

May 16, 2017

Dear Representative,

AUCD is pleased that the House of Representatives is working in a bipartisan fashion to reauthorize and improve the Carl D. Perkins Career and Technical Education Act. Tomorrow, the Committee will markup the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

While AUCD does not feel that the bill goes far enough to increase access to career and technical education for students with disabilities, it does provide enough improvements to warrant support for moving forward in the legislative process. These improvements include the following:

- Updating the law to align with the *Every Student Succeeds Act* and the *Workforce Innovation and Opportunity Act*
- Uses of funds also include preparing teachers, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations (including using Universal Design for Learning (UDL)).
- Inclusion of language to ensure access to technology for special populations, which includes students with disabilities.

To improve outcomes of individuals with disabilities and support their transition to career training and/or postsecondary education, AUCD urges you to consider the following key principles as this important law moves forward in the process:

- Students with disabilities should not just be part of a list within “special populations;” instead, they should be called out specifically to increase recruitment, enrollment, and completion of the CTE programs.
- Promote only provisions that support and reinforce full inclusion, participation, and reporting on the outcomes of students with disabilities in middle-school, high-school, and post-secondary career-training programs funded by the Act.
- Ensure sufficient funding levels are authorized and permitted to support outreach to students and to disseminate information to students and parents about opportunities available to them through CTE, including through the Parental Assistance and Local Family Information Centers.
- Update and align the law with the Individuals with Disabilities Education Act (IDEA), especially as it relates to accommodations for students with disabilities to access CTE services in the least restrictive environment.
- Ensure students with disabilities gain CTE experience through simulations, internships, apprenticeships and other evidence-based programs that employers, postsecondary and career programs can demonstrate lead to meaningful outcomes.

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- Include special education, general education teachers and specialized instructional support personnel in any/all professional development to provide the knowledge and skills teachers need.
- Include evidence-based programs that help identify at-risk students with disabilities and help to divert them from the “pipe-line to prison.”
- Assure all pre-service and in-service CTE professional development programs for any personnel involved in the direct delivery of educational services includes training in the provision of accommodations and modifications [as appropriate] for students with disabilities, including the use of the principles of universal design for learning as defined in the Higher Education Act.

Again, AUCD supports moving forward with the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act in the markup, we would like to work with you to make this bill work better for all students, including students with disabilities as this bill moves through Congress.

Sincerely,

A handwritten signature in black ink, reading "Andrew J. Imparato". The signature is fluid and cursive, with the first name "Andrew" being the most prominent part.

Andrew Imparato  
Executive Director