## **Primer: Understanding the Requirements for Supporting Special Populations Accessible handout**

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Presenter: Eva Scates-Winston, Equity Specialist, Minnesota State, CTE Unit

### Learner Outcomes:

* Understanding the legislative requirements and your role
* Identify and examine shared practices
* Locate supporting resources and references

### Session Goals:

* Inform and Share
* Generate Ideas
* Provide Feedback

Community Building:
Think of a time when you felt empowered as a learner. What did that look like?

**Check your knowledge!** *Which are not defined in Special Populations?*

Answer Options:

1. Children of Active Military
2. Out-of-Work Individuals
3. Youth aging out of foster care
4. Incarcerated/Justice-involved Individuals

**Check your knowledge!**

***Answer:*** Incarcerated and justice-involved individuals

### Special Populations in Perkins V

* Nontraditional (by gender)
* Economically Disadvantage/Low-income
* English Learners (EL)
* Individuals with Disabilities
* Single Parents
* **Homeless Individuals**
* **Youth who are in, or have aged out of foster care** (those graduating from h.s.)
* **Children of Active Military**
* Out-of-work Individuals (formerly dislocated workers and displaced homemakers)

Note: These categories are defined based on those impacted by economic and workforce factors.

Incarcerated individuals --and BIPOC-- are not named in the law under the special population categories but are still served under the Perkins Law. Incarcerated adults and youth, particularly for state leadership.

Again, this list does NOT exclude identities and experiences of other marginalized or vulnerable populations, such as LGBTQ+ or BIPOC students. As for Sec 113 for state and local accountability of reporting disaggregated data and addressing performance gaps required under Sec 134 and 135 – Local application and use of funds and Sec 122 state plan and 123 uses of funds; also relevant to improvement plans.

### Accountability for Equity in Perkins V (Exert)

* Non-discrimination and equal access
* Expand knowledge and access to CTE programming; Guidance for career pathways
* Improve outcomes and reduce performance gaps
* Provide supports for success in CTE programs

### What is my role as a Perkins Coordinator?

* How students, including those who are members of special populations, will learn about CTE course offerings…and programs of study
* Provide activities to prepare special populations for high-skill, high-wage and in-demand industry sectors or occupations
* Prepare students for non-traditional fields
* Provide equal access to CTE courses, programs, and programs of study
* Ensure that members of special populations will not be discriminated against based on their status
* Describe how the Perkins recipient will address disparities or gaps (disaggregated data) in performance indicators…

### How do I ensure non-discrimination and equal access?

Non-discrimination & Equal Access

* Board adopted policy statement of nondiscrimination
* Counseling and Prospects for Success
	+ Non-biased counseling that considers abilities and interests regardless of disability or non-disabled; Providing special services or programs designed to encourage and support race/ethnic groups, females/males, disabled students or other protected classes.
* Specific Employee Designation
* Accessibility
* Admission Criteria
	+ [Criteria] that does not create a disparate impact on protected classes, e.g. interviews, transportation requirements, or approval by counselor/advisor, which may create a disparate (or disproportional) impact on who is admitted
* Limited English Proficiency
	+ support services upon assessment; ability to participate in occupational and career programs

### Examples

* Redesigning course or class format
* Program Policy Review with an equity lens
* Assessments in alternative formats
* Leveraging targeted programs or funding

### How do you ensure expanded knowledge in CTE?

### Provide career exploration activities to include:

* Support for CTSOs, especially increasing the participation of members in special populations
* Introductory courses or activities focused on career exploration and career awareness, including nontraditional fields
* Any other activity that advances knowledge or career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields

### Examples

* Community partnerships for students on the Autism Spectrum Disorder
* Building relationships and partnering with Indian Ed about career pathways opportunities
* Engaging Boys & Girls Clubs, YMCA, etc. to explore careers
* Community-college partnerships to expose students with intellectual disabilities to college life and career programs (Bethel University, Ridgewater College, Central Lakes College)

### How can you address outcomes and gaps?

### Example

***The Destination: Diploma to Degree (D3)*** program to support ELL, low-income, individuals experiencing homeless situations and single parents…[The partnership] between secondary and postsecondary will work closely in providing wrap-around services to ensure students are making acceptable progress in their CTE program (Minneapolis Public Schools and Minneapolis College partnership)

### Example

|  |  |
| --- | --- |
| General | More Impactful |
| The Summer Career Academy will target non-traditional careers. Students in the Summer Career Academy will be tracked for two years to see if they complete a nontraditional pathway. | * Work with the Multicultural Center on enrollment data;
* Gather student follow-up [data] to provide support on achieving higher nontraditional completion rates.
 |

### Example

|  |  |
| --- | --- |
| General | More Impactful |
| Provide career exploration day on recruiting single parents as VIP guests to tour nontraditional careers programs offered on campus | * Collect just-in time feedback from participants on their experience and recommendations;
* Measure immediate impact by number of participants signing up for admissions advising or enrollment, etc.
 |

### What do supports for success include?

Provide Supports for Success

* + Provide professional development for teachers, principals, school leaders, administrators, and career and guidance counselors, or paraprofessionals, which may include -
	+ supporting the implementation of strategies to improve student achievement and close gaps
	+ provide appropriate accommodations for individuals with disabilities
	+ frameworks to effectively teach students, including a particular focus on students with disabilities and English learners,
	+ Plan and carry out elements that support the implementation of programs of study and student achievement…which may include—
* initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
* supporting programs and activities that increase access, student engagement, and success in STEM for students who are members of groups underrepresented in such subject fields

### Examples

|  |  |
| --- | --- |
| General | More Impactful |
| Provide professional development on recruiting students into nontraditional careers, including students with disabilities | * Training for CTE faculty on how to support students who are on autism spectrum and ADHD
* Faculty will be supported with PD sessions on mental health first-aid training and identifying useful class practices
 |

### Examples

|  |  |
| --- | --- |
| General | More Impactful |
| Tutoring services to support special populations in CTE | * More Impactful
* Tutoring for ELL students challenged in CTE programs
* Re-examine and re-design tutoring and advising services based on feedback with ELL students
 |

### Examples

|  |  |
| --- | --- |
| General | More Impactful |
| Student Success Committee, charged is to disseminate and enhance effective practices that increase nontraditional enrollment and retention. | Follow-up is conducted with the nontraditional by gender students to identify how the learning experience was for them and why the experience was either a success or a hardship; gather their recommendations for improving support services. |

### Other Examples of Inclusive Practices

Inclusive community-building strategies

* + Student Advisory Groups
	+ Discussion Forums
	+ Story-telling
	+ Just-in-time Response Processes

Universal Design for Learning applications

* + Redesign curriculum for more inclusive interactions, engagement
	+ Inclusion of practices that are neuro-sensitive, increase access and participation for those with disabilities

‘Strengths-based’ and ‘person-centered’ tools:

* + Strengths-based Curriculum
	+ Motivational Interviews

### Resources

Additional References for Supporting Equity and Special Populations

* Perkins Expands Commitment to Equity – Advance CTE
<https://careertech.org/resource/perkins-v-expands-commitment-to-equity/>
* NAPE Strategies for Special Populations
<https://napequity.org/wp-content/uploads/NAPE-National-Special-Populations-Brief.pdf>
* NAPE Summary of Equity Provisions
<https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Equity-Provisions-Summary_Final_10-15-18_ml.pdf>
* Advance CTE - Understanding the Equity Challenge
<https://careertech.org/wp-content/uploads/2023/01/Making_Good_Promise_Understanding_Equity_Sept2018.pdf>
* Advance CTE – Expanding Access to Opportunity
[https://careertech.org/wp-content/uploads/2023/01/Expanding\_Access.pdf](https://careertech.org/wp-content/uploads/2023/01/Equity_Brief_4_Final_1.pdf)

### Future Sessions:

* + **Save-the-Date: Primer Part II – April 11th!**
	+ *Feedback Question: Any deep dive areas or other topics that you would like to discuss?*