

**Information Summary of Career and Technical Education Programs (CTE)
Prepared for Virginia's State Special Education Advisory Committee (SSEAC)
February 10, 2011**

Question: *How many students with disabilities are enrolled in the CTE cluster areas?*

- Of all students enrolled (260,464) in CTE courses , 12.9% were reported as students with disabilities (33,813)

Data Source: Secondary Student Career Clusters Enrollment (SSCCER) Report 2009-2010
The information reflects students enrolled in any CTE course for credit in grades 7 and beyond.

Question: *How does CTE enrollment compare with Virginia's incidence of students receiving special education?*

- 13.2% was Virginia's 2009 special education incidence rate for students with disabilities in grades 7 and beyond (Fall 2009 Membership = 563,992) (December 2009 Special Education Child Count = 71,769).

Data Source: 2009-10 Fall Membership (Revised 08/12/2010), December 2009 Special Education Child Count by Grade and by Age

Question: *How are the various primary disability categories of students distributed across the CTE clusters?*

- Specific learning disability had the most enrollment (17,877) followed by
- Other health impairment (7,648), and
- Emotional disturbance (2,737)
- Deaf-blindness and developmental delay had the least enrollment (10 or less)

Data Source: CTE Clusters by Disability 2009-2010
The information reflects students enrolled in any CTE course for credit in grades 7 and beyond.

Question: *How are students with disabilities accommodated on industry certification tests?*

As graduating Career and Technical Education (CTE) completers (Perkins IV), Limited English Proficient (LEP) students would be expected to take external credentialing examinations just as students with Individual Educational Programs (IEPs) and 504 plans. However, testing accommodations are not always available for every credential from the testing vendor. Students may be exempt from testing:

- If the accommodation needed for an LEP, IEP, or 504 student is not available from the testing entity, then the student would not be expected to take the credentialing test.
- If the IEP team determines that a student would not benefit from taking the credentialing test and/or if the test may not be appropriate for the student, then the student would not be expected to take the credentialing test. This should be documented in the IEP.

The student may not be exempt from testing:

- If an LEP, IEP, or 504 student does not need special testing accommodations, then the student would be expected to take the external credentialing test.

For purposes of reporting performance data on Perkins IV measures, if a special needs student (as described previously) is exempted from taking an external test in a CTE class, as documented in his/her IEP, the student can be reported as having been provided a “wavier.” Thereby, preventing a negative impact on the school division in reaching the Perkins IV goal of which “100% of the program completers are tested by school-year 2013.”

Data Source: February 2011 CTE Newsletter, Office of Career & Technical Education, Virginia Department of Education

Attachments:

Secondary Student Career Clusters Enrollment (SSCCER) Report 2009-2010
CTE Clusters by Disability 2009-2010