State Support Team, Region 1

Career Tech Planning District Consultants
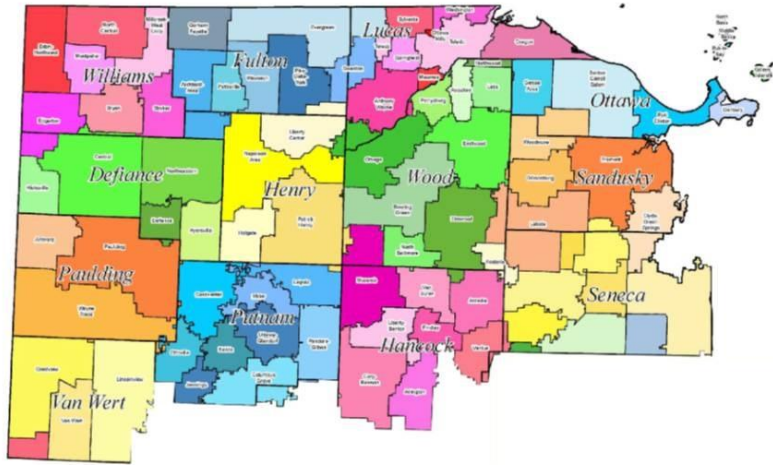
Lisa Hite, CTPD Consultant
esclew_lh@sstr1.org

State Support Team Region 1

SSTR1 Serves:

- **110** districts and community schools
- **6+** Educational Service Centers
- **5** Stand-Alone Career Technical Education Schools
- **12** Boards of Developmental Disabilities

There are 16 SST Regions in Ohio

There are now 15 CTPD Consultants.

When I began this position 6 years ago, there were 5 of us.

"Under Perkins V, states have greater flexibility to set performance levels in their accountability systems for CTE programs. **But the law requires states to prioritize the performance of historically underserved students in those systems.**"

https://www.youtube.com/watch?v=sQHvhnh6z2k&t=239s

Perkins V Special Populations

Individuals with disabilities

Area of focus for CTPD Consultant's work

Low-income youth and adults

Individuals preparing for nontraditional fields

Single parents, including single pregnant women

Out-of-workforce individuals

English learners

Homeless Individuals

Youth who are in, or have aged out of, the foster care system

Youth with a parent who is an active duty member of the armed forces

Civil Rights Connection

Civil Rights and CTE - Did you know Ohio has a Methods of Administration Coordinator?

The Ohio Department of Education, as the state agency responsible for the administration of career and technical education, is required to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, gender/sex, disability or age by institutions that receive any federal financial assistance through a state agency and is delivering career-technical education.
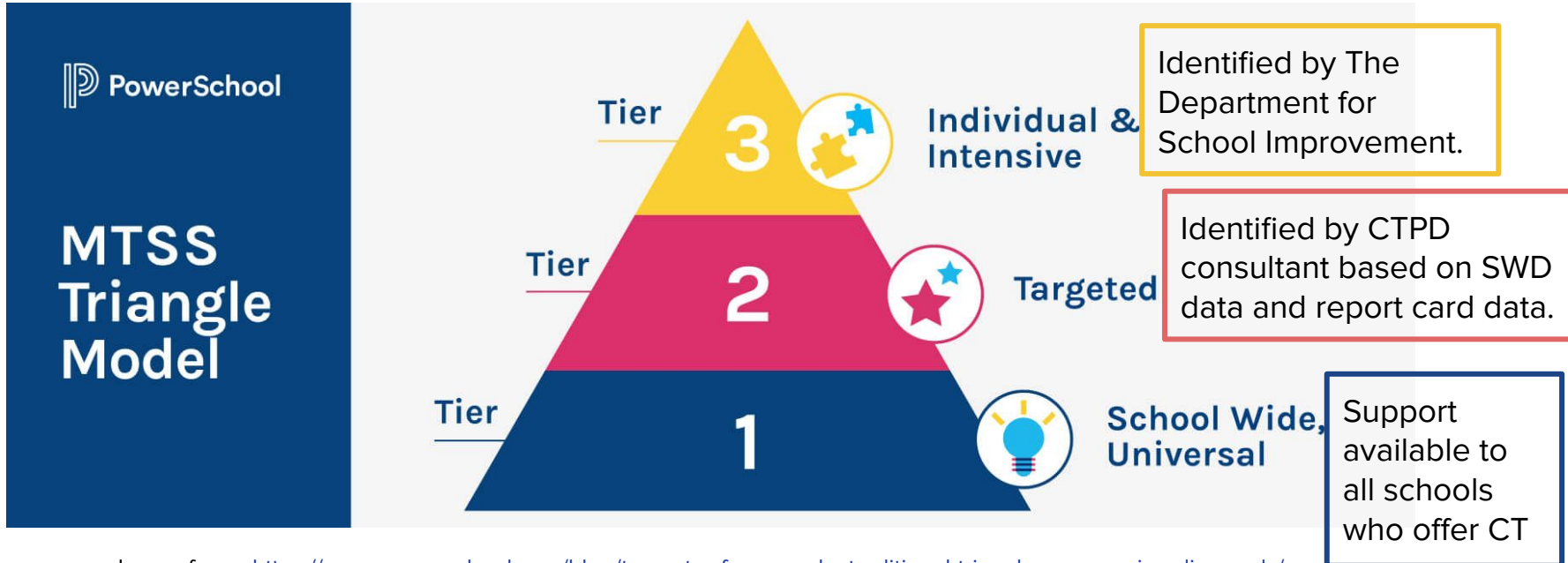
CTE Served by SST 1 CTPD Consultant

Career Centers (JVSDs)	
Vantage Career Center	Four County Career Center
Penta Career Center	Vanguard Sentinel Career Center
Comprehensives Career Techs	
Toledo Public Schools	Whitmer Career Tech Center
Sylvania Schools	Oregon City Schools
Career Compacts	
Millstream Career Center	
Community Schools with CTE	
Maritime Academy	Skyway Career Academy
Ohio Virtual Academy	

Intensive and Targeted Support

Develop and facilitate professional learning and technical assistance on a "self-review" of the career technical centers' capacity to provide special education services to students with disabilities.

Self-Review Tool for Serving Students with Disabilities
in Career Technical Pathways

PowerSchool

MTSS Triangle Model

Tier **3** Individual & Intensive

Tier **2** Targeted

Tier **1** School Wide, Universal

Identified by The Department for School Improvement.

Identified by CTPD consultant based on SWD data and report card data.

Support available to all schools who offer CT

Self-Review Tool for Serving Students with Disabilities in Career-Technical Pathways

As stated in the Ohio Perkins V Plan draft (March 2020), the Ohio Department of Education's offices for Exceptional Children and Career-Technical Education have collaborated on the development of this self-review tool[1] to assist school districts in the provision of special education and related services in the context of career-technical education.

A diverse and comprehensive school district team consisting of career-technical, special education and general education partners may complete this tool within a continuous improvement self-review process to help ensure the following:

- Consistent and timely collaboration and communication occurs between school personnel, families and students related to the recruitment, application, selection, placement and service delivery for students with disabilities in career-technical pathways.

- Procedures and practices for the recruitment, application, selection and service delivery for students with disabilities meet all state and federal requirements. School personnel, families, and students have been provided this information and received relevant training.

- Technical and academic course offerings meet all state and federal requirements with regard to access, nondiscrimination and meeting of performance expectations for special populations, including preparation for further learning and high-skill, high-wage or in-demand industry sectors or occupations.

- Students with disabilities have access to all career-technical pathways. Career-technical education providers make every effort to assure students with disabilities are provided support services (defined as curriculum modifications, equipment modification and supportive personnel (including paraprofessionals and specialized instructional support personnel)) and instructional aides and devices within these pathways.

- Special education services and supports are provided per the student's Individualized Education Program (IEP) in the least restrictive environment.

---

[1] Aligned to: 34 CFR Parts 300 & 403; Carl D. Perkins Career and Technical Education Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V); Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B; Section 504 of the Rehabilitation Act of 1973 (Section 504); Ohio Administrative Code, Chapters 3301-51 and 3301-61; Career-Technical Education Quality Program Standards; Ohio Operating Standards for the Education of Children with Disabilities; Ohio's Strategic Plan for Education, *Each Child, Our Future*

Ohio | Department of Education

There are 4 Areas in the CTE Special Ed Self-Review

Career-Technical Pathway Student Recruitment Process

Career-Technical Pathways Student Application, Selection, and Placement Process

Provisions of Special Education Services

Continuous Improvement in the Provision of Special Education Services in Career-Technical Pathways

Coaching Questions + Data Discussions = **Data Informed Decisions**

Recruitment Example

Question from the Self-Review Tool:
What is your process to familiarize potential students for the various career technical pathways and programs, as well as the individual program requirements?

District Example

Who is gaining Career Tech information from your recruitment activities?

The data showed that Staff and Parents Need More Info

Team generated ideas for Increasing Staff Knowledge:

- PD for Staff

- PD specific to K-12 Guidance

- Videos for the school's daily news

Team generated ideas for increasing parent knowledge:

- Elementary and Jr. High well attended events have CTC involvement

- Community CTC Festival.

- Customer Service Events for parents

Application, Selection, and Placement Example

Questions from the Self-Review Tool:
What are your student selection criteria?
How do you ensure transparency with member districts, parents, students and community members regarding application and selection process?

PRINCIPLE 2

Each Learner Feels Welcome in, Is Supported by and Has the Means to Succeed in the Career Preparation Ecosystem

https://careertech.org/wp-content/uploads/sites/default/files/CTEWithoutLimits_Roadmap_Principle2.pdf

District Example

Prior to the Self-Review

Students submitted an application

Lists were given to teachers

Teachers chose who was enrolled, using attendance and discipline records in their decision making

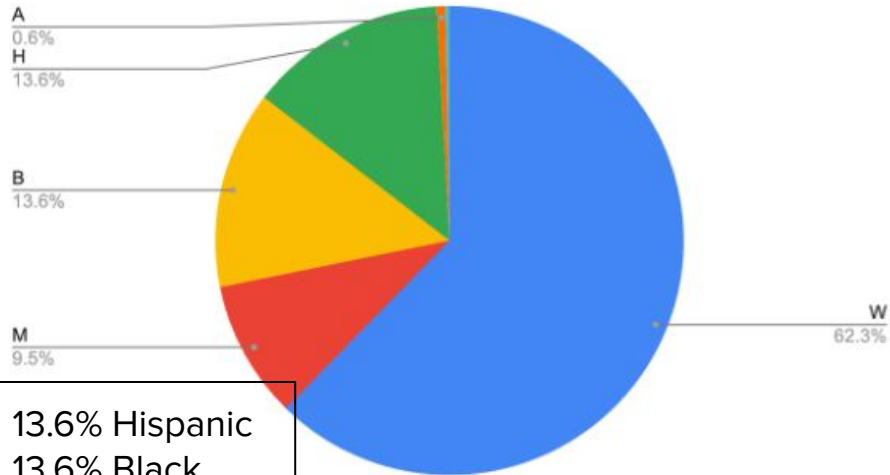Does your CT enrollment data reflect that of your district's enrollment?

The data showed:

- 3% gap for Hispanic students
- 3% gap for Black students
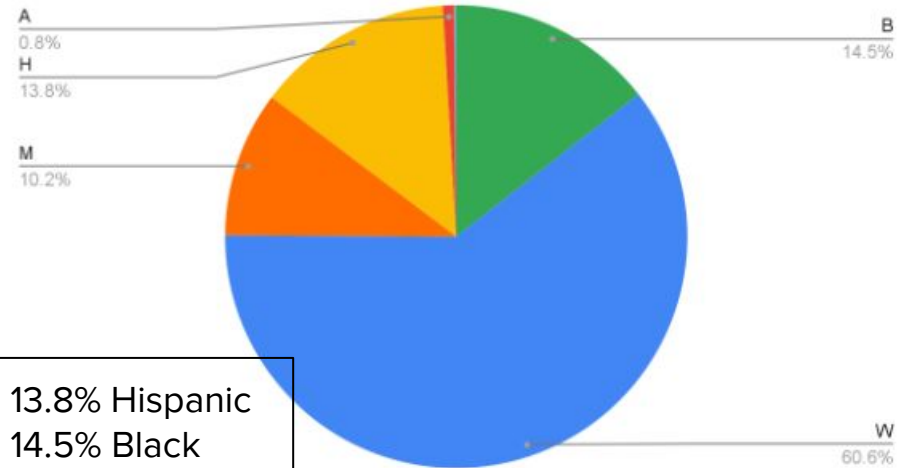- 3% gap for Students with Disabilities

District Example - After the Self-Review

An online application was created
All entry requirements were removed
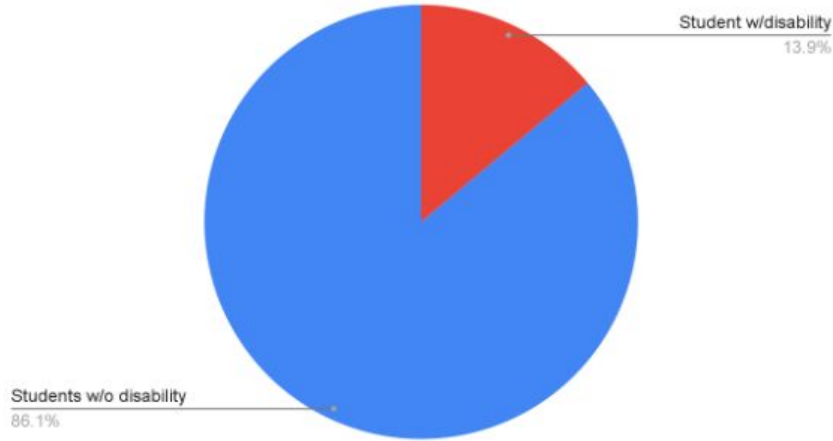Students were placed in the order the application arrived

CTC 2025 Ethnicity

A 0.6%
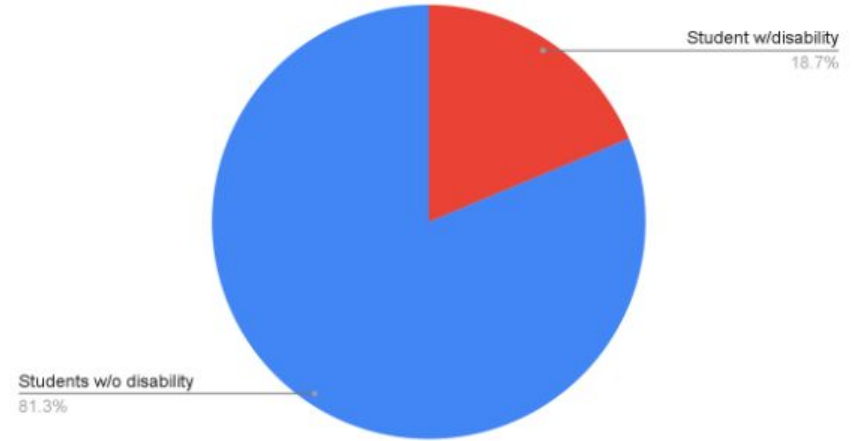H 13.6%
B 13.6%
M 9.5%
W 62.3%

13.6% Hispanic
13.6% Black

Ethnicity

A 0.8%
H 13.8%
M 10.2%
B 14.5%
W 60.6%

13.8% Hispanic
14.5% Black

CTC 2025 Students with Disabilities

Student w/disability
13.9%

Students w/o disability
86.1%

SWD = 13.9%

Students with Disabilities

Student w/disability
18.7%

Students w/o disability
81.3%

SWD = 18.7%

Because of this data, the district is changing their application system again this year to be closer to lottery system. Students will fill out the application prior to opening the enrollment window. This will allow everyone to hit submit at the same time.

Universal Support - UDL

CTPDs collect and review career technical center/program data to identify professional learning and technical assistance needs to increase the capacity of career technical center personnel to provide special education services and high quality instruction to students with disabilities

As of August 2023
- 0% of CTPDs in region 1 have SWD achieving at or above 80% proficient or higher on Technical Skill
- 67% of CTPD had a decrease in % of SWD obtaining proficient or higher from 2021 to 2022 for Technical Skill.
- 78% of the CTPDs in region 1 have SWD as their lowest achieving special population for Technical Skill.

Universal Support - Networks

Coordinate regional collaborative networks that address the needs of special education in career technical education. These networks will take place either within each or across assigned Consultant regions.

CTE Coffee Hours

CTE Special Ed Leaders' Network - statewide

Spreading the CTE Message

Book Studies of Redefining the Goal as a Universal Support.

Partnering with Transition Consultant who had a finding in Special Ed Profile Indicator 1 (Graduation Rate) and Indicator 2 (Drop-Out Rate) fora book study with an identified local district.

Partnering with School Improvement consultants to discussion Middle School CTE, IRCs, and WBL with identified districts.

Images from:
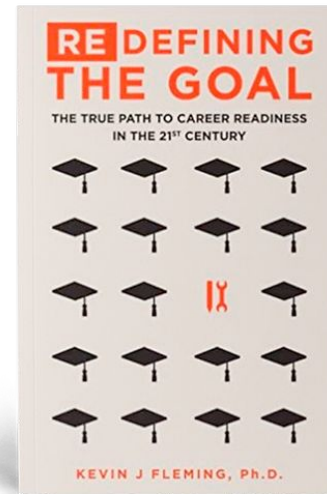
There are several ways to stay up to date and contact us

Follow us on Twitter

@SST_Region_1

State Support Team 1

Lynn McKahan, Director
2275 Collingwood Blvd., Suite C
Toledo, Ohio 43620

Go to our website

www.sstr1.org

By Phone

419-720-8999 or 800-346-8495
FAX 419-720-8998

Have a question? E-Mail us

info@sstr1.org