

# Partners In Student Success

# Transition for the CTE Student With Special Needs



**Academic Skills**

**Technical Skills**

**Employability Skills**

# Program of Study:

every student enrolled in a program at the Career and Technical Center will achieve 100% of the expectations outlined in the Program of Study

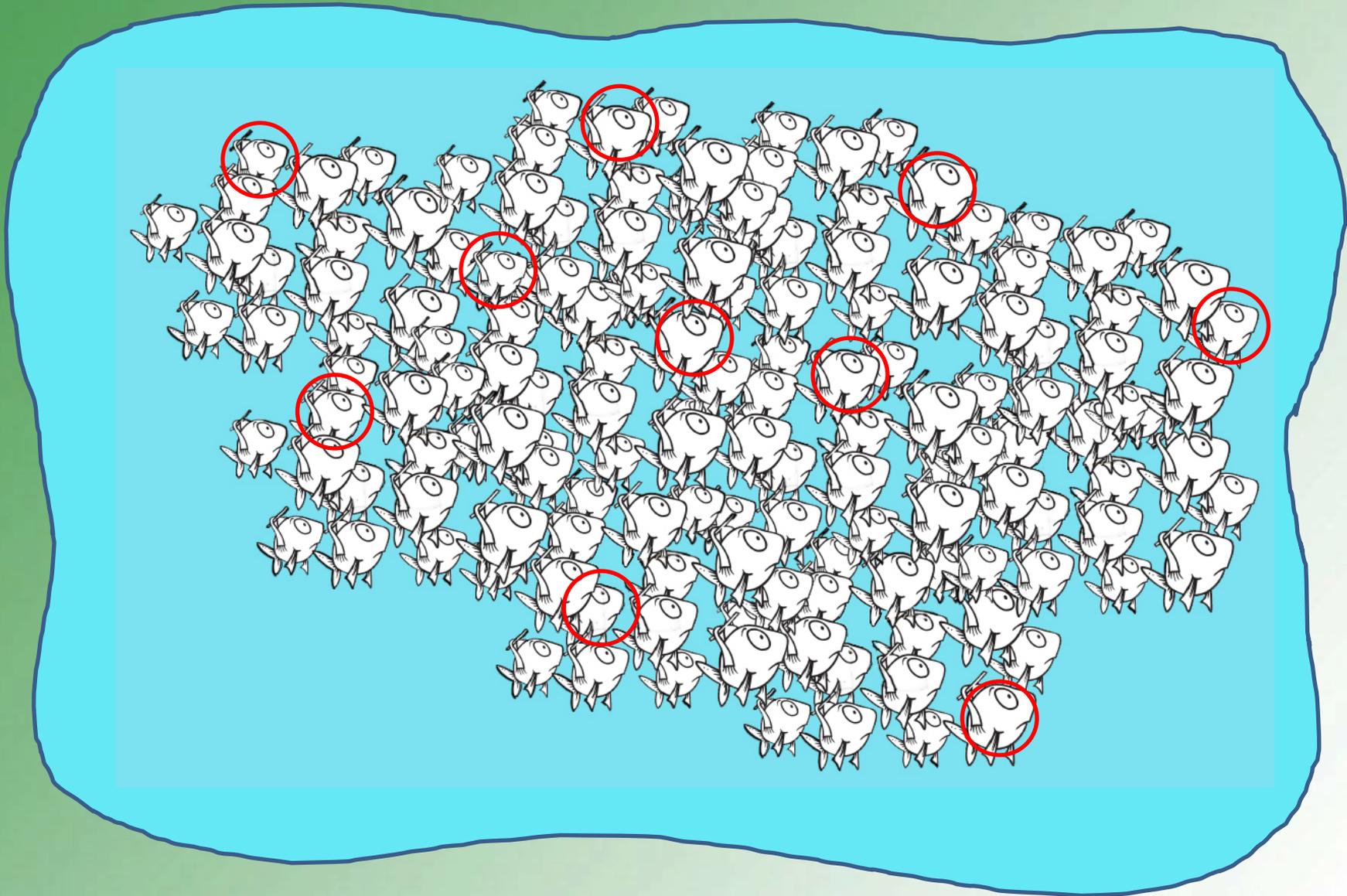
Why do  
Pennsylvania's  
Career and  
Technical Centers  
exist?

Twenty first  
century work  
force for  
twenty first  
century careers

# Transition:

- **Employment with a life sustaining wage in a related field**
- **Post-secondary training: 2-4 year college; apprenticeship in a related field**
- **The military**

**\$8,000 - \$12,000**



The goal is:

Successful  
Transition

What about the student that has special needs?

# Case Study

# An IEP that:

- honestly quantifies strengths and needs
- defines the support structure needed to fully access the curriculum

An open honest  
discussion by all  
educational stake holders  
that is founded on  
relevant data

- aptitude assessments
- interest assessments
- academic assessments
- behavioral assessments

# Career Counseling

1. Demonstrate interest in and knowledge of the program
2. Test for aptitude
3. Determine the academic foundation supporting placement

# **Reasonable Expectation of Success**

- aptitude assessments
- interest assessments
- academic assessments
- behavioral assessments

- To determine realistic post-secondary goals

It's about



the dream.

- To provide honest, relevant, reader friendly information about the student that pertains to their post school outcomes and current educational goals.

**Jane Dough's most recent PSSA scores are from 2008-2009 school year when she was in 8th grade. Jane Dough scored Basic in writing, Basic in reading, Below Basic in math, and below basic in science. The most recent 4Sight tests were taken in 9th grade and Jane Dough scored below basic in both reading and math.**

# John Dough's IEP

- To build a framework for the student's success by determining what goals need to be addressed for success in their area of study (i.e. specific math skills required by the occupation, specific social skills that may need to be developed)

- To determine what accommodations (NOT MODIFICATIONS) need to be made to help the student meet the requirements of the program and to eventually become independent in their occupation.

# Case Studies

| Kayla – Culinary Arts   | David – Welding  | Steph – Health Occupations   |
|---|--|--|
| <p>Academically moderate program<br/>Technically – creative within parameters; strict timelines<br/>Enrolled Junior Year</p>  | <p>Academically difficult program<br/>Technically – high precision; high danger level<br/>Enrolled Sophomore Year</p>  | <p>Academically the most challenging<br/>Technically – very demanding; high precision, timelines<br/>Enrolled Sophomore Year</p>   |
| <p>First Year: (Junior) Low scores academically and technically but maintaining a passing grade. Slow in lab; easily distracted. By the end of the year, Kayla is way behind the levels expected from the POS. It is probable that she will not be a completer, but she is learning skills that will support her transition.</p>  | <p>First Year: Motivated in lab; strong lab grades; academically struggling but passing</p>  | <p>First Year: Low academic and technical scores. By the end of the first marking period, there have been several calls home and a parent conference at the CTC. The partner school has been called and consulted. SDIs are reviewed and steps are taken to try and support academics at the partner school. This is difficult because of time.</p>  |
| <p>Year Two: (Senior) Noticeable drop in academic and technical performance. Very distracted and frequently off task. The partner school is consulted. They have noted a similar drop in Kayla’s overall performance. She is frequently in the guidance or nurses office. She is described as “unable to focus”. The Culinary Instructor is reporting that very little work is being completed by Kayla. Kayla’s progress through the POS is at a standstill.</p> | <p>Year Two: Continues to be strong in lab, but the struggles with the academics have heightened as the level of content has increased. At the end of the first marking period of the second year a team meeting was called. Even with SDIs in place, the concern is that David will not be able to meet the academic requirements of the POS.<br/>David is becoming reluctant to participate in academics. He has expressed his frustration to the teacher.</p>   | <p>Near the end of the second marking period, it becomes clear that the program placement isn’t working. A team meeting is called. The student is given the option to shadow other programs. She chooses to shadow in Graphics and Electronic Media. Another team meeting is called to revise the IEP and, and the student makes the transfer to GEM at the beginning of the third marking period.</p> |
| <p>A team meeting is called. The representative from the local Adult Workshop also attends the meeting. The workshop has a program to explore career options in the Culinary Arts. Based on all data gathered, it is decided to return Kayla to the partner school for part of the day and release her to attend the workshop for part of the day. The long range goal is for Kayla to acquire enough skills to eventually attend Hiram G Andrews.</p>            | <p>As the second marking period progresses, ICTC meets with the partner school’s Supervisor of Special Education and David’s resource teacher. Because David is so strong technically and because there may be entry level welding jobs available in the community the team explores the option of maximizing David’s lab time at the CTC with the intent of withdrawing him at the end of the second year to return to the partner school and participate in Cooperative Education through the local Intermediate Unit. An IEP meeting is called.</p> | <p>Today: Stephanie is less than two marking periods away from completing the POS in GEM. She is on track to earn her Print ED Certification and to pass the PA Skills test. She has completed her application for fall attendance at the Westmoreland County Community College in the Graphics program.</p>   |

Three students

Kayla

David

Steph

Three outcomes

Marion Center



The partnership is built upon several areas of agreement:

- A student enrolled into a three year Program of Study at the CTC is expected to complete all of the Academic Skills; Technical Skills; and Employability Skills as defined by that Program of Study without modification.
- The final outcome of placement at the CTC must be successful transition into a related field
- Before placement into a Program of Study, potential CTC students need to be evaluated in the areas of Aptitude; Interest; Academics; and Behavior
- Career counseling, centered on student data, is a critical element in the CTE decision making process
- The IEP is the most important tool educators have to guide the transition process for students identified with special needs
- The CTC conversation is ongoing and decisions are open to refinement as new data is collected

# Communication

– collaboration –

an open honest discussion by  
all educational stake holders  
that is founded on  
relevant data.



# Embracing the Changes



# **Investing in Professional Development**

- an improvement in NOCTI scores
- an increase in the number of certifications earned
- a rise in the completer rate
- more students transitioning into post-secondary schools or jobs in related fields



**High Expectations**



**Success Stories**



**“Buy In”**

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