

# CTSP CENTER UPDATES

AgriLIFE EXTENSION  
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## Upcoming Conferences

ACTE National Policy Seminar  
Sponsored by ACTE  
Arlington, VA  
March 8-10, 2010  
[http://  
www.acteonline.org/  
nps.aspx](http://www.acteonline.org/nps.aspx)

ACTE Region IV Conference  
Sponsored by CTAT  
San Antonio, TX  
Apr. 8-10, 2010  
[http://  
www.texascte.com/  
region4/](http://www.texascte.com/region4/)

## A Message from the Project Director—Dr. Rick Peterson

### Free Resources for Participating!

Career and Technical Education (CTE) teachers are increasingly called upon to prepare students with special needs for transition into careers and future employment. Professional development activities therefore need to be geared towards addressing a variety of CTE teachers' needs when serving special populations. While there are general areas of need that have been identified, there is a lack of knowledge regarding the specific duties and tasks that CTE teachers require training in to perform these tasks effectively.

To better determine CTE teachers key characteristics or competencies of career technical teachers the CTSP Center is in the final phase of conducting a DACUM (Develop a Curriculum) study. The DACUM analysis can be used as a basis for curriculum development, training needs assessments and/or developing competency measures for CTE teachers' needs with respect to serving special populations.

The DACUM method utilized a carefully chosen group of 6-12 expert panelists from the occupation, to provide the CTE's teachers job description, to identify duties and tasks/skills that must be performed by persons employed as a CTE teacher. The results of our DACUM process yielded 13 duty areas with specific tasks to accomplish the each duty.

The CTSP Center DACUM study in the final phase and needs your assistance to validate the duty tasks. A online survey has been created to validate the panels' results. Please watch for the survey at <http://ctsp.tamu.edu/dacum>. Those participating in the study will be eligible for free resources.

## House Passes Resolution Recognizing Postsecondary Institutions Offering CTE

On November 5, 2009 the House of Representatives approved a resolution, H. Res. 880 by 409-0 vote. The resolution expresses support for postsecondary Career and Technical Education programs. Specifically, the resolution recognizes the efforts of postsecondary institutions offering CTE to:

1. educate and train workers for positions in high-demand industries and
2. supports the connections between employers and

students that are provided by postsecondary institutions offering CTE.

In support of 880 Rep. Cassidy said: "Career and technical education enables students to learn specific skills or earn a certificate or a degree that employers require or prefer. Many institutions that offer career and technical education also have valuable connections with employers in the community. These connections allow these institutions to better serve their students. Employ-

ers in high-demand industries are able to communicate with postsecondary institutions what skills, certificates and degrees they expect potential employees to exhibit".

This is evidence of how much Congress values CTE as a viable form of postsecondary education and is supportive of institutions that provide education directly connected to business and industry needs.

Ref: <http://thomas.loc.gov/cgi-bin/bdquery/z?d111:h.res.00880>:

## Department of Education Announces "i3" Grants

Recently, the Department of Education released draft grant guidelines for a program under the American Recovery and Reinvestment Act. The Investing in Innovation Fund, being referred to as "i3," will provide \$650 million in competitive grants to start or expand research-based innovative programs that help close the achievement gap and improve outcomes for students. The Department of Education is proposing grants in three categories:

**Scale-up Grants:** The largest possible grant category is focused on programs and practices with the potential to reach hundreds of thousands of students. Applicants must have a strong base of evidence that their program has had a significant effect on improving student achievement.

**Validation Grants:** Existing, promising programs that have good evidence of their impact and are ready to improve their evidence base while expanding in their own and other communities.



**Development Grants:** The smallest grant level designed to support new and high-potential practices whose impact should be studied further.

Grants would be available to (1) LEAs or (2) partnerships between non-profit organizations and a consortium of schools or one or more LEAs. Applicants must be able to demonstrate previous success in closing achievement gaps, improving student progress toward proficiency and other measures of school success, like increasing graduation rates.

A final application will be published in early 2010. Proposals are expected to be accepted in the spring, and programs must be implemented quickly to ensure that all money is obligated by September 30, 2010. For more information—visit: <http://www.ed.gov/programs/innovation/factsheet.html>

## States can request technical assistance for RTI

Response to Intervention (RTI) became part of the special education process with reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004. The regulations for implementing IDEA say that States “must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, ...” Further, States “must permit the use of a process based on the child’s response to scientific, research-based intervention.” [34 C.F.R. § 300.307(a)(1) (2006)]. Consequently RTI has emerged as the leading technique for early identification of specific learning and behavioral needs or disabilities.

The National Center on Response to Intervention provides high quality technical assistance

(TA) that contributes to states’ implementation of RTI frameworks. States can request a wide variety of TA activities, including:

1. One-time events or activities on RTI or related topics
2. Short-term series of activities that facilitate the implementation of RTI

Sustained, multi-year, comprehensive sets of RTI implementation activities. Technical assistance includes individual worksite accommodation consultations, referral information regarding the American with Disabilities Act, training services to public organizations and conferences as well consultations regarding entrepreneurship.

<http://www.rti4success.org/TAcall.php>

## School Health and Related Services (SHARS)

School Health and Related Services (SHARS) is a joint program of the Texas Education Agency and the Texas Health and Human Services Commission (HHSC). Designed as a Medicaid financing program SHARS allows local school districts / shared services arrangements (ssa’s) to obtain Medicaid reimbursement for certain health-related services provided to students enrolled in special education. SHARS providers are reimbursed the federal share of the established reimbursement rate for providing services such as assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, special transportation and personal care services.

School districts/ssa’s receive federal Medicaid money for SHARS services provide to those students who meet the following three requirements:

1. be Medicaid eligible,
2. meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA), and
3. have Individual Educational Plans (IEPs) that prescribe the needed services.

All SHARS-Eligible services must be provided by qualified professionals under contract with or employed by the school district/ssa. Furthermore, the school district/ssa’s must be enrolled as Medicaid providers in order to bill Medicaid.

For more information: <http://www.tea.state.tx.us/index2.aspx?id=4456>



## New CTE TEKS Projected to be implemented in 2010

The State Board of Education of Texas has given final approval to new curriculum standards for about 190 Career and Technical Education (CTE) courses.



The updated standards were written by teams of Texas secondary and postsecondary educators, business leaders and community members. The newly adopted CTE TEKS are for implementation in the 2010-2011 school year.

The 2010-2011 PEIMS numbers (that will reflect the new CTE TEKS) are projected to be published and available the first week of December 2009.

TEA CTE staff are planning professional development for CTE teachers, counselors, and administrators which will be available in a variety of venues approximately between February and August 2010.

For more information please visit: <http://ritter.tea.state.tx.us/teks/cteTEKS.html>

## CTE Teacher Certification Program in Texas

The Region XIII Career and Technical Education Program (CTE) offers a 12 month program that provides a probationary (not an emergency) teaching certificate for a year's internship.

This performance-based program provides intensive instruction during orientation and throughout the internship year, and provides teaching certificates for eight CTE areas. Aligned with the State Board for Educator Certification standards and educational Best Practices the program provides performance- and field-based teacher preparation and strategies for CTE program improvement.

During the internship year, the teacher-intern is hired by a district as the teacher of record with full pay and full benefits. Upon successful completion of the internship year along

with related program and state licensing requirements, participants earn a Standard teaching certificate specific to their CTE teaching assignment/area of study.

For more information <http://kids.esc13.net/cte/index.html>



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