



PENNSYLVANIA

Association of Career & Technical
Administrators

Special Education Success in Career and Technical Education (CTE)

TARGET AUDIENCE: *Administrative and Supervisory CTE Personnel*

DATES/LOCATIONS: February 24, 2022 VIRTUAL @ 9:00 am

PIL HOURS TO BE AWARDED: 40

DESCRIPTION:

This program will help administrators to (1) identify and confront barriers that inhibit recruiting students into appropriate career and technical education programs; (2) ensure the delivery and monitoring of effective instruction; and (3) review and change any practices or policies that place the needs of the system over individual needs of students. This PIL focuses on ensuring that CTE administrators (1) have bias-free recruitment strategies; (2) collaborate with sending school districts to ensure that the services necessary for success in CTE programs are being fully implemented; and (3) understand universal design for learning and high leverage instructional practices, and how to monitor the effectiveness of those practices.

There are 10 hours of instruction and 30 hours of assignments, including the culminating project. Sections 1 (3 hours theory) deals with identifying the recruitment and enrollment practices that are currently in place. Participants will look at recruitment and how recruited students select their career and technical programs. Finally, in this section, participants will identify the academic attributes of each of their career and technical programs. **Job Embedded Assignment #1 (8 hour)**, participants will create an Essential Skills chart for each CTE program.

In Section 2 (3 hours theory), participants will identify the services required for student success. They will follow the IEP process, instructional support services, specially designed instruction, and state performance indicators. **Job Embedded Assignment #2 (8 hours)**, they will conduct a gap analysis between the critical requirements of the career and technical program and the student's current educational performance level. They will use the gap analysis with special education personnel to identify the supports a student may need to complete the CTE program, test for industry credentials, and be prepared for employment or post-secondary education.

In Section 3 (4 hours), participants will learn research-based practices that support learning for all students, including those with IEPs, such as high leverage practices and universal design for learning. In **Job Embedded Assignment #3 (12 hours)**, they will determine the evidence that demonstrates these practices are in place. They will create an observation form to be used to assess the extent to which elements of HLPs and UDL exist in their school.

Using the data from Job Embedded Assignment #3, participants will complete the Culminating Project (2 hours), which requires them to create an action plan of "next steps" to increase the use of high leverage practices and the principles of universal design in learning in their schools.

*Denote that the PIL is a self-paced, online PIL program.



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REGISTRATION FORM

NAME _____

TITLE _____

AGENCY/SCHOOL _____

ADDRESS _____

TELEPHONE _____

FAX _____

E-MAIL _____

Please check the appropriate fee:

_____ **Registration Fee: \$400.00**

_____ **Institutional Member \$360.00**

_____ **TAP School**

[TO REGISTER ON-LINE CLICK HERE TO LOGIN](#)

NOTE: Participants from PACTA Institutional Member Schools receive a 10% discount. If you are not sure if your school is an institutional member of PACTA, contact Jackie Cullen at (717) 761-3381 or jackie@pacareertech.org.

Mail this form with a check made payable to PACTA to:

PACTA

23 Meadow Drive

Camp Hill, PA 17011-8331

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