

*Alicia Hunt Ketterman*



# Career Education Special Needs

August 6, 2019



## Background

- Assistant Director, Career Education Special Needs: liaison between Office of Special Education and Office of College and Career Readiness, dealing specifically with career technical education and programs
- CTE: career and technical education, 16 career clusters including Health Science, Agriculture, Information Technology, Human Services, Education, Manufacturing, Science, and Engineering
- Missouri has 57 area career centers serving a consortium of schools through CTE program offerings, 444 comprehensive high schools offering their own CTE programs, as well as 12 community colleges and 7 four year institutions.
- Perkins V: Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act
- Missouri, like the nationwide trend, is facing a skilled trade shortage.
- CTE participation can increase career readiness, provides opportunities for work-based learning and job shadowing, and leads to higher graduation rates as well as increased job placement and post-secondary enrollment among participants.



## Long-Term Goal

Improve and support the equitable access of students with disabilities to career technical education programs, leading to improved career and post-secondary outcomes for the students.



## Short-Term Goals

Identify what is working to promote the success of individuals with disabilities in CTE.

Determine barriers to the success of individuals with disabilities in CTE.

Cultivate human and material resources to the benefit of students with disabilities in CTE.



## Happening Now

- Perkins V places a greater emphasis on preparing members of special populations for high-skill, high-wage, and in-demand occupations and stipulates funding to be spent on recruiting members of special populations to enroll in CTE
- Local Needs Assessments on the part of area career centers to determine the regional economic demands
- ICAP (Individual Career and Academic Plan) supports earlier transition planning and aligning the IEP to a student's career goals, which will be used to assist and guide placement in CTE courses



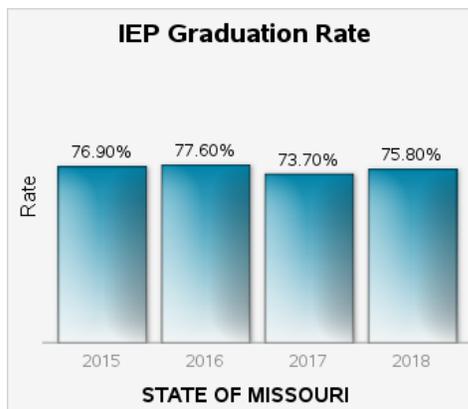
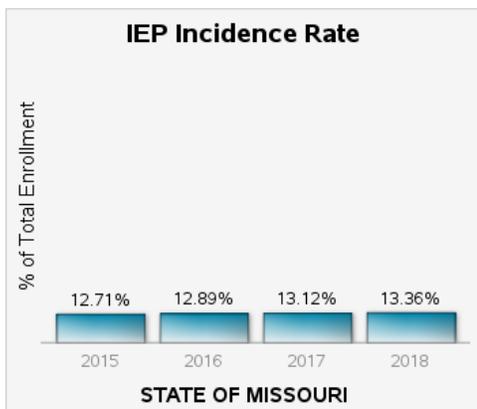
## Considerations

- Historically, SWD have been tracked into lower quality CTE programs, while high quality and high demand programs have been reserved. Equitable access means that any appropriate program of study is available to a student with the proper preparation.
- CTE classes can be a good fit for SWD due to personalized, hands-on teaching, smaller class sizes, and life skills applications.
- All students must be appropriately prepared for the CTE classroom through transition planning and IEP alignment, the ability to pass a safety exam with reasonable accommodations, and academic preparation.



## Special Education Data

<https://apps.dese.mo.gov/MCDS/home.aspx>

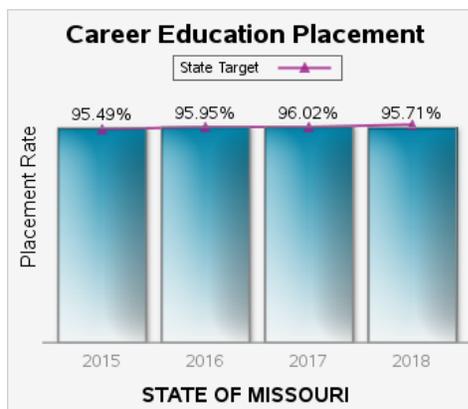
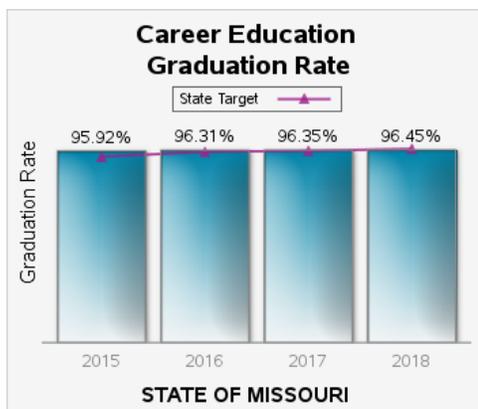


61.5% of Students with IEPs were placed in employment, post-secondary education, or the military in 2018. (Data taken from LEA 180 Day Follow-Up Report.)



## Career Education Data

<https://apps.dese.mo.gov/MCDS/home.aspx>





## Secondary Participation Enrollment Report for Career and Technical Education

[https://apps.dese.mo.gov/MCDS/Reports/SSRS\\_Print.aspx](https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx)

Year: 2019

Total Students: 126,840

Individuals with Disabilities: 12,249 (9.7%)

Total Concentrators: 28,003

Concentrators with Disabilities: 2,795 (10.0%)

Total Completers: 17,516

Completers with Disabilities: 1,559 (8.9%)

Total Graduation Rate: 96.8%

Graduation Rate of Students with Disabilities: 95.6%

Total Placement: 95.8%

Placement of Students with Disabilities: 89.3%



## What's working?

### State Level

Funding, creation of opportunities, supportive legislature, professional groups, economic need, training, externships, internships, industry partnerships, Missouri Connections

### Regional Level

RPDCs, plentiful job opportunities, being connected to colleagues within CTE, partner and share ideas, successful registered apprenticeships, student organizations/clubs, "CTE is for all" attitude, business partnerships

### District/Building Level

"shadow a tech" programs, Explore OTC, Lettuce Dream hydroponics, positive mindset, effective communication, program/course choice, supportive staff teams, placing students into appropriate programs of interest, student tours and other CTE exposure, district funding for additional resource educators, robotics, community-based classrooms, staff embrace diverse student abilities and strengths, partnerships across the district

## What are the barriers?



### State Level

Culture in some areas unfavorable towards CTE programs, 4 year degree emphasis, lack of information available to families and students, successful programs that don't "count" as CTE

### Regional Level

variation across school structures, unwillingness to change, less support/resources/business partnerships/apprenticeships in smaller or more rural areas

### District/Building Level

Paths to college readiness but not career ready, bureaucracy, sheer magnitude of district size, IEP teams using vague terms/too many supports, lack of teacher diversity, partnerships needed, ADA accessibility, staff silos, accountability fears outweigh student benefit, school calendars, schedules, transportation, lack of supportive resource educators, staff turnover, limited space in programs, programs spread thin, lack of knowledge regarding CTE by counselors/teachers, inappropriate student placement, inequity in offerings, credits, classes/shop not available – space, lack of understanding of IEP accommodations, complications with dual credit and industry-driven evaluations

## Next Steps

- Exploring the breakdown of data regarding specific diagnoses present in specific career paths as well as the data regarding career placement in field of choice
- Focus Group Subcommittees: Resources, Community Partnerships, Best Practices
- Creating guidance documents, training resources, and hosting workshops/training events
- Participating in multi-state collaborative to increase the inclusion and success of students with disabilities in CTE
- Forming partnerships with a shared goal of equity in education and the workplace

## Feedback

- In this initial focus, have we adequately addressed concerns related to increasing inclusion and success of students with disabilities in Missouri CTE programs?
- What have we missed?
- What recommendations can the Blind Task Force provide?



Alicia Hunt Ketterman  
(573) 751-2512  
[Alicia.HuntKetterman@dese.mo.gov](mailto:Alicia.HuntKetterman@dese.mo.gov)