

Advancing Employment for Secondary Learners with Disabilities

Data tables for figures

Figure 1. Common state strategies to ensure equitable access, success

Strategy

- 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

Strategy

- 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 programs

Barrier

- 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 employment

Measure

- 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 are employed

Measure

- 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

1 Disabilities through CTE Policy and Practice

Success and outcomes for learners with disabilities

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

Success for learners with disabilities

Percent of states using strategy	5%
	32%
	34%
	47%
	55%
	55%
	84%

CTE programming

Percent of states reporting barrier	37%
	45%
	58%
	61%

Success in in-demand occupations for learners with disabilities

Percent of states using measure	11%
	37%
	45%
	50%
	55%
	71%
	76%

Success in having opportunities to earn industry recognized credentials

Percent of states using measure	16%
	24%
	45%
	45%