

CTSP CENTER UPDATES

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A Message from the Project Director - Dr. Rick Peterson

As I write this message, many CTE teachers and administrators are gearing up for a new school year with excitement and maybe even some trepidation. For example, new TEKS for CTE content areas were released, and work on adoption is underway. These changes offer opportunities and challenges for CTE teachers, administrators, students, and parents to find course sequences within career clusters that lead to certification and/or post-secondary options, including specials populations students. Special populations, as defined by Perkins, are:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

Each group presents its own set of challenges for CTE teachers in providing quality instruction. One such group is Limited English Proficiency. In Texas, Limited English Proficiency represents the fastest-growing group of students in the public schools and in CTE programs. Someone who is described as having Limited English Proficiency – sometimes referred to as an English Language Learner (ELL) – is a person who is in the process of acquiring the English language and whose first language is not English. This description includes a student who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language. Typically, ELLs view participation in CTE programs as a means of economic survival. They seek CTE programs of study to acquire English proficiency skills as well as skills specific to occupations such as hotel and hospital services, construction, or manufacturing.

Meeting the needs of ELL students can be particularly challenging for CTE instructors given that their ELL students are learning the basics of a new language, possibly adapting to a new culture, and attempting to master a technical, occupationally specific vocabulary. CTE teachers also often face additional difficulties in teaching ELLs because of a lack of training and limited access to resources and school-based supports. Training needs assessments conducted by the CTSP Center confirm that ELL is a needed area of professional development, as 38% of respondents reported needing additional training and assistance in working with students who are classified as ELLs.

The CTSP Center, in response to the identified need of English Language Learners training, will create professional development opportunities (i.e., online module) and training materials in the upcoming year. Until these new professional materials are available, please review our ELL resources for checkout from our Resource Library.

Upcoming Conferences

Hospitality Educators
Association of Texas
November 9-11, 2009
Galveston, Texas
[http://www.heat-wave.org/
annual_conference.html](http://www.heat-wave.org/annual_conference.html)

Association for Career and
Technical Education
November 19-21, 2009
Nashville, Tennessee
<http://www.acteonline.org/>

Option for not offering a Health Education Course

In early July, Education Commissioner Robert Scott announced that the health education course will no longer be a state requirement for high school students this fall. It makes Texas one of the few states in the country with no required health education.

While individual school districts can still require students to take health classes, Commissioner Scott has eliminated the state requirement. This move increases the number of elec-

tives students will require to graduate. Starting this fall, students must take six elective courses instead of the currently mandated three-and-one-half. This move, officials believe, will provide students more flexibility to pursue electives of their choice.

In addition to the health class, a semester of physical education and two semesters of a technology class were also removed from the state's recommended high school program.

The state's recommended high school program will still require most students to complete 26 credits. Each semester counts for a half-credit. In addition to the core requirements of math, science, English/language arts, and social studies, Texas high school students also will be required to take two years of a foreign language and one year each of fine arts and PE. For more information on this topic, please visit: <http://www.chron.com/disp/story.mpl/metropolitan/6518304.html>.

New Policy Guidance Regarding Discipline of Students with Disabilities



The Office of Special Education and Rehabilitative Services (OSERS) has issued a Q & A document to provide guidance on discipline policies. This guidance will enable personnel in state educational agencies (SEAs) and local educational agencies (LEAs), and families to better understand and

enforce compliant discipline procedures for students receiving special education services. This document is one in a series prepared by OSERS to address some of the most important issues raised by requests for clarification on a variety of high-interest topics. Each Q & A document will be updated to add new questions and answers as important issues arise or to amend existing questions and answers as needed.

The discipline Q & A document answers and clarifies questions regarding parental safeguards, definitions of serious crimes, interim alternative educational settings, hearings, functional behavior assessments, behavior intervention plans, and manifestation determinations. To access all the Q & A's please visit: <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C7%2C>.

Job Accommodation Network

The U.S. Department of Labor's Office of Disability Employment Policy (ODEP) provides a service entitled "Job Accommodation Network," or JAN. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members, and other interested parties with information on job accommodations, entrepreneurship, and related subjects. Employers, individuals with disabilities, rehabilitation professionals, and people affected by disability can contact JAN by telephone or email. The JAN staff provides person-to-person work-site accommodation technical assistance services, electronic technical assistance services, a quarterly electronic newsletter, and an electronic topical newsflash called Consultants' Corner.

Technical assistance includes individual work-site accommodation consultations, referral information regarding the American with Disabilities Act, training services to public organizations, and conferences as well consultations regarding entrepreneurship. For more information on JAN's services, please visit: <http://www.jan.wvu.edu/>.



The Disability Policy Consortium

The Disability Policy Consortium (DPC) is an independent group of Texas-wide advocacy organizations and is funded by the Texas Council for Developmental Disabilities and United Cerebral Palsy of Texas. The DPC strives to promote the development and implementation of public policy that supports the rights, inclusion, integration, and independence of Texans with disabilities.

Specifically, the DPC identifies and analyzes public policy issues, generates accurate and timely information, informs policymakers, coordinates advocacy activities, and takes a joint policy position on issues that affect Texans with disabilities and their families. The DPC community members are very influential in Texas



politics and are often called to testify before committee hearings. They educate the Legislature on pending legislation that will affect those with a disability.

The DPC also allows organizations to use the expertise of others and have analysis on every piece of legislation and issue that is affecting them. Texas is one of the few

states to have access to the services of DPC.

To learn more about how to join DPC and affect public policy, visit: <http://www.dpctexas.org/index.php>.

Funding Available for Sustainable School Design



Sustainable school design includes efficient lighting and mechanical systems, environmentally friendly building materials, water conservation, and use of sunlight. The buildings are positioned to maximize solar use.

The State of Texas believes that although sustainably designed schools may cost more to build, they ultimately produce better results at lower costs over the life of the structure, compared to more traditional building design systems.

To promote sustainable school design, the State Energy Conservation Office (SECO) invites proposals from interested, qualified ISDs and campuses that wish to fund an innovative renewable energy demonstration project. The SECO website also lists other funding opportunities and incentives for schools. To learn more about these opportunities, please visit: <http://www.seco.cpa.state.tx.us/funding/>.

Texas CTE State Plan 2008-2013

The State Plan for Career and Technical Education submitted by the Texas Education Agency for the years 2008 through 2013 have been approved by the U.S. Department of Education and the Office of Vocational and Adult Education (OVAE).

The state plan is based on two main goals.

Each public school student shall master the basic skills and knowledge necessary for:

- 1) managing the dual roles of family member and wage earner; and
- 2) gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level.

The plan defines the CTE student as:

- a secondary education student who has entered the first course in a sequence of 2 or more technical courses for 3 or more credits in a CTE program, OR
- a student who is enrolled in an academic or workforce course that is part of a sequence of courses leading to an industry-recognized credential, certificate, or degree and has declared that sequence of courses as the student's major course of study.

The plan also outlines accountability standards, curriculum changes, and strategies for success in implementing AchieveTexas. To view the detailed plan, visit: <http://farmersville.ednet10.net/CTEStatePlanFinal111607.pdf>. For a summary PowerPoint presentation, visit: <http://www.ctat.org/events/documents/Batchelor.TEAUpdateJuly2008.ppt>.

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The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating