

Connecting CTE and Special Populations



Laurie Allyn - Cherry Creek Schools, CTE Specialist
Connie Cook - Cherry Creek Schools SPED, Transitions



Who are we?

Laurie Allyn- CTE Specialist,
SPED CCIC

Connie Cook- (Transitions
Moderate Needs) Work- Based
Learning Program

Important relationships:

- Three Year Process
- SPED and CTE
 - Case Managers
 - Department Meetings
 - Tools
 - Transitions Services for moderate needs
 - Collaborative Meetings
 - Resource Sharing
 - Transitions Services for Severe Needs
 - Tools
 - Workshops in Pathways (emerging)



Collaboration:

- District SPED Transitions &
- Career and Technical Education Department

Purpose:

Create tools to better prepare students for:

- Careers
- Post-secondary education
- Placement at the Cherry Creek Innovation Campus (CCIC); CCSD's newest Career and Technical Education Building/Program

INDICATORS OF CAREER AND COLLEGE SUCCESS FOR STUDENTS WITH IEPs AND 504s





Why

- Students, parents, and teachers do not understand the differences in K-12 and post-secondary accommodations
- Students may need to know assistive technology tools to access grade level curriculum
- Students need to understand what employers value in employees.
- Students need to develop postsecondary workforce readiness skills for the 2021 Graduation Requirements
- Teachers and case managers can initiate more meaningful career conversations.
- Students need to know the difference between accommodation vs. modification as it is related to industries and postsecondary education



Tool:

Indicators of Career and College Success

Target audience:

- SPED case managers, students and their families.

Goal of the tool:

- Prepare students for accommodations they may receive in postsecondary education and their career.
- Create a visual to help guide conversations about these realities at IEP meetings
- Develop appropriate IEP Transition Goals

Resources:

LMI Gateway, College Resource Fairs, College Websites, 2021 Graduation Requirements, CTE PWR Standards, Cherry Creek School District Assistive Technology Team.

INDICATORS OF CAREER AND COLLEGE SUCCESS FOR STUDENTS WITH IEPs AND 504s

ACCOMMODATIONS

(for industry and post-secondary)

COPY OF NOTES

Professor, classmate, website

ALTERNATIVE TESTING

Extended time
Alternate setting
Reader
Alternate format, i.e. computer

ASSISTIVE TECHNOLOGY

Computer, tablets, live scribe pens, recording devices,

ALTERNATE FORMAT TEXTBOOK

scanned/electronic
enlarged print

Accommodations may vary slightly at different post-secondary settings

ASSISTIVE TECHNOLOGY

LISTENING

AudioNote 2, Notability

MATH

Equatio

ORGANIZATION/MEMORY

Evernote, iStudiez, OneNote

READING AND WRITING

Read & Write (TextHelp),
Bookshare, Capti,
Dragon NaturallySpeaking,
Jaws Screen Reader,
Grammarly

Start In the Middle and Move Out!

Career & College Success

STRATEGY DEVELOPMENT FOR LIFE LONG LEARNING

ABILITY RIGOR

SELF DETERMINATION CAREER SUCCESS

GAINFUL EMPLOYMENT

POST-SECONDARY WORKFORCE READINESS

EXECUTIVE FUNCTIONING

PAYING ATTENTION – being able to ignore distractions and resist temptation (staying focused)

ORGANIZE – the steps needed to carry out the task

PLAN – how to address a task

INITIATING – beginning a task independently, problem solving strategies

REGULATE EMOTIONS – controlling emotional responses, balancing rational thought with feelings

SELF-MONITOR – ability to monitor individual performance and measure it against a standard of what is needed or expected

MEMORY – keeping and using information

FLEXIBILITY – being able to think about something in more than one way

PUNCTUALITY – being on time

CRITICAL THINKING – making reasoned judgements that are reasoned and well thought out

PROBLEM SOLVING – identifying and analyzing a problem, assessing the impact of solutions

INTERPERSONAL COMMUNICATION – exchanging information feelings and meaning through verbal and non-verbal messages

FLEXIBLE – ability to move freely from one situation to another, adjusting to new situations, and responding appropriately in the situation

TEAMWORK – the combined action of a group of people that is efficient and effective

CUSTOMER SERVICE - the provision of service to customers before, during and after a purchase



Cherry Creek Schools



POST SECONDARY ACCOMMODATIONS RESOURCES

Community College of Denver Accessibility Center

<https://www.ccd.edu/org/accessibility-center>

Community College of Aurora Disability and Equity Services

<https://www.ccaurora.edu/disability>

Metropolitan State University of Denver Access Center

<https://msudenver.edu/access/>

College in Colorado Services for Students with Disabilities

https://secure.collegeincolorado.org/College_Planning/Explore_Schools/Direct_to_College_Connections/Services_for_Students_with_Disabilities.aspx

ASSISTIVE TECHNOLOGY

Cherry Creek School District Assistive Technology

<http://www.cherrycreekschools.org/StudentAchievement/Pages/AssistiveTechnology.aspx>

Read & Write

<https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfajbbkmdafoankkfajkcphgd?hl=en-US>

Capti

<https://www.captivoice.com/capti-site/>

Notability

<http://gingerlabs.com/>

Equatio

<https://www.texthelp.com/en-us/products/equatio/>

OneNote

<https://www.onenote.com/>

iStudiez

<http://istudentpro.com/>

Bookshare

<https://www.bookshare.org/cms/>

Dragon NaturallySpeaking

<https://www.nuance.com/dragon.html>

JAWS Screen Reader

<http://www.freedomscientific.com/Products/Blindness/JAWS>

AudioNote 2

<http://luminantsoftware.com/iphone/audionote.html>

Evernote

<https://evernote.com/>

Grammarly

<https://www.grammarly.com/>

EXECUTIVE FUNCTION/POST- SECONDARY WORKFORCE READINESS

Arapahoe Douglas Workforce Center

<http://www.adworks.org/>

SWAP (School to Work Alliance Program)

<http://www.cherrycreekschools.org/StudentAchievement/AdaptivePrograms/Pages/SWAP.aspx>

Colorado Department of Labor and Employment

<http://www.cherrycreekschools.org/StudentAchievement/AdaptivePrograms/Pages/SWAP.aspx>

Colorado Department of Labor and Employment

<https://www.colorado.gov/cdle>

Career in Colorado

<https://www.careersincolorado.org/#/home>



CHERRY CREEK
INNOVATION CAMPUS

Characteristics of students prepared
for success at the CCIC

Self-knowledge strengths, needs, aptitudes

- Student completed a career and or aptitude experience indicating ability in chosen pathway (completion of pre rec course, competitive employment, career assessment etc.).

Strategies for lifelong learning

- Student completed prerequisite classes.
- Student attends classes every day.

Self determination

- Student meets deadlines.
- Student initiates tasks.
- Student completes his or her classroom work and homework independently.

Ability to access rigorous academics

- Student can access grade level curriculum (through assistive tech, accommodations, or other means).
- Student knows their accommodations/strategies and can advocate for himself or herself.



CHERRY CREEK
INNOVATION CAMPUS

CCIC
PATHWAYS

ADVANCED MANUFACTURING

Suggested prerequisite: CAD, Computer Aided Drafting

BUSINESS SERVICES

Suggested prerequisite: any Business elective

HOSPITALITY AND TOURISM

Texts are college level and course is college rigor

HEALTH AND WELLNESS

Suggested prerequisite: proficient understanding of grade level Biology

CONSTRUCTION TRADES

No prerequisite required

IT

Prerequisite: Intro to Computer Programming

STEAM

Prerequisite: CAD

TRANSPORTATION

Auto

Students need to be able to access technical reading and use manuals to solve problems.

Aviation Mechanics

intensive hours requirements mandated by FAA, High-school level reading and comprehension. Suggested prerequisite: Algebra 1, Auto 1



Why

- Easily accessible tool.
- Students will know skills, prerequisites, and prior knowledge for better placement at the CCIC building.
- Case managers and teachers will know skills to help develop their students for success at the CCIC building.



Tool:

Characteristics of
students prepared
for success at the
CCIC

Target audience:

- SPED case managers, students and their families.

Goal of the tool:

- Evaluate appropriateness of student placement at the CCIC building through course prerequisites, executive functioning skills, and utilization of assistive technology.
- Help prepare younger students for the rigor of the Career and Technical Education at the new CCIC building.
- Develop transition goals for the IEP

Resources:

Teachers, Curriculum, SPED case managers,
Indicators of Career and College Success Tool,
Pickens Technical College



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Infrastructure Engineering

Program	Prerequisite/ Suggested Prerequisite	Description	Other considerations
Construction 1	Algebra 1	Students are going to learn safety (OSHA-10 construction). Students will work with industry tools, materials and processes for a residential build. Students will learn applicable construction math required to build a home (Algebra 1 and Geometry).	<ul style="list-style-type: none">• Ability to work in harsh cold and hot conditions.• Algebra 1 skills• Enjoys working with tools, large machines.• Due to hazards in the shop (sharp objects, cutting tools, heavy equipment) students must demonstrate strong self and situational awareness• Ability to follow safety rules and regulate self behavior around these expectations.
Construction 2	Construction 1	Building tiny homes, modular home	<ul style="list-style-type: none">• See above
Construction 3	Construction 2	Apprenticeship, internship, supervisory positions in Construction 1 and 2	<ul style="list-style-type: none">• See above
Pathway certificate	<ul style="list-style-type: none">• OSHA-10 Construction (Occupational Safety and Health Administration)• HBI PACT Home Builders Institute Pre Apprenticeship Training• NCCER National Center for Construction and Education Research		
Sample academic level	Reading: Textbook or reading selections from assignments Electrical vocabulary		Math: Sample problem sets, math concepts Mitre saw cut practice Advance mitre saw speed square Mitre saw cut practice fractions Wall layout material take off 345 Squaring by battleboard

Essential Functions: [Infrastructure Engineering](#)



Why:

- Case managers and families would have as much information about the courses as possible
- See examples of the technical reading and technical math requirements for each course
- Simplified overview for ease of understanding
- Other considerations are those things that you don't read in a course description but are important to that field. ie. odor, dirtiness, noise level
- Essential function for physical, mental effort, performance requirements, and environmental factors



Tool:

CTE/CCIC Course overview/other considerations

[Link](#)

Target audience:

- SPED case managers, students and their families.

Goal of the tool:

- One stop shop for all courses at CCIC including requirements and other considerations for courses
- Way for case managers to talk about the realistic requirements in a particular CTE course
- Give case managers a resource to understand more in-depth the pathways and curriculum to help better support their students.
- Evaluate and investigate on more than student interest alone.

Resources:

- Pathway lead teachers
- Essential functions

If you want to
create the CTE
course overview
tool in your district
Be sure to include:

- Pathway
- Course name
- Prerequisite/ suggested prerequisite
- Simplified description
- Other considerations
- Samples of technical reading and math
- Essential functions
- Pathway certificates available

Questions?

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