



March 2004

TO: District Superintendents
Superintendents of Schools
Superintendents of State-Operated and State-Supported Schools
Executive Directors of Approved Private Schools
Commissioner's Advisory Panel on Special Education Services
State Rehabilitation Council
Directors of Pupil Personnel Services
Directors of Special Education
Chairpersons of Committee on Special Education
Directors of Occupational Education Programs
Transition Coordination Sites
SETRC Project Directors and Trainers
Independent Living Centers
CBVH District Offices

FROM: Jean C. Stevens *Jean C. Stevens* and Rita D. Levay *Rita D. Levay*

SUBJECT: **Career and Technical Education (CTE) Skills Achievement Profile for Students with Disabilities Receiving an Individualized Education Program (IEP) Diploma**

The Offices of Curriculum and Instructional Support and Vocational and Educational Services for Individuals with Disabilities (VESID), have collaboratively developed a model Career and Technical Education (CTE) Skills Achievement Profile for students with disabilities who are pursuing an individualized education program (IEP) diploma. The model Profile was developed for students working towards an IEP diploma who participate in Career and Technical Education (CTE) courses. In these courses students develop a breadth of knowledge and a variety of abilities. This Profile will enable the student with an IEP diploma to provide a potential employer and/or postsecondary program with documentation of the career and technical skills proficiency level acquired.

The CTE Skills Achievement Profile documents student's attainment of career and technical knowledge and skills; work-related skills and certification or licenses; and relates directly to the student's individual Career Plan, as defined through the New York State Career Plan Initiative. The use of the two documents together provides a comprehensive acknowledgement of the student's career-related history.

This Profile will help the Committee on Special Education (CSE) identify the transition service needs of students with disabilities, aged 14-21, when developing the IEP as part of the annual transition planning process. In addition, the identified skill levels will assist the VESID counselor to determine the functional eligibility of individuals who are referred for services.

The CTE Skills Achievement Profile may include information about:

- Mastery of the Career Development and Occupational Studies (CDOS) learning standard 3a (Universal Foundation Skills and the “SCANS” skills);
- Mastery of CDOS learning standard 3b (Career Majors) at the Core, Specialized and Experiential levels;
- Achievement of specific technical skills and knowledge through participation in the career and technical education program (may begin as early as grade 9);
- Performance in paid or unpaid work-based learning experience(s), (e.g., cooperative work experience program, diversified cooperative work experience program, internships, career exploration internship program, pre-apprenticeship programs, supported employment programs, etc.);
- Successful completion and attainment of industry-related assessments and certifications;
- Records/indicators of attendance (school, work-based learning experiences, etc.);
- Information regarding student performance in career and technical education courses; (including pre-vocational experiences); and
- Special awards/honors related to the career and technical education program (student leadership development organizations, honors, certificates of achievement, etc.).

The CTE Skills Achievement Profile is developed for each student with disabilities who is working toward an IEP diploma in the CTE program. The Profile is maintained in the school district/BOCES offices in accordance with records and retention policies along with the student’s Career Plan. The CTE Skills Achievement Profile for each student is reviewed and updated on a continuous basis by the student and appropriate CTE program or guidance personnel, and may include documentation related to a student’s Career Plan. The skills to be mastered by students with disabilities should be included in the appropriate components that address transition programs and services on a student’s Individualized Education Program.

A copy of the SED model CTE Profile is attached. For further information on CTE, go to <http://www.p12.nysed.gov/cte/> (updated January 2011).

Attachment