# Advancing Employment for Secondary Learners with Disabilities through CTE Policy and Practice

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| Authors         | McKay, Colleen E.; Ellison, Marsha Langer; Narkewicz, Emma L |
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Data tables for figures

Figure 1. Common state strategies to ensure equitable access, success
- Developing tools/materials to recruit learners with disabilities
- Using Perkins V state set-asides
- Reviewing disaggregated data
- Training on recruitment strategies
- Partnering with state special education director

Figure 2. State strategies to coordinate CTE services and supports for learners with disabilities
- There are no specific coordination activities
- Inter-agency coordination on Pre-ETS services
- Braided funding across Perkins V and other state/federal programs
- Inter-agency training/professional development
- Inter-agency collaboration at local level
- Data sharing across agencies
- Collaboration with state special education personnel

Figure 3. Barriers to enrolling students with disabilities in high quality CTE programming
- Admissions requirements
- Hesitancy related to behavioral plans/safety issues
- Lack of staff/educator training on learners with disabilities
- Lack of coordinated planning between CTE and special education

Figure 4. Measure to ensure CTE programs lead to high-skill, high-wage occupations
- No specifically targeted measures in place
- Training educators where learners with disabilities are underrepresented
- Advising learners about in-demand occupations
- Providing labor market information to individuals in the learners support network
- Reviewing enrollment data to see if learners with disabilities are underrepresented
- Offering work-based learning opportunities
- Providing accommodations

Figure 5. Measures used by states to ensure that learners with disabilities have opportunities to earn industry recognized credentials
- There are no measures in place specifically targeted to learners with disabilities
- Partnering with other statewide initiatives to improve credential attainment
- Ensuring credentials are embedded in every CTE program
- Providing accommodations for credential examinations
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Common state strategies to ensure equitable access, success, and outcomes for learners with disabilities

| Success & outcomes | Access |
|--------------------|--------|
| 34%                | 37%    |
| 45%                | 55%    |
| 58%                | 61%    |
| 63%                | 68%    |
| 79%                | 89%    |

Percent of states using strategy

5%
32%
34%
47%
55%
55%
84%

CTE programming

Percent of states reporting barrier

37%
45%
58%
61%

Barriers to enrolling students with disabilities in high quality CTE programming

Percent of states reporting barrier

37%
45%
58%
61%

Measure to ensure CTE programs lead to high-skill, high-wage, in-demand occupations for learners with disabilities

Percent of states using measure

11%
37%
45%
50%
55%
71%
76%

Institutions have opportunities to earn industry recognized credentials

Percent of states using measure

16%
24%
45%
45%