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Career Education Special Needs

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Background

- CTE: career and technical education, 16 career clusters
- Jobs of the past are high-need and well-paying jobs of the future
- Perkins V: Strengthening Career and Technical Education for the 21st Century Act
- Perkins V places a greater emphasis on preparing members of special populations for high-skill, high-wage, and in-demand occupations.
- Perkins V stipulates funding to be spent on recruiting members of special populations to enroll in CTE programs.



Unpacking Preconceptions: Myth Busting

Students with disabilities (SWDs) can't succeed in CTE programs.

CTE courses are hazardous! SWDs can't be trusted to be safe in a CTE environment.

SWDs can't pass the Technical Skills Attainment (TSA) or other end-of-program evaluation.

CTE is an acceptable place to send any student any time! It's not necessary to prepare or train CTE faculty prior to enrolling SWDs.



Realities of CTE and SWD

- Historically, SWD have been tracked into lower quality CTE programs, while high quality and high demand programs have been reserved.
- CTE classes can be a good fit for SWD due to personalized, hands-on teaching, smaller class sizes, and life skills applications.



96%

Missouri CTE concentrators
(students who completed
2 or more courses
in a specific CTE program)

95%

CTE concentrators with disabilities.

76%

Students with IEPs eligible to graduate

Graduation Rates

Characteristics of CTE

- Improves post-secondary participation, job placement, graduation rates.
- Increases confidence in making choices, speaking up, solving problems, and setting goals.
- Teaches Career Ready Practices, encourages work-based learning, job shadowing, and internships to prepare students for real careers.

Exploring the Data



- In 2018, about 243,000 Missouri students participated in at least one career education course or program.
- 24,509 Missouri students with IEPs were enrolled in CTE courses, with the majority of course participation in the Business Education and the Occupational, Family Consumer Sciences & Human Services career clusters.
- An average of 9.78% of all students at Missouri career centers held an IEP in 2018.

Planning for CTE

- What is the student's interest? Plans after graduation? Career goals?
- What is the student's ability level? Level of maturity (esp. in regards to safety), independence, reading/math/technology skills?
- Consider the competencies involved in the course (available from the instructor, CTE center, or DESE), and ensure that they are included in IEP planning.

Planning for CTE



- It's crucial that students interested in pursuing CTE address the necessary prerequisite skills and academics in the IEP and transition plan as early as possible.

Adaptability and Independence



- Just as CTE classrooms adapt and accommodate students with disabilities, so too will students need to adapt their expectations and mindset for the CTE classroom.
- It is necessary to foster greater independence in CTE, just as it will be necessary for all students to operate independently in a workplace setting.

Accommodations



- IEP accommodations do apply in the CTE setting, unless they modify a college credit curriculum.
- Accommodations and modifications can be made in CTE, but the student's ultimate goals should be taken into consideration when choosing to accommodate and modify.

Universal Accommodations



- Universal accommodations are allowed on some Technical Skill Attainment assessments and other CTE-industry specific exams. They are specified by each testing agency. This agency can be contacted well in advance of a testing date to ensure appropriate awareness of accommodations and to allow the student the opportunity to practice using them.
- They are available to anyone taking part in the exam, i.e. “universal.”
- Specific accommodations will be stipulated by the testing agency, but they could include:
 - Small group or individual testing, additional time, reading aloud, additional scrap paper, oral exam, large print materials, etc.

Accommodations

At times it may be necessary to allow accommodations when administering online or paper/pencil assessments. Below are examples of allowable accommodations for students with an Individualized Education Plan (IEP).

Text-to-Speech (TTS)

TTS is available at no additional cost. Students hear the question and answer choices and can view them in a larger font.



Readers

A reader may be assigned to read both online and paper/pencil assessments, as appropriate, for participants who have been identified as needing this accommodation.



Visual Assistance

Online test participants can click on a graphic or diagram to enlarge it for easier viewing.

Large print versions of our paper/pencil assessment booklets are available when requested in advance.



Assessment Booklets

In some cases, paper/pencil administration is necessary to satisfy IEP requirements. NOCTI offers paper/pencil testing for many of its assessments.



Time Extensions

QuadNet™ has the ability to incorporate extended time requests for online testing. Sites may also allow extended time for paper/pencil assessments.



Multiple Sessions

Online and paper/pencil assessments can be administered in up to three sessions for most test titles.



Resources Available

- State Contact: David Baker, Director of Missouri Assistive Technology
- Job Accommodations Network (JAN) – more information about what is a protected (ADA) workplace accommodation and what technology is used in specific careers.
 - ❖ Askjan.org



Questions/Feedback?





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