

CTSP CENTER UPDATES

AgriLIFE EXTENSION
Texas A&M System

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Upcoming Conferences

CAREER & TECHNOLOGY ASSOCIATION OF TEXAS
Texas Career Education Conference
Contact: Robin Paninovich;
ctat@austin.rr.com
Phone: 512-288-8666
Webpage: www.ctat.org

TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION SUMMER PROFESSIONAL DEVELOPMENT CONFERENCE
Contact: Linda Holcombe;
linda@tiva.org
Phone: 1-888-840-TIVA [8482]
Webpage: www.tiva.org

For a complete list, visit:
http://www.tea.state.tx.us/cte/prof_dev/pd_conferences_111908.pdf

A Message from the Project Director – Dr. Rick Peterson

When you think of serving special populations in your CTE classes, who comes to mind? Are these students with disabilities? Or are they economically disadvantaged? Or is it students in nontraditional fields? Or single, pregnant women? Or displaced homemakers..... or students classified as English Language Learners? Each one of these groups of students are defined by the federal Carl D Perkins Career and Technical Education Improvement Act as special populations. The Perkins Act mandates that CTE not only serve these special populations but also document the achievement of each group to establish performance levels. On average, 25 percent or more of students with an Individualized Education Plan (IEP) are enrolled in Texas' CTE classes (TEA, 2006).

How best to serve these students? Serving special populations requires effective teaching skills and practices that include: identifying the students in your pro-

gram and classroom; collaborating on writing an IEP for them; teaching strategies that engage the student; making modifications and accommodations in the areas of curriculum, equipment, class environment, and instructional aids; and improving parental and community involvement (through career action plans, advisory councils, and program marketing strategies).

The CTSP Center has several resources to aid you as you update and expand your teaching skills and practices for serving special populations. First, the CTSP Center has an **Educational Resource Library** with 2200 items for check out to CTE teachers in Texas. These materials include books, curriculum guides, and multimedia resources that focus on a broad range of issues for serving special populations. Items in the Resource Library are searchable by topic or key word. The time spent studying these materials can be used as **self-study credit**. Refer to

our self-study instruction guide on our website to guide your efforts.

Second, the **CTSP Center offers online modules for professional development credit for CTE teachers**. These online modules offer convenient, flexible, anytime-anywhere learning opportunities on such topics as instructional strategies, behavior and classroom management, assessment and laws, and legal issues. Simply register, enroll, and take the module; when finished, print out your certificate. Also, check out our newest modules, which focus on CTE teachers' roles in the transition ARD meeting. These modules provide Continuing Professional Education, as the CTSP Center is an approved Continuing Professional Education provider by the Texas Education Agency.

Indicators 13 and 14— How Do They Apply to CTE Teachers?

In conjunction with the reauthorization of IDEA 2004, the Office of Special Education Programs asked states to develop a six-year state performance plan and submit annual data around 20 indicators beginning February 2007.

Why is this important for CTE teachers to note?

Two of the indicators (specifically 13 and 14) relate to the transition services and post-graduation success of students with disabilities who may currently be placed in your classrooms.

The **13th Indicator** relates to transition services for students:

“Percent of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.” Data must be reported based on the following components:

- measurable postsecondary goals in education and/or training, employment, and independent living if appropriate;

- measurable annual IEP goals that accurately reflect the above postsecondary goals;
- transition services that appropriately meet the IEP goals;
- evidence of agencies, parents, and students' involvement in the transition process (e.g., ARD meeting, developing and implementing IEP goals, etc.);
- students' courses of study relate directly to their postsecondary goals; and
- appropriate transition assessments.

CTE teachers should be especially aware of components 1, 2, 5, and 6. As a teacher of a student with special needs in your class, you have access to documentation addressing postsecondary goals, appropriate IEP goals, courses of study related to those goals, and transition/career assessment results. Federal guidelines regarding career clusters have prescribed courses of study that will enable you to meet these goals for all of your students from special populations.

Indicator 14 relates to the percent of

youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Essentially, all states – including Texas – are held accountable and have to report on the number of successful youth who transition into employment and/or other postsecondary opportunities. For CTE teachers, this means that you have to ensure that your students acquire all skills within a career cluster necessary to:

- have successful co-op experiences,
- enroll into and complete work-study programs,
- complete certification requirements,
- obtain industry-recognized certifications and/or qualifications for employment purposes, and/or
- enter community colleges or technical/trade institutions.

For more information on Indicator 13, go to: <http://www.nsttac.org/indicator13/indicator13.aspx>.

New Secretaries of Education and Labor Announced

On December 16, 2008, President-Elect Obama announced Arne Duncan as his choice for Secretary of Education. Duncan is the Chief Executive Officer of Chicago Public Schools.

The Association for Career and Technical Education (ACTE) has praised this choice. In a press release, ACTE recognized Duncan's efforts to develop an Education to Careers (ETC) program in Chicago Public Schools that provides students with a rigorous college-prep academic curriculum and hands-on training in CTE subjects and workforce competencies.

Additionally, Duncan has been a proponent of expanding the number of CTE programs within the Chicago Public Schools and developing secondary and postsecondary partnerships. Given this background, ACTE hopes that Duncan will pursue a similar CTE-related agenda as Secretary of Education.

Congresswoman Hilda L Solis was nominated by President-Elect Obama as Secretary of Labor on December 18, 2008. In addition to serving her fourth term in Congress as a representative of California's 32nd district, Solis serves on the House Committee

of Energy and Commerce and Natural Resources. She has exhibited support of CTE and workforce development through such legislative initiatives as the Green Jobs Act and the Pathways Advancing Career Training Act, which authorizes the Secretary of Labor to make formula-matching grants to states to provide effective employment; training and CTE programs; addresses barriers that result from family responsibilities; and encourages and supports individuals to enter nontraditional occupational fields. ACTE hopes to work with Secretary-elect Solis to establish programs that will advance a competitive workforce.

CTE Research Clearinghouse

The Association for Career and Technical Education has created a national research agenda based on the input and support of researchers, business leaders, and practitioners with a view to ensuring the continuous development of CTE programs that meet the needs of students, industry, and society. To access this agenda and peruse the related activities, ACTE has set up on its website a page entitled "CTE Research Clearinghouse."

The research is categorized into five broad areas and then into 15 research objectives that are identified in the national agenda. Although not a comprehensive list, the site is maintained chronologically and updated continually.



The areas addressed include:

- knowledge base for teaching and learning,
 - curricula and program planning,
 - delivery methods,
 - accountability, and
 - program relevance and effectiveness.

The website also provides a mechanism through which users can send any research they believe should be included on the page.

For more information on ACTE's national research agenda and to access their clearinghouse, please visit: <http://www.acteonline.org/content.aspx?id=216>.

Implementing Programs of Study

The Perkins Act, reauthorized in 2006, required that all recipients of funds offer at least one Program of Study (POS). The POS must include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. This content must be delivered in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. In addition, the programs must include opportunities for secondary education students to acquire postsecondary credits through programs such as dual or concurrent enrollment.

In October 2008, the National Research Center for Career and Technical Education (NRCCTE) published its article, "What will be the impact of programs of study? A preliminary assessment based on similar previous initiatives, state plans for implementation, and career development theory." They examined the effectiveness of the precursors to POS such as tech prep, career cluster/pathways, youth appren-

ticeships, and dual/concurrent enrollment. In addition, NRCCTE summarized how states plan to implement POS and the implications of career development theory as it relates to students' decisions about POS.

All states offer the precursors to POS to some degree. However, research into their effectiveness in comparison to other programs is limited. Studies that do examine them indicate that they found some advantages for participants in such outcomes as increased likelihood of high school graduation and enrollment in postsecondary education. However, statistically significant differences were not found for all studies and were modest (4 to 5 percent) in cases where such differences did exist.

In terms of implementing POS, two-thirds of the states researched are adopting the primary strategy of developing templates and criteria for local agencies to use. Fewer than one-third plan to develop POS at the state level for local agencies to implement. All states plan to provide technical assistance and professional development to assist local agencies. NRCCTE con-

cluded that POS will represent modified, refocused versions of existing systems rather than major changes in how states deliver CTE.

In the context of career development theory, students who will enter POS are in the exploratory stage. This implies that they will test the match of their interests and abilities to requirements in occupations that they study. The match may not be as expected and may cause students to change career areas. This should be considered as positive growth and not a failure on the part of students or the POS.

Overall, NRCCTE concludes that POS can enhance the effectiveness of CTE, increase student engagement, improve academic skills, and deepen understanding of occupations even if graduates decide not to continue their high school POS. For more on this study, refer to: http://136.165.122.102/UserFiles/File/Snapshots/Snapshots_Impact_of_POS_3.pdf.

Texas Department of Aging and Disability Services

The Texas Department of Aging and Disability Services (DADS) aims to provide a comprehensive array of aging and disability services, supports, and opportunities that are easily accessed in local communities. They work in partnership with consumers, caregivers, service providers, and other stakeholders. In addition to ensuring and protecting self-determination, consumer rights, and safety, DADS develops and improves services that meet individual needs and preferences.

Individuals who qualify for services include people who are age 60+, people of any age with low income, adults and children with medical or physical disabilities, and adults or children with intellectual disabilities. To access DADS's help, individuals must complete an application process that may include questions about their income, assets, and the type of help needed. Typically, DADS services are provided to individuals in their own homes or communities.

However, DADS can also help in locating facilities such as nursing homes, assisted living, state schools, or intermediate care institutions. DADS assists individuals with applying for benefits such as Medicaid, food stamps, children's health insurance, temporary assistance for needy families, and nursing home care. Services for individuals with disabilities include adult foster care, community attendant services, community-based alternatives, community living assistance and support services, consumer managed personal attendant services, day activity and health services, etc. For individuals ineligible for services, the DADS website provides access to alternate options.

To find out more about DADS, please go to:
<http://www.dads.state.tx.us/index.cfm>



Texas Technology Access Program

Assistive technology is defined as any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. The mission of the Texas Technology Access Program, therefore, is to increase access for people with disabilities to assistive technology that provides them more control over their immediate environment and an enhanced ability to function independently. The program is provided by the Texas Center for Disability Studies located at the University of Texas in Austin.

The Center develops programs to improve access, advocacy, and awareness of assistive technology to meet the needs of Texans with disabilities.

In addition, the Texas Technology Access Program has developed a statewide assistive technology demonstration network, including general assistive technology, computer access, and portable computer access demonstration centers.



Demonstrations are available to consumers and their family members, as well as advocates, employers, and educators. Demonstrations include an explanation of the function of the device and instruction in its use. There are opportunities at each demonstration for participants to use or try a number of devices. Participants are given information about further assessment, funding, and information about assistive technology vendors so they can make an informed decision regarding accessing or acquiring assistive technology devices. The program also makes provisions for clients to receive assistive devices for short-term use in their homes on a loan basis.

In addition, the program carries out various state leadership activities that relate to assistive technology, which include transition, training, funding, providing resource guides, education, community work, healthcare, employment, and information technology.

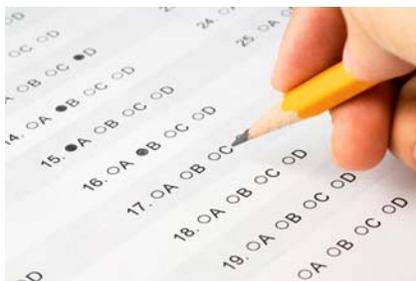
To learn more about the Texas Technology Access Program and to access the related state plan, visit:
<http://techaccess.edb.utexas.edu/>

New Uniform GPA Rules

On November 17 2008, the Texas Higher Education Coordinating Board released revised rules designed to help Texas colleges and universities better assess the academic records of high school students.

According to the latest version of the proposed rules, CTE courses aligned with a university course of study (as determined by the CTE advisory committee) and dual credit courses, including career-oriented courses listed in the community college course manual, will count towards the uniform GPA. In addition, the GPA will be calculated on a 4-point scale, with certain courses getting additional weight on a 4.5- or 5-point scale. Courses for which a student earns a final grade lower than 70 (and thus will not earn course credit) and courses for local credit will not be factored into the GPA calculation. Advanced Placement and International Baccalaureate (IB) courses will count towards the uniform GPA.

The chart for converting numerical grades to grade points on the three scales also includes provisions for converting letter grades to grade points. The Board will establish a 15-member GPA Advisory Committee comprised of representatives from public and



higher education and the workforce to oversee implementation of the GPA standards, monitor courses counted in the GPA calculation, and ensure institutional compliance with the rules for dual credit courses. Colleges and universities offering dual credit courses will be required to monitor the rigor of those courses. The higher education commissioner, Raymund Paredes, has said that he does not intend for the new GPA methodology to apply to students currently in high school. He is considering several options for phasing in the new GPA methodology, including a recommendation that it apply starting with the high school freshman class of 2009-10.

The rules were published to the Texas Register on November 28, 2008 — <http://www.ctat.org/documents/GPARules.pdf>.

The Coordinating Board will meet to consider and finalize the proposed rules at its regular meeting on January 29, 2009. For further updates, visit: <http://www.theccb.state.tx.us/os/uniformgpa/>.

Texas CTE Profile

1. According to 2004-2005 data from the U.S. Department of Education (the latest numbers publicly available), the total number of CTE students in Texas was 1,491,851.
2. Texas has multiple systems set up for delivery of CTE to students and adults at the secondary and postsecondary levels. Secondary-level programs consist of the following:
 - high school CTE courses, both individually and in sequence;
 - integrated academic and CTE programs, such as magnet schools, stand alone career academies, and career academies within larger schools; and
 - Tech Prep/2+2 programs.
3. Texas is estimated to receive \$95,429,038 from the Perkins Basic State Grant and \$8,397,736 from Tech Prep.
4. The State Board of Education (SBOE) serves as the State Board for Career and Technical Education and is responsible for CTE and administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Texas Education Agency (TEA) is the designated agency for management and disbursement of CTE Perkins funding.
5. In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of 16 career clusters. AchieveTexas is the result of that process. Two of AchieveTexas' main goals are to have vertical alignment so the career clusters span all grades (P-16+) and for students to flow seamlessly from secondary to postsecondary programs.
 - Currently, there are 114 state-recognized programs of study aligned with the 16 career clusters. At least one program of study has been developed for each of the 81 cluster sub-groups. Secondary schools are required to offer a minimum of three CTE programs of study from three different clusters.
 - The AchieveTexas Implementation Guide was developed and distributed to superintendents, counselors, Tech Prep consortia, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. Extensive training and technical assistance is being provided by Education Service Center CTE Specialists to assist communities and schools in implementing career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops that are offered statewide.

For more information on Texas' CTE Profile, visit: <http://www.acteonline.org/content.aspx?id=2074>.

Physical Address

1111 Research Parkway, Suite #126
College Station, TX 77840

Mailing Address

Attn: CTSP Center
Texas AgriLife Extension Service
2251 TAMU
College Station, TX 77843-2251

Phone: 979-845-2444/979-845-4374

Fax: 979-845-6496

E-mail: ctsp@tamu.edu



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