g., ESC 6).

To find the ESC designated to your school district, visit TEA's ESC page at <http://www.tea.state.tx.us/ESC/>.

Instructional Materials Service—Curriculum Center for CTE's Ag Programs

Instructional Materials Services (IMS) is a service provided by the Department of Agricultural Education at Texas A&M University. IMS is a center for curriculum and special project development, in cooperation with Career and Technology Education personnel, mainly Agricultural Science and Technology Education and Trade and Industrial Education staff from the Texas Education Agency.

Their materials are developed and maintained in alignment with CTE curriculum standards, and IMS staff are available to present the materials through curriculum-related professional development workshops. Working cooperatively with several CTE organizations, the IMS clearinghouse assists several clientele within the United States as well as international countries.

For more information about Instructional Materials Services, contact: <http://www-ims.tamu.edu/>



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