

## PROJECT 10 TOPICAL BRIEFS

are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition.

This month the Topical Brief is focused on The 5 W's of Career and Technical Education (CTE) Course Substitutions.

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# New CTE Course Substitution Technical Assistance

Project 10 recently developed a Technical Assistance Brief entitled, *Career and Technical Education (CTE) Course Substitutions: The Who, What, Where, When, Why and How*. This Topical Brief will provide an overview of the contents of this Technical Assistance Brief and the Project 10 Regional Transition Representatives (RTRs) are available to provide further assistance. Contact information for the RTRs is available at <http://project10.info/DPage.php?ID=331#NS84>. The full document is available on the Project 10 website at [http://project10.info/Documents/CTE\\_Course\\_Sub\\_TA\\_brief\\_for\\_Posting\\_11.18.20.pdf](http://project10.info/Documents/CTE_Course_Sub_TA_brief_for_Posting_11.18.20.pdf).

## What are CTE Course Substitutions?

Students with disabilities who are using the standard high school diploma option Academic and Employment Requirements or the 24-Credit Standard Diploma Option Access Course may substitute Career and Technical Education (CTE) courses with "content related" for the following courses:

1. English 4
  2. One math (excluding Algebra 1 and Geometry)
  3. One science (excluding Biology 1)
  4. One social study (excluding U.S. History)
- (Rule 6A-1.09963, Florida Administrative Code - <https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.09963>)



Access the Graduation Options Chart at [http://project10.info/Documents/24-Credit\\_and\\_18-Credit\\_Grad\\_Options\\_Chart\\_03.30.2020.FINAL.pdf](http://project10.info/Documents/24-Credit_and_18-Credit_Grad_Options_Chart_03.30.2020.FINAL.pdf).

## WHEN and WHY Should CTE Course Substitutions Be Considered?

CTE course substitutions expand students' opportunities to earn credits toward their high school diploma while helping support job readiness and the application of skills during high school. Situations in which a CTE course substitution may be helpful include the following:

- The student is interested in a CTE program or certification for future employment.
- The student appears to be disengaged and could become more engaged through CTE course options.
- The student prefers the CTE course options over the courses that are eligible for CTE substitutions.

For students entering high school who have struggled academically in the past, knowing that this option exists may give them hope and motivation as they start their road to high school graduation.

It is important to note that planning for CTE course substitutions can take time so it is important to explore this opportunity early on. Reviewing CTE courses for academic alignment to a specific core course will need to be noted in the student's IEP and the appropriate graduation path recorded. Transition IEP teams should discuss the Academic and Employment Requirements standard diploma option with students and their families and begin planning as soon as possible if the student plans to pursue this graduation pathway. For example, ensure the student has paid employment in order to complete the Employment Transition Plan.

Access the Employment Transition Plan template at

<https://www.fldoe.org/contact-us/search.stml?q=Employment+Transition+Plan>

- Access the Academic and Employment Requirements standard diploma option on the Graduation Options Chart at <http://project10.info/DPage.php?ID=77>

## HOW Do Districts Accurately Identify CTE Courses that Can Be Substituted for a Specific Academic Course Requirement?

During the transition to Florida's new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards, school districts will need to conduct their own course alignments through collaboration of a team, including administration, content specialists, exceptional student education (ESE) and CTE stakeholders. It is important to note that occupational completion points (OCPs) and modified occupational completion points (MOCPs) will no longer be used as performance measures. However, students with more significant disabilities may continue to access CTE courses with modifications and these modifications should be documented in the IEP by the IEP team.

There is flexibility in how districts complete and document their review for alignment; however, there are some basic elements which are discussed as follows:

1. Ensure the individuals reviewing for alignment include content specialists. This includes a content area specialist and a CTE content expert.
2. Prepare for the alignment review by using CPALMS to identify the standards for the course that is being checked for alignment and the CTE Curriculum Frameworks to find the standards/benchmarks of the CTE course being reviewed.
  - a. Find the course that is being considered for the CTE course substitution via the CPALMS Course Descriptions and Directory (<https://www.cpalms.org/Public/search/Course>).
  - b. Each course will have a list of course standards.
  - c. Go to the CTE Curriculum Frameworks web page (<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/>), then click on the link to access the CTE curriculum frameworks for the current year (2020-2021) (<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/>), then select the Career Cluster for the CTE course in consideration.
  - d. CTE Course substitutions are only available in courses under: "Secondary Courses/Programs". Select the course that you are considering for the course substitution.
  - e. A Word file with the specific CTE Curriculum Framework will download; click to open. The document has multiple sections:
    - The first section includes the Program Title and Type, Career Cluster, Purpose, and Program Structure.
    - The second section includes the Common Career Technical Core-Career Ready Practices.
    - The third section includes a list of the CTE course standards.

- The fourth section breaks the standards by each individual course and then includes the benchmarks for each standard.
  - The final section of the CTE Curriculum Framework document contains Additional Information such as Academic Alignment, which was already referenced and Accommodations.
3. Document the results of the alignment review.
  4. Create the alignment table.
    - a. Copy the CTE standards and benchmarks from the CTE Curriculum Framework and paste them into the shared document.
    - b. Add a column to the right of the CTE standards and benchmarks.
    - c. Label the left column, "CTE Standards/Benchmarks" and the right column heading should indicate the core course being reviewed for the corresponding standards.

<b>CTE Course Substitution Alignment Table</b>	
<b>CTE Standards and Benchmarks</b>	<b>Course Title:</b> _____ <b>Course Code:</b> _____
<b>CTE Standard 1</b>	<b>Florida Standards for Specified Course</b>
Benchmark 1	Standard
Benchmark 2	Standard
Benchmark 3	Standard

5. Complete the alignment (two options)
  - a. Option 1 - Schedule a time to meet with the core team and content area experts. Ensure each participant has access to the standards/benchmarks for the CTE class and the standards for the core class, and the district alignment document. Review the documents together and document the correlation on the district's form.
  - b. Option 2 - Assign one person with adequate knowledge of both the CTE standards/benchmarks and the core course standards to preliminarily identify the correlation and note on the district form. The preliminary draft document would then be shared with the content experts for their review and feedback. With a shared document, the content experts can also make edits, as needed.
6. As a best practice districts should note the staff who were involved in the review of the standards/benchmarks. Districts may want to use a signature page. The signature page could include other personnel, such as administrators from CTE and the district.
7. The completed alignment table should be shared with relevant district staff, such as school counselors, ESE staff, school-based administration, CTE personnel, etc.
8. A copy of the alignment document should be housed at various locations in the district (e.g. schools, CTE office, ESE office, etc.).

9. CTE Curriculum Framework alignments from 2019 could be consulted to see if any academic alignment was previously found. The outdated alignments cannot be used in place of new district alignments, but could indicate the likelihood that an alignment may or may not be found.

## HOW Do Districts Ensure Proper Documentation for the Student's IEP and Coding for the Student's Transcript?

All course of study changes, including CTE course substitutions, and any changes regarding the diploma decision and/or diploma designation, must be discussed by the IEP team and appropriately documented in the student's IEP. Remember to work with the data processing/Information Technology (IT)/Management Information System (MIS) team to ensure the students' transcripts have accurate codes.



The FDOE Course Code Directory and Instructional Personnel Assignments contains instructions for properly coding CTE course substitutions. The 2020-2021 Directory can be found at

<http://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative2021.pdf>.

## WHERE Can You Get More Information and Additional Support?

Project 10 Regional Transition Representatives (RTRs) are available to provide technical assistance regarding CTE course substitutions, including accessing previously completed alignment charts. They also have access to a draft Alignment Table Catalogue which includes spreadsheets by CTE Career Cluster of all the CTE courses and any alignment previously found by the FDOE to core subjects-the resource cannot be disseminated but can be used by RTRs when providing technical assistance. Contact information for all of the RTRs is available at <http://project10.info/DPage.php?ID=331>.

### Project 10 Regional Transition Representatives (RTRs)

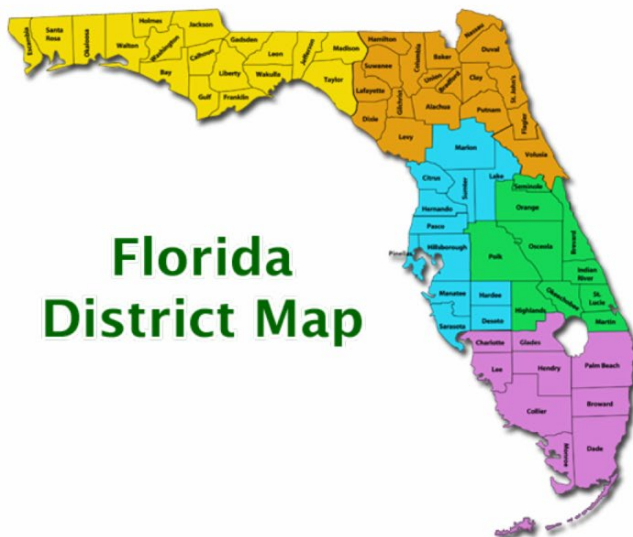
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## Helpful Tips

1. Provide an example of a completed alignment table to the content experts who will be reviewing the standards/benchmarks.
2. The wording of the CTE standards/benchmarks may not match exactly with the course standards, but it can still have a correlation. Districts do not have to submit their alignment tables for the Florida Department of Education (FDOE) to review. Districts may want to consider adding a column for comments to provide more details regarding the correlation.
3. As mentioned previously, the B.E.S.T. Standards will be implemented in high school beginning in the 2022-2023 school year (Math and English Language Arts). If an alignment table was completed prior to the implementation of the B.E.S.T. standards, districts may want to consider adding a column to note the correlation in the new standards, rather than delete the work that was already done.
4. Districts should consider creating a master CTE course substitution matrix specific to CTE classes that are available to students in the district. This document would benefit all stakeholders involved with course scheduling, credit checking and monitoring graduation status.
5. If a district can access an alignment table completed by another district (not the FDOE), the district must still have its content experts review it, and follow the other steps listed in Step 3 regarding the process for documenting the review.



Project 10 thankfully acknowledges April Vinson, Instructional Coach in Columbia County School District, for contributing to the development of the CTE course substitution TA.

## Upcoming Events

### Educational Strategies & Student Engagement Institute (ESSEI)

The 2020 Educational Strategies & Student Engagement Institute (ESSEI) unites professionals from school districts, agencies and other sectors of the community to build knowledge and enhance skills on educational strategies proven to promote student achievement and college and career readiness. Attendees learn, share, network and identify tools to help counter and prevent academic struggles, school disengagement and dropout. Participate monthly, September through December 2020. For more information click [here](#).



### Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) Annual Conference

The 2020 FEDHH Conference is going virtual and will be in the evening hours. FEDHH is an association of educators who work with students who are DHH in Florida. The association promotes professional growth, close cooperation and effective communication among members. Additionally, it provides a forum for the exchange of current information, teaching strategies and legislative content in relation to the education of students who are DHH. The annual conference is one of the very few opportunities specific to the education of students who are DHH. This unique opportunity serves to meet the needs of individual teacher professional development whether they are in a classroom or in an itinerant service delivery model. Due to the uniqueness of this year, the FEDHH board has decided to offer this conference at no cost.

**Dates:** November 16-20, 2020  
Click [here](#) to register.

For questions, contact Randy Mitchell at [fedhhpresident@gmail.com](mailto:fedhhpresident@gmail.com).

## Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)

This year's FLPEPPI will include both live and recorded:

1. Evidence-based content and strategies around targeted areas of inclusive postsecondary education and capacity building
2. Networking and extended learning opportunities
3. Facilitated team planning to assess their current strengths and needs in order to plan for the future.

There is no registration fee to attend this free event hosted by the Florida Center for Students with Unique Abilities (FCSUA). This event will be hosted using Whova.

**Dates:** November 17, 2020 - November 20, 2020

Click [here](#) to register.

## Association for University Centers on Disabilities (AUCD) Annual Conference

This year's theme is "Achieving Equity: Leading the Way in the Next Decade." Although this year's conference will be entirely virtual, AUCD 2020 will continue to serve as a forum for meaningful collaborations around important topics, best practices, and issues that affect the disability community, our network and beyond. We will have a plenary session at the start of each day, followed by concurrent and poster session content.

**Dates/Times:** December 7-9, from 12-5 pm EST each day.

Click [here](#) to register.

## Project 10: Transition Education Network 2021 Virtual Winter Institute

You will not want to miss this one-day virtual event when all of the regions will come together for a unique day of presentations, discussions and activities. Topics will include virtual transition services, agency engagement in transition planning and updates from leading transition stakeholders across the state. The day will also include breakout sessions to discuss local concerns and enjoy some activities guaranteed to brighten your perspective.

**Date/Time:** January 26, 2021 8:30 a.m. - 3:30 p.m.

Click [here](#) to register.

## Upcoming Webinars

### Florida Diagnostic and Learning Resources System (FDLRS) Parent Webinar Series: Basic Behavior Principles for Success

There are core principles for every behavior management program whether being implemented in the home or in the school classroom that should be in place for a successful learning experience. This session will teach parents about those core elements, the balance between consequences and rewards, and the ways to address challenging behaviors.

**Date/Time:** November 20, 2020 11:30 a.m.

Click [here](#) to register.



### National Technical Assistance Center on Transition (NTACT): Toward a Conception of Culturally Responsive Practices in Transition Planning (CRPTP) Webinar

There is a growing acknowledgement that culturally responsive practices play a significant role in improving post-school outcomes for youth with disabilities. Scholars have broken ground in this area by investigating, defining and describing the intersection of culture and transition. Yet despite this progress, a comprehensive framework that not only locates the problem but identifies potential solutions for dismantling inequities in transition programming is still lacking. Join NTACT as Dr. Bettie Ray Butler, NTACT and Assistant Professor at UNC Charlotte, and Dr. Edwin

Achola, Assistant Professor California State University Long Beach:

1) Discuss the importance and necessity of planning transition from a cultural lens with a focus on equity; 2) Explain how asset-based frameworks improve post-school outcomes for all students; especially culturally, linguistically, and economically diverse (CLEd) students; and 3) Highlight key principles and best practices (grounded in culturally responsive approaches) for effectively addressing and mitigating disparities in transition planning for CLEd students with disabilities.

**Date/Time:** November 23, 2020 12:30 p.m.

Click [here](#) to register.

### **National Technical Assistance Center on Transition (NTACT) Five Part Webinar Series on Pre-Employment Transition Services**

This series of pre-recorded webinars highlights the five required pre-employment transition services. Each of the five webinars include curricula/activities, state spotlights, examples of expected outcomes and ways to identify student progress, tips for successful service delivery, and additional supports and resources that may be used to provide these services for students with disabilities. The webinars are hosted by The Workforce Innovation Technical Assistance Center (WINTAC) and The National Transition Technical Assistance Center (NTACT). Closed Captioning will stream during each of the pre-recorded webinars. A copy of the transcript is also available upon request. Presentation materials are available for download once registered. Please be sure to complete the evaluation located in the Web links pod in the Adobe room. CRC credits (1.5) will be awarded upon completion and submission of your evaluation. To register and view this recorded webinar, please visit the following link(s) to each webinar:

- [Job Exploration Counseling](#)
- [Work-Based Learning Experiences \(WBLE\)](#)
- [Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education](#)
- [Workplace Readiness Training](#)
- [Instruction in Self-Advocacy](#)

### **Lunch & Learn: An Introduction to Assistive Technology and PACER Simon Technology Center Services**

Attend this lunchtime workshop for a broad overview of assistive technology tools and consideration strategy and to learn about how the services of the PACER Simon Technology Center can help.

**Date/Time:** November 24, 2020 12:00 PM (CST)

Click [here](#) to register.

### **College Matters: What Students, Families, and Professionals Can Do to Support College Access and Success for Students with Intellectual and/or Developmental Disabilities**

Funded by the Florida Developmental Disabilities Council, College Matters is a five-part series of 1-hour conversations for secondary and postsecondary education personnel focusing on postsecondary education for students with IDD. Each speaker event will address a unique aspect of improving the pathways to success. Facilitated by Think College staff, and featuring a short presentation by a content expert, the series will provide participants with strategies to prepare and support students with IDD for college success and will allow time for discussion and resource sharing.

**Date/Time:** November 30, 2020 4:00 pm

Click [here](#) to register.

### **Scholarship Requests Using FCSUA Salesforce Portal**

Scholarship requests are moving to Salesforce! This webinar will focus on the process of submitting scholarship requests in FCSUA Salesforce Portal.

**Date/Time:** December 1, 2020 3:00 PM

Click [here](#) to register.

### **Tech for Girls Club: Coding a Story**



In this virtual workshop, middle school girls of all abilities will create their own story and use Scratch, an online coding program, to code scenes and animate characters. Zoom access links for this workshop will be emailed to participants the week of the virtual meeting.

**Date/Time:** December 5, 2020 10:00 AM

Click [here](#) to register.

### **Focus on Wellness: Apps to Support Mental Health for All Ages**

This virtual workshop will offer a one-hour overview of a variety of mobile apps that can support wellness for individuals of all ages.

**Date/Time:** December 8, 2020 2:00 PM CST

Click [here](#) to register.

### **Working Toward Positive Educational Outcomes: Mental Health and Special Education**

This workshop will provide parents and others with information to help prepare for a positive IEP team approach to supporting a child's mental health needs in school and during distance learning.

**Date/Time:** December 10, 2020 7:30 PM EST

Click [here](#) to register.

### **Emerging Advocates Group meeting**

This group was developed for students with disabilities to talk with others so they could continue to share ideas and learn tips together about advocacy. This group has many emerging leaders who get together on these quarterly calls, and new members are welcome. To become a member of the group, click [here](#).

**Date/Time:** December 10 2:00 PM

Click [here](#) to register.

### **Florida School for the Deaf & the Blind (FSDB) Virtual ECC Interactive Learning Series: Creative Minds Creating Thoughtful Creations**

In this session, students will receive a variety of materials, templates and ideas. Students will use critical thinking strategies, creative thought processes and mindful memories to create items they will make to share with someone or many. The act of giving, creating, and sharing in mindful practices is good for the mind, body and soul.

**Date/Time:** December 12, 2020 10 a.m. or 1:30 p.m.

Click [here](#) to register.

### **Florida Diagnostic and Learning Resources System (FDLRS) Parent Webinar Series: Social Skills Training: Teaching Replacement Behaviors**

In order to develop appropriate social skills in our children, they must be taught. Addressing the principle behind teaching replacement behaviors will be explored and this session that will give parents the tools they need to create positive interactions with their children. Steps for guiding children to make good choices will also be examined.

**Date/Time:** December 18, 2020

Click [here](#) to register.



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#### **About Project 10 Topical Briefs:**

Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

**Have a question? Want to find or recommend a resource? Have some great news to share?**

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

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### **Project 10: Transition Education Network**

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network**  
**University of South Florida St. Petersburg**

Questions or comments?

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

[www.project10.info](http://www.project10.info)