



## Quick Guide: Career and Technical Education and Secondary Students with Disabilities

**Purpose:** The Career and Technical Education and Secondary Students with Disabilities Quick Guide is designed to provide a brief overview of career and technical education (CTE) as well as strategies to improve access to and participation of students with disabilities (SWD) in CTE classes and programs.

**Intended Audience:** School administrators, secondary school staff, and Vocational Rehabilitation (VR) staff.

### CTE IS A PROGRAM THAT:

- **combines** academics and technical skills with knowledge and training to obtain workplace competencies for a wide range of high-skill, high-wage, and high-demand jobs that can be provided in a variety of learning environments.
- **prepares** students with employability skills for success in the workplace and in further education, in line with the Common Core Standards (CCSS) and common industry standards.
- **provides** students an advantage to learn workplace competencies in hands-on work-based learning experiences.
- **creates** an opportunity for students to earn industry certification and licenses, postsecondary certificates, associate degrees, and bachelor's degrees and higher.

*\* Programs are funded in accordance with a Comprehensive Local Needs Assessment (CLNA), in consideration of labor market information, equity and access, student performance and program resource needs.*

### WHY IS CTE IMPORTANT FOR STUDENTS WITH DISABILITIES (SWD)?

Effective collaboration among Vocational Rehabilitation (VR), general and special education, and secondary CTE assists in increasing SWD participation in CTE and preparation to obtain and retain competitive integrated employment. Recent legislation for CTE programming, [Perkins V](#), requires states to report on equity and access to CTE coursework on specific special populations including SWD.

Participation by SWD in CTE is supported by research in this area:

- **Enrollment in CTE** is a predictor of positive secondary education and employment outcomes for SWD (Jeon, Kern, & Passmore, 2010; Lee, Rojewski, & Gregg, 2016).
- SWD who are CTE concentrators (i.e., took 4+ CTE courses in one pathway) are **more likely to graduate on time and be employed after graduation** compared to those who did not concentrate in secondary CTE programs (Theobald, Goldhaber, Gratz, & Holden, 2017)

### WHERE CAN YOU FIND THE PRIMARY RESOURCES FOR CTE?

Audience	Resource	What it is	Link
All	Association for Career and Technical Education	Professional organization for CTE educators and others. Provides professional development, resources, and tools	<a href="#">ACTE</a>
All	The National Technical Assistance Center on Transition: The Collaborative	NTACT:C is co-funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA) to provide information, tools, and support to assist stakeholders in delivering effective services and instruction for students and youth with disabilities	<a href="#">National Technical Assistance Center on Transition</a>
All	Advance CTE	Non-profit organization, focused on providing professional development and policy support to CTE state agencies. Several resources on the website are useful and available to all site visitors.	<a href="#">CTE In Your State</a>