

Purpose of this Addendum:

This addendum provides updated and expanded guidance regarding the alignment of Career and Technical Education (CTE) courses for students with disabilities pursuing the Academic and Employment (A&E) competencies diploma and the Access diploma. This information clarifies additional options and considerations for CTE course substitutions to ensure comprehensive and individualized educational planning.

Changes and/or Additions:

- **Regarding CTE Course Alignment (General):** The original publication focused primarily on the alignment of secondary CTE courses for substitution purposes. This addendum clarifies that **alignment options are not limited to secondary CTE courses and can include relevant postsecondary coursework.** When appropriate and aligned with a student's IEP and postsecondary goals, articulated postsecondary CTE courses may be considered for substitution to meet diploma requirements.
- **Regarding Career Courses for Students with Disabilities:** This addendum emphasizes that **career-focused courses specifically designed for students with disabilities can be utilized for alignment purposes.** The standards and benchmarks for these courses, which provide valuable employability skills and career exploration opportunities, can be found on the **CPALMS** website <https://www.cpalms.org/> IEP teams should review these standards to identify appropriate alignments with required diploma coursework.

- **Regarding Timing of Alignments:** The original publication may have implied that CTE course alignments typically occur within the same academic year. This addendum clarifies that **alignments can be strategically planned and implemented across multiple academic years**, as outlined in a student's IEP. This allows for a more flexible and longitudinal approach to meeting diploma requirements through CTE coursework that builds upon prior learning and supports long-term goals. For example, a CTE course taken in 10th grade may be aligned with a required course in 11th or 12th grade, provided the IEP clearly articulates the rationale and the alignment meets the student's individual needs and diploma requirements.

Impact on the Original Publication:

This addendum expands the scope of allowable CTE course substitutions, providing IEP teams with greater flexibility in individualizing educational plans for students with disabilities pursuing the A&E competencies diploma and the Access diploma. It highlights the potential of postsecondary CTE coursework, emphasizes the value of career courses designed for students with disabilities, and clarifies that alignments can occur across multiple academic years. This updated guidance aims to further support the development of meaningful and relevant educational pathways for these students.

Distribution:

This addendum should be distributed alongside all new copies of "Career and Technical Education (CTE) Course Substitutions: The Who, What, When, Why and How" and made available to existing readers through email, website and in person trainings/technical assistance until the original document is thoroughly updated.