

CAREER/TECHNICAL IMPLEMENTATION PLAN

Career Technical Considerations

Prior to placement into a career technical education program a student must be evaluated to determine Interests, aptitudes, and abilities. When considering a student for a career/technical education program, the following should be considered.

- What are the student's educational and occupational goals?
- Which program is best for the student?
- What are the possibilities for employment upon completion of the program?
- Is there a reasonable expectation for success?

As a general rule, a student should be placed in the career technical education program most compatible with the students' interests, aptitudes, and abilities. It is the responsibility of the career technical administrator to ensure that teachers develop career technical implementation plans for each student with disabilities and to establish procedures for maintaining the confidentiality of these plans.

The Career/Technical Implementation Plan (CTIP)

A CTIP must be developed for a student with disabilities who is placed into a career technical education program where accommodations/modifications are needed. The plan must be developed as part of the placement process prior to the student entering the program. The plan must contain at least:

- A career goal - This goal should be that which, in view of all evaluation and assessment data, the student is capable of achieving. Goals should be realistic but challenging.
- The specific annual goal is to determine what the student can reasonably be expected to accomplish by the end of the year.
- Short-term measurable objectives should be based on tasks from the occupation which, when mastered, can lead to employment.
- Evaluation data methods explain how the short-term objectives will be evaluated and the expected dates of the evaluation.
- Accommodations - Procedures and/or activities that are incorporated by the teacher for students with disabilities to lessen the impact of their disability on the instructional process and on student achievement. When accommodations are made for students with disabilities, the content standards are the same. Accommodations in secondary coursework may lead to the Alabama High School Diploma or a certificate.
- Modifications - Changes made to the course content. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the regular Alabama High School Diploma. Modifications can only be made for students seeking certificates of attendance, not for students seeking diplomas.

It should be remembered that the CTIP is the master plan and should be supplemented with more specific lesson plans containing specific strategies and activities. CTIP development, implementation, and evaluation should be on-going.

(1) Career/Technical Education. Each child with disabilities must have equal opportunity to access the full range of the education agency's career/technical education programs, including occupationally specific courses of study, cooperative education, and apprenticeship programs. A representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred or are currently receiving career/technical education. Children with disabilities must receive a vocational assessment prior to or as a part of the career/technical placement process as prescribed by the Alabama Career/Technical Education Standards for Quality Programs in Secondary Schools. The IEP of each secondary child with a disability must show any career/technical education program involvement, as well as needed modifications/adaptations made in the program. A career/technical implementation plan must be developed as a part of the IEP process prior to the child entering the program if modifications are required

Steps in the Development of a Career Technical Implementation Plan

1. A CTE designee having content knowledge shall serve on the IEP team for perspective CTE students (i.e. CTE teacher, CTE administrator, CTE counselor, or CTE special populations coordinator) will serve on the IEP team of any student whose IEP will likely include a CTE program. The CTE representative will serve as a member of the IEP team and provide information regarding CTE course requirements. The special education representative will provide information for the student's area of disability as it relates to the need for accommodations/modifications for the student to access the CTE program.
2. The IEP team will consider experiences, assessments, interests, and preferences of the student as it relates to the selection of an appropriate CTE program.
3. The IEP team would provide tentative placement for the student into a CTE program and list the major topics for the student. Once the student is assigned to a specific program, the person representing CTE on the IEP team, or other appropriate person, will work with the CTE teacher to identify the competencies that the student will be expected to perform.
4. The CTIP should be developed before the student enrolls in the course program. A copy of the CTIP will be shared with the special education teacher of record.
5. The CTE teacher will implement the CTIP_
6. The CTE teacher will periodically evaluate the CTIP throughout the year. Modification of the CTIP does not require additional IEP committee meetings but should be forwarded to the special education teacher for information and support purposes.
7. The CTE teacher will do an annual evaluation of the CTIP for each student at the end of the year.

8. The CTE administrator will review each CTIP during the annual program evaluation.

9. The CTE teacher will evaluate the CTIP progress for the year and report the results at the annual IEP meeting and make any recommendations for the following year.

It is the responsibility of the CTE administrator to ensure that teachers develop the CTIP for each student with disabilities requiring accommodations and/or modifications and to establish procedures for maintaining the confidentiality of these plans. A completed CTIP might look something like the following: