

# Collaboration between Special Education (SPED) and Career and Technical Education (CTE) Programs in South Carolina

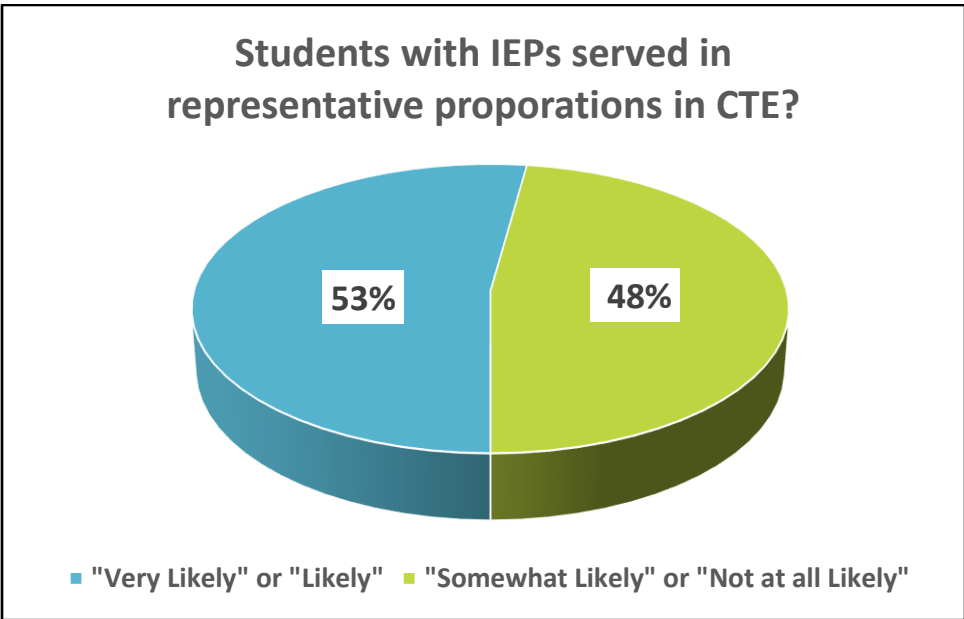
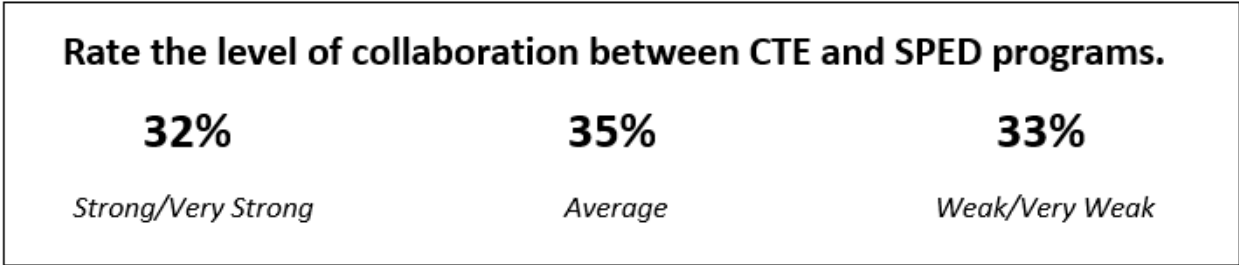
The following brief provides an overview of the findings gleaned from a 9-question survey disseminated to professionals supporting youth with disabilities in South Carolina in March and April of 2019. All respondents were asked to verify the state in which they work, yielding 337 unique responses from South Carolina-based professionals supporting youth with disabilities.

**Role of Respondents:** **337** unique responses from SC-based professionals supporting youth with disabilities.

**42%**= Middle and High School District SPED Professionals (*n*= 140)

**40%**= Middle and High School District CTE Professionals (*n*= 136)

**18%**= Misc. Education and Disability Service Professionals (*n*= 61)



# Barriers

When asked what keeps students with disabilities from participating in CTE, 3 chief barriers emerged.



**57%**

Grades, attendance, or behavior (n=192)



**52%**

Inclusion training for CTE teachers (n=176)



**38%**

Funding for co-teaching CTE classes (n=130)

Which group of students with disabilities are **MOST** likely to participate in CTE programs?



**Students with High Incidence Disabilities, e.g. ADHD, on a Diploma Track (62%, n=213)**

Which group of students with disabilities are **LEAST** likely to participate in CTE programs?

**Non-diploma track students with Low Incidence Disabilities, e.g. Intellectual Disabilities, (17%, n=58), Emotional or Behavioral-Related Disabilities, (14%, n= 47)**



## **What would you change about the way CTE and SPED programs collaborate to serve students with disabilities?**

“SPED and CATE should work very closely together to ensure the success for students with disabilities. CATE should not just be for high achieving students or students who are not behavioral or academic ‘problems.’ Oftentimes, these classes provide a pathway for postsecondary success for students that would typically fall through the cracks.”

“I would want to train the CATE teachers on how to better serve the SPED students in order to ‘level the playing field.’ I feel like many teachers just lower their expectations for SPED students, rather than accommodate them to enable them to rise to the same standards as the typical students.”

“We need a shift in district narrative. Our district has consistently focused on the future college student. Even with the shift to college and career ready, the focus is not on those entering the workforce right out of high school. Our district has never had a true vocational center. The drive is for upper level CATE, such as [subject areas removed to protect identity of respondent], etc. District Level CATE administrators and SPED need to have time to sit together and develop common goals.”



This survey and resulting brief were the project of the SC Disability Employment Coalition’s Transition to Careers Committee, the SC Employment First Initiative, and Hire Me SC. We’d like to thank all of our partners that made it possible and all those that took the time to respond to the survey. The nature of responses to these items varied significantly when these survey data were isolated by the professional role of the respondent. Find the full report by visiting [www.hiremesc.org/educators](http://www.hiremesc.org/educators)