

## ***A Framework for CTE in Support of Students with Disabilities***

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Students with disabilities (SWD) are not attaining postsecondary education and employment outcomes at the same rate as their peers without disabilities. Recent findings from the U.S. Bureau of Labor Statistics indicated only 19% of individuals with disabilities were employed compared to 66 percent of individuals without disabilities (2018). Outcomes in postsecondary education are also lagging as reported by Lipscomb et al. (2017), with 76% of SWD expecting to enroll in some type of postsecondary education or training compared to 94% of their same-age peers without disabilities. IDEA (2004) supports transition services with IEP transition goals aimed at a postsecondary education, employment, and where appropriate, independent living. Perkins V (2018) supports employment and/or occupational skill development for postsecondary education and training for special populations, including SWD. What do CTE educators need to know in Pennsylvania? This session will explore strategies to assist in the access and success of SWD in CTE (Harvey, Rowe, Test, Imperatore, Lombardi, Szymanski, Conrad, & Barnett, 2019). We will focus on the recent ACTE *Techniques* article to support CTE placements for SWD to become successfully employed in jobs for the 21st century.

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