

SECTION 6 SPECIAL POPULATIONS STUDENTS

The Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V) refers to an identifiable segment of the Career and Technical Education (CTE) population as individuals who are members of special populations.

Perkins defines “special populations” as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including 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 a member of the armed forces and is on active duty
- Students who are Migrants

Once a CTE student has been identified as a member of special populations, they will continue to be identified as “special populations” regardless of changes in their personal situation. Many special populations students can succeed in CTE programs without supportive help. However, others may require supplementary services, other assistance, or accommodations in order to succeed in these programs and meet all program standards specific to their CTE program which will be reported through Core Performance Indicators (CPIs) for Perkins.

The legislation requires that recipients of the Perkins grant must provide funding for services, support, assistance, or accommodations to members of special populations. Special populations coordinators must develop and maintain a system of recordkeeping and documentation of student support services, including monitoring the progress of special populations students in CTE programs.

DEFINITION OF CTE SPECIAL POPULATIONS TERMS

The following are definitions of terms used to identify CTE special populations and the primary characteristics of individuals within the groups.

Individuals with Disabilities

An individual with a disability means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (i.e., an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, an individual with a record of such an impairment; or an individual regarded as having such an impairment).

Economically Disadvantaged Individuals, Including low-income youth and adults

One or more of the following indicates a secondary student who would be an economically disadvantaged individual:

- An individual whose family income is at or below the national poverty level
- The individual or the individual's family receives public assistance
- The individual qualifies for the free or reduced school lunch program, including through direct certification
- The individual participates in a federally or state funded program for economically disadvantaged youth

Individuals Preparing for Nontraditional Fields

Nontraditional fields are identified as occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The state has identified the CTE program areas related to such occupations or fields of work.

Single Parents, Including Single Pregnant Women

At the secondary level, a single parent, including a single pregnant woman, means an individual who meets all the following criteria:

- Age 19 or below;
- Without a high school diploma;
- Unmarried or legally separated from their spouse; and
- Pregnant or has a minor child or children for which the parent has custody or joint custody.

Out-of-Workforce Individuals

An individual who is an Out-of-Workforce Individual, is an individual who:

- Is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
- Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Out-of-Workforce individuals are usually served through adult or postsecondary education programs.

English Learners

- A secondary school student who is an English Learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or
- An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language; and
- Whose native language is a language other than English; or
- Who lives in a family environment or community in which a language other than English is the dominant language.

Homeless Individuals

- Individuals who lack a fixed, regular, and adequate nighttime residence and children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; and
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Are abandoned in hospitals or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Youth In or Aged Out of the Foster Care System

The term 'foster care' means 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility.

This includes, but is not limited to:

- Placements in foster family homes
- Foster homes of relatives
- Group homes
- Emergency shelters
- Residential facilities
- Childcare institutions
- Preadoptive homes

'Aged out' refers to the time frame after which a foster care child is eligible for state services. Michigan allows children to stay in foster care until age 18. If a student is between the ages of 18 and 21, the student may be eligible for continued support until age 21. The Department of Health and Human Services would be able to assist a student to determine continued support.

Youth with a Parent who is a Member of the Armed Forces and is on active duty

The armed forces includes:

- Army
- Navy
- Air Force
- Marine Corps
- Coastal Guard

'Active Duty' means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance while in active military service at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty. The term "active duty for a period of more than 30 days" means active duty under a call or order that does not specify a period of 30 days or less.

Migrant Individuals

'Migrant Worker' means:

- An individual going to or from employment in agriculture; or
- A person who is required to be absent from a permanent place or residence for the purpose of seeking remunerated employment in agricultural work.

SUPPLEMENTARY SERVICES FOR SPECIAL POPULATIONS

Supplementary services for special populations students are an umbrella term used to refer to a broad range of additional services provided to assist special populations students to successfully enter and complete CTE programs. These services include direct services to students, such as those provided by paraprofessionals assigned to their CTE class/lab. A partial listing of supplementary services that could be provided to special populations groups follows. The listing provides examples only and is not exhaustive of the services that might be provided.

- Outreach and recruitment materials offered in accessible formats such as braille, large print, etc.
- Assessment accommodations such as extra time, test questions read to the student
- Paraprofessional support staff in CTE classrooms/laboratories who complement, supplement, or reinforce program requirements
- Additional guidance and counseling
- Monitoring of student progress on a defined schedule with interventions as needed
- Attendance monitoring
- Mentoring/coaching on CTE competencies
- Test preparation assistance
- Use of applied math, science, and communications teaching materials
- Staff training in strategies for working with special populations students
- Childcare for students who are single parents
- Collaboration/cooperation/coordination with other school personnel to provide services for accommodations
- Collaboration/cooperation/coordination with community agencies to provide services
- Social/personal intervention through coordinated counseling support
- Individualized and small group activities and instruction
- Workplace readiness skills support
- Documentation and review of support services provided and results
- Academic support services for special populations students
- Transportation assistance
- Credit generation from integrated academics
- Work-based education support
- Job placement matching and follow-through

While services may not be necessary for all students, additional assistance is required for some members of special populations to ensure success in their CTE programs, to increase retention, and to assist in successful transition upon program completion. Dually enrolled students should be encouraged to contact the special populations coordinator/Student Support Services Office at the postsecondary institution to request assistance and/or services.

Students with Disabilities

Several federal laws govern the inclusion of students with disabilities. Recipients of Perkins funding must ensure that individuals with disabilities have equal access to CTE programs and activities, that they will not be discriminated against based on their disability, and that they will be provided with programs designed to enable them to meet the required performance levels. Civil Rights Laws (Section 504 and Title II of the Americans with Disabilities Act) require local education agencies that receive federal funds to ensure that each person with a disability receives a free and appropriate public education (FAPE) designed to meet their individual education needs and that requirements for admissions may not discriminate against or deny services based on a disability. Districts must also follow the Individuals with Disabilities Education Act (IDEA) which makes available a FAPE to eligible children with disabilities and ensures special education and related services to those children.

Students have the right to enroll in CTE programs based on federal laws. CTE is not a placement, but students are enrolled in CTE courses. Students with individual education programs (IEPs) are given the same opportunities as students in the general education curriculum to enroll in a CTE course. If the student is unable to perform tasks in the course and progress is not being made toward the student's annual goals in the IEP, then the IEP team must reconvene to revise the IEP, as appropriate, to address the lack of progress toward the annual goals and in the general education curriculum.

Agencies may not deny a student with a disability access to a CTE program or course because of the need for special education supports and services. If necessary, an agency must make equipment accommodations, adapt the manner in which the courses are offered, house the courses in facilities that are readily accessible to students, and provide supplementary aids and services to ensure an appropriate education as outlined in the student's IEP or 504 Plan.

Discrimination in Admissions Criteria

Section 504 of the Rehabilitation Act of 1973 prohibits discriminatory practices regarding admission criteria that disproportionately exclude persons with disabilities. The following admission practices are considered discriminatory:

- Requiring that students submit the IEP or 504 Plans prior to admission
- Requesting or requiring information as to a student's accommodations, auxiliary aids, or services
- Making admission or enrollment decisions based on whether or not accommodations can be provided
- Denying enrollment or admission because a student's transition plan and/or IEP mentions a different career path than the one to be studied

Any academic requirements must be proven to be essential to a program of instruction or directly related to licensing requirements. Wherever possible, those requirements must be adjusted to the needs of the individual student as outlined in the student's IEP.

Accommodations

Accommodations allow a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response, and/or presentation. An accommodation does not alter what the test or assignment measures. It is a means for tailoring experiences and activities for career and technical preparation to meet the unique needs of the individual learner. This implies that the method of delivering the curriculum may need to be accommodated for a specific learner. Accommodations are provided to students based on the documented disability and identified individual needs and are written into the student's IEP or 504 Plan. The accommodation(s) specified in their IEP or 504 Plan are available to the student throughout their school day. The accommodations assist and support their successful achievement. All students are expected to master the instructional standards specific to their CTE program. Examples of accommodations:

- Assistive Technology
- Digital Materials
- Enlarged Print
- Extended Testing Time
- Language Support
- Note Takers
- Oral Testing
- Quiet Testing Time
- Reader
- Sign Language Interpreters

Accommodations are basically physical or environmental changes that provide students with disabilities access to instruction and assessments. They are designed to enable students with disabilities to learn the same content as their peers.

Materials/Curriculum Accommodations

- Alternative assignments demonstrating the same competency
- Substitute materials with lower reading levels
- Decrease the length of assignments (break up into smaller chunks)
- Vary the pace of instruction
- Copy pages so students can mark on them
- Provide examples of correctly completed work
- Access to curriculum prior to direct instruction
- Advance notice of assignments
- Digital recording of printed materials

Methods/Strategies Accommodations

- Highlight key points to remember
- Eliminate distractions by using a template to block out other items
- Have student use a self-monitoring sheet
- Break tasks into smaller parts to do at different times
- Extend the time in the program
- Provide more time to practice
- Use study partners when reading or writing is required
- Secure papers to work areas with tape or magnets
- Present information in multiple formats
- Use listening devices
- Use assistive technology (e.g., screen readers)

Assessment Accommodations

Setting: Study carrel, special light, separate room

Timing: Extended time, frequent breaks

Scheduling: Specific time of day

Presentation: Repeat directions, larger bubbles on multi-choice questions, Sign Language, individualized or small group, magnification device

Response: Mark answers in the test booklet, use reference materials (e.g., dictionary), as allowed work process writing sample, subtests in different order

Other: Special test preparation techniques simple instructions

Accessibility Standards for CTE Classrooms and Labs

As recipients of state and federal funds, state-approved CTE programs are required to make their facilities accessible for use by students with disabilities. Although the specific standard that applies is tied to the date that construction began, and the dates of any subsequent modifications, the goal should be to make your facility as accessible as possible. As classrooms and/or labs are updated or modified, it is essential to ensure that CTE environments are accessible. The following items will assist you in arranging and/or planning classrooms and labs that are barrier-free.

Doorways: The entrance must provide a minimum of 32 inches of clear egress. The door should be equipped with a lever-style or U-shape door handle (one that can be operated with a closed fist). There should be an unobstructed route into the room that is maintained at a minimum of 36 inches. The force required to open the door should not exceed 5 pounds.

Aisle(s): A minimum of one 36-inch aisle throughout the classroom is required. Students with disabilities should be able to move freely about the room to any area that any other student can access. Students with disabilities should be able to be seated in any area of the room that is mutually agreeable to the student and teacher.

Desk/Workstation: A minimum of one adjustable desk or workstation should be available to meet the needs of a student with a disability. The approach and area around this desk or workstation should allow ample room for access by a student with a disability. The location of this desk or workstation should not disadvantage or discriminate against the student in any way.

Height of Items Within the Room: All items for student use (pencil sharpeners, paper towel dispensers, soap dispensers, eyewash, safety equipment, tools, equipment, etc.) should be mounted or placed so that the highest operating part of the item does not exceed 48 inches from the floor.

Classroom Identification: The name/number identifying the classroom shall be marked in Braille as well as appropriate characters (not smaller than 5/8 inch) and shall be mounted at eye level (centerline 60 inches off the floor) adjacent to the door.

Restricted Areas: Areas of storage for hazardous materials, custodial areas, engine or boiler rooms, doorways opening directly onto stairs, electrical service areas, or any

area in which students could potentially be injured are required to have an identifying doorknob (a knurled surface on the back of the knob) to warn students with vision impairments that this is a dangerous area. Although these areas are rarely found in classrooms, if they are present, they need to be identified.

Sinks: If available, the height of the sink should not exceed 34 inches. The knee space beneath the sink should be at least 27 inches clear from the floor level. The pipes under the sink must be insulated to prevent injury. Handles must be operable with a closed fist. A 36-inch path to the sink must be maintained. If the sink is enclosed in a base cabinet, the floor should be level with the room, and the doors must open more than 90 degrees, or slide into the cabinet to allow access.

Evacuation Plans: A specific and effective building evacuation plan must be developed for each student with a mobility impairment. Please collaborate with the appropriate special education staff and building administration in charge of evacuations/emergency plans in the development of such a plan. Also make sure that the student, paraprofessionals, neighboring teachers, and substitutes are aware of the actions to be taken in the plan.

Fire Alarm: Visual and audible warnings should be included. If you do not have visual warning strobes, please develop a specific plan with your special education department for students with hearing impairments (see evacuation plan above).

Water Fountains: If provided, spout height must not exceed 36 inches. The fountain should be operated by push controls located on the front of the fountain. There should be 30 to 40 inches of clear access to the fixture.

Lockers: If provided as a part of the classroom/laboratory setting, they must meet accessibility standards. There should be clear access to the designated locker. The locker has a shelf located at the bottom (rather than the top) of the locker. Hooks do not exceed 48 inches from the floor. The mechanism can be operated and opened with a closed fist. (If you do not have an American Disabilities Act (ADA) compliant locker, modifications to an existing locker can be made to accommodate the student. Consult with the student's occupational therapist for assistance with opening mechanism modifications). Comparable facilities must be available to male and female students.

Ramps: If a ramp is necessary to move from one level to another, the slope cannot exceed 1 in 12. It should have a non-skid surface, and if more than six feet in length, should provide a handrail along one side, 32 inches high.

Stairs: If stairs are present, an alternative, such as a lift, must be provided. If the stairs lead to an area that is used exclusively for storage, the area should be closed off to deny access to all students (so as not to discriminate against students with disabilities).

Restrooms: If they are included in the classroom or locker room, they should be accessible. A unisex facility or equal male and female facilities must be available. All the above standards concerning doors, sinks, and accessible aisles apply. Mirror heights should not exceed 40 inches from the floor. Grab bars must be installed on the side and back of the stall. Stall dimensions should allow for egress and transfer and fixtures should conform to height and placement requirements. See [ADA guidelines](#).

Supporting Students with Disabilities for Success in CTE Classrooms

Enrollment in a CTE program can have a positive impact on students with disabilities. Student success requires the collaboration of CTE and special populations personnel, the understanding of the student's disability and abilities, consideration of the requirements of the CTE program and thoughtfully designing the supports and services needed by the individual student to facilitate success.

To increase the success of students with disabilities within CTE programs, it is essential for CTE instructors and special education personnel to develop a working relationship.

Collaborating with Special Education Personal:

- Consulting with the teacher consultant or resource room teacher to design effective instructional strategies that meet the needs of the student.
- Relying on each other for help. Special education personnel are the experts in instructional strategies and CTE teachers are experts in the technical skills taught in the program.
- CTE teachers should explain the necessary basic skills needed (i.e.: safety considerations), the tools, instructional methods, and physical environment of the program.
- CTE staff should work with special education staff to understand the student's IEP accommodations and modifications to make effective adjustments in the student's instruction.
- CTE teachers must communicate frequently with special education staff on student progress and any challenges with the CTE curriculum.
- Sharing changes to the student's IEP or needs for additional accommodations

Teaching Strategies:

- Use multi-sensory teaching techniques
- Visual (show them)
- Auditory (tell them and ask them to repeat)
- Tactile (let them touch or manipulate objects)
- Kinesthetic (let them use objects or move as they are learning)
- Break tasks into smaller steps
- Pair student with a study buddy or learning partner who is an exemplary student
- Provide frequent feedback
- Structure tasks
- Use mentoring and peer tutoring
- Set timers for specific tasks
- Provide supports to promote on-task behavior
- Give directions verbally and in writing

Preparation of Learning Materials:

- Give assignments and test information to the student's teacher consultant or special education teacher in advance to allow them time to prepare materials and support for the student.
- Inform the student's teacher consultant in advance when you are going to start a new unit so outlines and audio files of the written material can be prepared for the student.
- Develop learning materials that are helpful for all students, including study guides, recorded/YouTube lessons and demonstrations, alternative/authentic assessments, providing highlighted materials, and breaking down tasks and large projects into smaller intermediate steps.
- Provide graphic organizers to help students to understand the relationship between ideas.
- Provide copies of material so that students can highlight or mark on them.
- Provide examples of correctly completed work.
- Provide electronic formats of printed materials to students to allow them to access the materials using adaptive software.
- Allow students to use digital recording devices to take notes.

Delivery of Instruction to Students:

- Collaborate with the special education staff working with the student in advance when starting a new unit so that appropriate support materials can be prepared for the student.
- Allow adequate processing time for all students and check for understanding before moving to a new idea or topic.
- When asking students questions about their understanding of the material presented to them, give them at least 3-5 seconds of wait time to allow them to process the question and formulate a response.
- Allow student to complete work in a quiet area where there are fewer stimuli or send their work to their resource room.
- Understand that the teacher consultant needs advance notice in order to plan for the student's accommodations and/or modifications and still complete the rest of his/her responsibilities.
- Be available so students can ask questions without the pressure of peers (whether it is real or imagined).
- Do not require that students read aloud in class.
- Offer alternatives or choices in assignments and projects to individualize learning.
- Highlight key points to remember.
- Review, summarize, and reinforce concepts.

Assistive Technology:

If assistive technology is available and within the student's IEP, allow and encourage the student to use the technology. The benefits include:

- Minimizing the extent to which individuals with disabilities need to ask for help (enabling them to be more independent students).
- Improving the speed and accuracy of work.
- Reinforces effective classroom instruction and strengthens skill development.
- Helps students to 'fit in' with classroom learning and routines.
- Motivates students to set high goals for themselves and to persevere.

Consult with the student's teacher consultant on the appropriate use of assistive technology. Examples of assistive technology are:

- Pencil grip.
- Adaptive tools.
- Computers with print-recognition software that "read" text aloud (with headphones for the student).
- Speech recognition systems that turn oral language into written text.
- Talking calculators.
- Simulations related to program content.

Testing Strategies and Accommodations:

- Allow the teacher consultant to make adaptations if specified in the IEP in testing format – for example, change short answer questions to multiple choice, provide a word bank, administer the test orally, etc.
- Use a larger font size on a test since some students with disabilities find that large print helps their processing ability.
- Grant time extensions.
- Allow students to take a test in a quiet area or arrange for testing to occur in their resource room.
- If possible, offer alternative assessments.

Modifications to Program Requirements and Student Ability to Benefit

Modifications to program requirements for students with an IEP may be needed for a student to participate in the curriculum and to be successful in school. A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. An example would be requiring a student to complete work on "part" of a standard versus the full standard as required by other students in the course. Students can gain many workplace and employment skills from participation in a CTE program with such modifications. However, if the student remains in the program with significant modifications and they are unable to complete all program standards, they will not achieve completer status.

Transition Services

The Individuals with Disabilities Education Act (IDEA) mandates transition services beginning no later than the first IEP to be in effect when the child turns 16 years of age for students with disabilities. IDEA requires that plans for transition be included in each student's IEP. When students with disabilities are enrolled in CTE programs, the CTE staff must assist in the planning and implementation of the IEP and transition services. The CTE course of study can be included in the student's educational development plan (EDP) but should not be included in the student's transition plan.

Transition services are a coordinated set of activities for students with disabilities designed within an outcome-oriented process that promotes movement from school to post-school activities. Measurable postsecondary goals must be developed as part of the transition plan to address education, training, employment, and when appropriate, independent living needs. Transition services may include, but are not limited to, services supporting any of the following:

- Movement from secondary to postsecondary education
- Movement into additional CTE training
- Movement into employment (subsidized or unsubsidized)
- Independent living
- Positive community participation
- Collaboration between and among special education staff, CTE staff, academic educators, local agencies, parents, students, placement staff, and employers is key to the success of transition planning and implementation.

The following chart titled "Michigan Interagency Delivery System for Career and Technical Education and Related Services for Students with Disabilities" compares and contrasts the eligibility and instructional requirements for students with disabilities.

The first portion of the chart compares/contrasts the three delivery systems: Regular CTE Education, CTE Education with IEP/504 Accommodations, and Specialized Education Individualized Vocation Training (IVT). The bottom portion of the chart compares/contrasts CTE Work Experience and Special Education with Work-Based Learning.

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION AND

RELATED SERVICES FOR STUDENTS WITH DISABILITIES

Secondary Delivery Systems

Career and Technical Education Individualized Training

GOAL: To provide a CTE program necessary to prepare the individual for paid or unpaid employment.

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
ELIGIBILITY	Any student who is expected to meet the minimum core performance indicators (CPIs).	Students with disabilities are expected to meet the minimum CPIs with support services and instructional assistance.
INSTRUCTIONAL	<p>A. Minimum CTE CPIs (state-prescribed).</p> <p>B. Evaluation systems based on state performance objectives, to determine when goals and objectives are met.</p>	<p>Minimum CTE CPIs (state-prescribed).</p> <p>A. Evaluation systems based on state performance objectives, to determine when goals and objectives are met with supportive accommodations.</p> <p>B. Based upon IEP, "reasonable accommodations" may be used to support student success (e.g., extended time, oral tests, text on tapes, tutoring, reinforcement, etc.).</p>
INSTRUCTIONAL STAFF - TEACHING PERSONNEL AND ANCILLARY STAFF	Regular CTE education approved teacher funded by CTE education.	<p>A. Regular CTE education approved teacher funded by CTE education.</p> <p>B. Special education-approved personnel may be assigned based on the student's IEP.</p>

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
INSTRUCTIONAL STAFF - TEACHER CONSULTANT		Special education-approved personnel with individuals assigned to their caseloads may collaborate with CTE staff.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES		Special education may provide health care aides or support personnel as required by the IEP.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	CTE education may fund a technical paraprofessional to assist a CTE-approved teacher with all students enrolled.	CTE education may fund a technical paraprofessional to assist a CTE-approved teacher with all students enrolled.
MICHIGAN REHABILITATION SERVICES (MRS) COUNSELOR	When the student is referred and determined eligible for services from MRS, the Individualized Plan for Employment (IPE) must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.	When the student is referred and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

Secondary Delivery Systems

Alternative Special Education Individualized Training

GOAL: To provide Vocational Training to Special Education Students

Alternative Special Education Individualized Training	SPECIAL EDUCATION INDIVIDUALIZED VOCATIONAL TRAINING (IVT) Developed and managed by Special Education Personnel
ELIGIBILITY	Students with disabilities who can best be served in a community placement for individualized vocational training.
INSTRUCTIONAL	<p>A. Individual performance objectives (IPOs) based on vocational education. Minimum IPOs are written for each student by the special education-approved teacher.</p> <p>B. Evaluation system by special education personnel to determine when goals and objectives are met.</p>
INSTRUCTIONAL STAFF-TEACHING PERSONNEL AND ANCILLARY STAFF	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL STAFF-TEACHER CONSULTANT	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES	Special education approved instructional personnel with individuals assigned to their caseloads.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	Career and technical education paraprofessionals provide support to students. These paraprofessionals work directly with CTE teachers and special education staff to ensure that appropriate accommodations/modifications are given to the student based on the student's IPE.
MICHIGAN REHABILITATION SERVICES (MRS) COUNSELOR	When the student is referred and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION

CTE Work Experience

GOAL: To provide CTE work-based learning for students.

	Career and Technical Education Work-Based Learning
ELIGIBILITY	<p>Any student who has successfully attained concentrator status in the related state-approved CTE program.</p> <p>Students must attend a course in a related state-approved CTE program taught by an occupationally certificated teacher/coordinator for at least 40 minutes each week.</p>
INSTRUCTIONAL GOALS	<p>Through a written and signed training agreement and training plan, related to the student's EDP, the student receives instruction on the job.</p> <p>Work-based instruction is based on performance elements of the related career pathway career cluster grid and includes safety training.</p>
INSTRUCTIONAL STAFF	<p>A. Standard Michigan CTE personnel with a CTE endorsement who are responsible for CTE education coordination.</p> <p>B. The employer provides training for work-related tasks and activities as defined in the training agreement and training plan.</p>
PLACEMENT TIME	<p>Work-Based Learning personnel should continue to refer to the WBL Managing Your Risk webpage resources, Pupil Accounting Manual Section 5-P, and the Child Labor Bulletin 101 regarding minors and labor laws for all WBL career training experiences.</p>
MRS COUNSELOR	<p>When the student is referred, and determined eligible for services from MRS, the IEP must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.</p>

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION

Special Education Work Experience

GOAL: To provide work-based experience for Special Education students developed and managed by Special Education Department Staff

	Special Education Work-Based Learning
ELIGIBILITY	For pupils receiving special education services that require an additional programming option, reference Michigan Administrative Rules governing Special Education Programs and Services, Rule 340.1733(i). This rule describes the program for a pupil/learner receiving work-site-based education through a special education training plan. Special education WBL experiences shall comply with rule 340.1733(i).
INSTRUCTIONAL GOALS	As defined in the IEP and written agreement and training plan signed by the parents/guardians, school and employer, the student: <ul style="list-style-type: none"> A. Receives the necessary educational and vocational training related in the IEP, and B. Receives credit(s) toward a high school diploma in the same manner and in equal amounts as provided for regular education students in like programs.
INSTRUCTIONAL STAFF	<ul style="list-style-type: none"> A. The student must be assigned to the caseload of approved special education personnel who are responsible for work-study coordination. B. The employer provides training for work-related tasks and activities as defined in the training agreement.
PLACEMENT TIME	Refer to the pupil accounting manual – placement time cannot exceed 50% of the school day.
MRS COUNSELOR	When the student is referred and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.