

CTSP CENTER UPDATES

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Upcoming Conferences

TEXAS HIGH SCHOOLS THAT WORK
STATE STAFF DEVELOPMENT
CONFERENCE

Contact: Steve Frank
steve.frank@esc13.txed.net
Phone: 512-919-5221
June 9-11, Austin, Texas

FAMILY AND CONSUMER SCIENCES
TEACHERS ASSOCIATION OF TEXAS
SUMMER PROFESSIONAL
DEVELOPMENT CONFERENCE

Contact: Terry Green
fcstat@fcstat.org
Phone: (512) 794-8370
Webpage : www.fcstat.org
August 4-8, Dallas, Texas

TEXAS HEALTH OCCUPATIONS
ASSOCIATION PROFESSIONAL
DEVELOPMENT CONFERENCE
Contact: Belinda Mahone
bmahone03@yahoo.com or
Robin Painovich ctat@austin.rr.com
July 21-24, Houston, Texas

A Message from the Project Director – Dr. Rick Peterson

In our efforts to better serve career and technical education (CTE) teachers, the CTSP Center has several new features we would like to highlight for you.

Continuing Professional Education (CPE)

The CTSP Center has been approved as a Continuing Professional Education provider by the Educator Standards Division (formerly SBEC) of the Texas Education Agency (TEA). Users who register for and complete the on-line courses will be able to collect professional development credit hours. These credit hours can be used for purposes of certification renewal.

Did you know that time spent studying resources checked out from the CTSP Center can be logged and used for independent professional development credit? A key area of acceptable professional development credit required by TEA relates to diversity and special needs of student populations. Learn how under our "[For Self-Study link](#)" on the CTSP webpage.

CTSP On-line Courses

The CTSP Center will soon be offering convenient, flexible on-line educational modules on topics such as legal issues, instructional strategies, and behavioral management. Simply set up an account and start taking our free courses. Upon completion of the course, print your completion certificate with the CTSP Continuing Professional Education provider number on it.

Webcasts

The CTSP website now hosts 5-8 minute webcasts on relevant CTE and special populations' topics. View our webcast introduction and then proceed to our current topics including: Overview of IDEA, Perkins Update, and the CTE Research Brief.

New Educational Resources

The CTSP Center has acquired over 300 new additions to our resource library on a host of topics relevant to special populations' best-practices and instruction.

Updated Searchable Database

The CTSP Center's searchable database has been updated to include a search engine that allows users to find resources by keyword or topic, and it searches over 2200 resources.

Parent Friendly (PF) Materials

A number of materials in our inventory are designated as parent friendly materials. Materials that carry the PF symbol are suitable for parents and may assist teachers in educating parents about issues related to their children.

Finally, the CTSP Center is here to assist you – the CTE educator – to be better equipped to serve special needs students in your classroom. Our website provides access to CTE and special education-related multimedia information for teachers, parents, and education professionals throughout Texas. Come visit our website at <http://ctsp.tamu.edu/>, or call us at 979-845-2444.

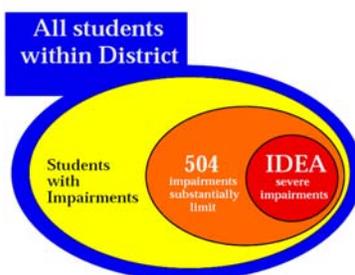
Section 504—When IDEA Does Not Apply

Section 504 of the *Rehabilitation Act of 1973* protects the rights of individuals with disabilities in programs and activities that receive federal funds. In §504, the focus is on non-discrimination. As applied to schools, the language broadly prohibits the denial of public education participation or enjoyment of the benefits offered by public school programs because of a child's disability. An impairment, as used in Section 504, may include any disability, long-term illness, or disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a behavior or health-related condition. Impairments may include conditions such as specific learning disabilities, diabetes, epilepsy, allergies, low vision, poor hearing, heart disease, or chronic illness.

Learning is considered a major life activity, as are functions such as caring for oneself, performing menial tasks, walking, seeing, hearing, speaking, breathing, and working.

The Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE)

HOW DOES §504 FIT?



Source: Includeourkids.com

to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. Upon referral, school districts will decide whether a student qualifies for services. While no formalized testing is required, the 504 Committee considers several sources of information to determine if a student qualifies for service. These sources may include grades over the past

several years, teacher's reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records, and adaptive behavior information. Determination of what is appropriate for each child is based on the nature of the disabling condition and what the child needs in order to have an equal opportunity to compete when compared to the non-disabled.

Each Section 504 student is educated in the regular classroom, unless the nature of his or her disability is proven to be so disruptive that the education of other students is significantly impaired. Every school district has a Section 504 coordinator who is available to handle complaints. The Office of Civil Rights can also be contacted when required. For more information on Section 504, refer to <http://www.504idea.org/504resources.html>.

FERPA—Confidentiality of Educational Records

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that faculty and staff have a working knowledge of FERPA guidelines before releasing educational records. FERPA gives rights to students regarding educational records. These rights include:

- the right to access educational records kept by the school;
- the right to demand educational records be disclosed only with student consent;
- the right to amend educational records; and
- the right to file complaints against the school for disclosing educational records in violation of FERPA.



Students also have a right to know about the purpose, content, and location of information kept as a part of their educational records. Additionally, they have a right to expect that their educational records will be kept confidential unless they give permission to the school to disclose the information. Any record that contains personally identifiable

information directly related to the student is a FERPA educational record. For more information on FERPA, visit: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Conceptual Framework for CTE Research

In the April 2007 edition of "Techniques," the ACTE news magazine, Kotamraju has proposed a conceptual framework upon which CTE practitioners, researchers, and policymakers can base CTE-related research. The framework takes into account four key components:

1. the CTE student,
2. a standardized data system,
3. periodic measures of student progress along career pathways, and
4. the transitions (back and forth) between education and employment.

With regard to the student, Kotamraju emphasizes a definition that clearly outlines the boundaries of his or her CTE experiences. He stresses the establishment of a standard data system that will keep track of the student's educational



progression across well-defined career pathways spanning grades 9-14. At the different stop-out points that CTE students encounter along a career pathway, Kotamraju recommends the construction of measures that precisely indicate the level and extent of success. Lastly, he advises that the back and forth transitions between education and employment (the learning swirl) of many CTE students must be clearly taken into account. In his article, Kotamraju discusses the application of a variant of this conceptual framework in Minnesota. The results show the success of the framework in reliably measuring the progress of CTE students when

compared to their non-CTE peers. To access the full report, go to: http://www.cte.mnscu.edu/researchcorner/ACTE_Techniques.pdf.

NRCCTE Research Report

A study conducted by the National Research Center for Career and Technical Education (NRCCTE), published in May 2007, examined the relationship between student participation in CTE transition programs, transition to college, and performance and retention in post-secondary education and employment. The study sought to understand secondary student matriculation to two selected community colleges involved in collaborative partnerships with K-12 and secondary districts having numerous high schools. The selected CTE transition programs, located in different regions of the country, aimed to provide students with curriculum extending from the secondary to the postsecondary level. Findings included:

- CTE students scored significantly higher than their matched non-CTE counterparts on the Reading for Information subtest of the ACT WorkKeys.

- CTE students were more likely to have engaged in contextual learning, participated in internships, had a mentor during high school, taken an industry certification exam, and participated in dual credit programs (credit towards college courses).
- Findings from the postsecondary study showed that in mathematics, CTE students progressed significantly further than did non-participants.
- CTE students were significantly more likely than non-CTE students to report that high school had provided them with information on college programs and courses that follow high school course-taking.
- At the end of high school, CTE students were also significantly more likely than non-CTE students to report having a clear career goal and a plan to achieve their academic goals.
- CTE students were significantly more likely than their non-CTE counterparts to report that they had developed problem-solving, project completion, research, math, college application, work-related, communication, time management, and critical thinking skills during high school.
- With respect to college attendance, CTE students were as likely as their matched non-CTE counterparts to enroll in college in the fall following graduation from high school.
- CTE students were significantly more likely to be pursuing the career area that they had studied in high school than their non-CTE counterparts.

These findings can help direct high school reform efforts and the delivery of career pathway programs. To look at the full report, visit: http://www.nccte.org/publications/infosynthesis/r&dreport/CTE_Pathway_Programs.pdf.

Have You Heard about DARS?

The Texas Department of Assistive and Rehabilitative Services, or DARS, administers programs that help Texans with disabilities find jobs through vocational rehabilitation, ensures that Texans with disabilities live independently in their communities, and assists families in helping their children under age 3 with disabilities and delays in development to reach their full potential. The department includes four divisions.

The DARS Division for Rehabilitation Services (DRS) is designated as the state's principal authority on the vocational rehabilitation of Texans with disabilities, except persons with visual impairments and the legally blind. It provides access to services such as vocational rehabilitation, transition planning, supported employment, and independent living centers.

The DARS Office for Deaf and Hard of Hearing Services (DHHS) advocates for people of all ages to enable them to express their freedoms, participate in society to their individual potential, and reduce their isolation regardless of location, socioeconomic status, or degree of disability.

The DARS Division for Blind Services (DBS) assists blind or visually impaired individuals and their families. In addition to a residential program, DBS also offers programs such as the Blindness Education, Screening, and Treatment (BEST) program, which assists uninsured adult Texas residents with the payment of urgently needed eye-medical treatment.

The DARS Early Childhood Intervention (ECI) program provides evaluations, at no cost to families, to determine their eligibility and need for services. Services are provided in the home and in community settings such as child care facilities, play groups, and Mothers' Day Out programs. Services can include: developmental services; early identification, screening and assessment; family counseling; family education; medical services (diagnostic or evaluation services used to determine eligibility), and various forms of therapy. Many of the services are provided at no cost to the clients.

For more information visit: <http://www.dars.state.tx.us/>.

PASS and SSI—Incentives for Individuals with Disabilities

The Plans for Self-Support (PASS) are work incentive provisions included as a part of the original Supplemental Security Income (SSI) program enacted by Congress in 1972. These provisions enable persons with disabilities to set aside additional income and/or resources to achieve specific work goals such as:

- obtaining an education,
- receiving vocational training,
- starting a business, or
- purchasing support services that enable them to work.

PASS is, in effect, a rebate program that returns to the individual the costs of pursuing a self-directed rehabilitation plan so that the individual has sufficient income for support while pursuing that plan.

What is SSI?

SSI is an income-support program enacted by Congress for people who are

over the age of 65, or blind, or disabled with little income and resources. SSI provides medical coverage under the state-administered Medicaid programs. The term "disabled" for SSI benefit purposes means that the person is unable to do any substantial work because of the severity of a physical and/or mental impairment for more than 12 months.

In Texas, the DARS **Division for Disability Determination Services** (DDS), funded through the Social Security Administration (SSA), makes disability determinations for Texans with severe disabilities who apply for Social Security Disability Insurance and/or Supplemental Security Income. Texans with disabilities can apply for benefits at their local Social Security Office, and their applications are forwarded to DDS for a disability determination. Please note, however, that SSA is responsible for making final decisions as to whether or not a person is eligible to receive benefits.

For contact information on PASS and SSI and the potential benefits for individuals with disabilities in Texas, please look for the link on our website: <http://ctsp.tamu.edu>.



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