

Supporting Special Populations in CTE Implementation

A Primer: Understanding the Requirements for Supporting Special Populations

January 25, 2024

Learner Outcomes



Understanding the legislative requirements and your role



Identify and examine shared practices

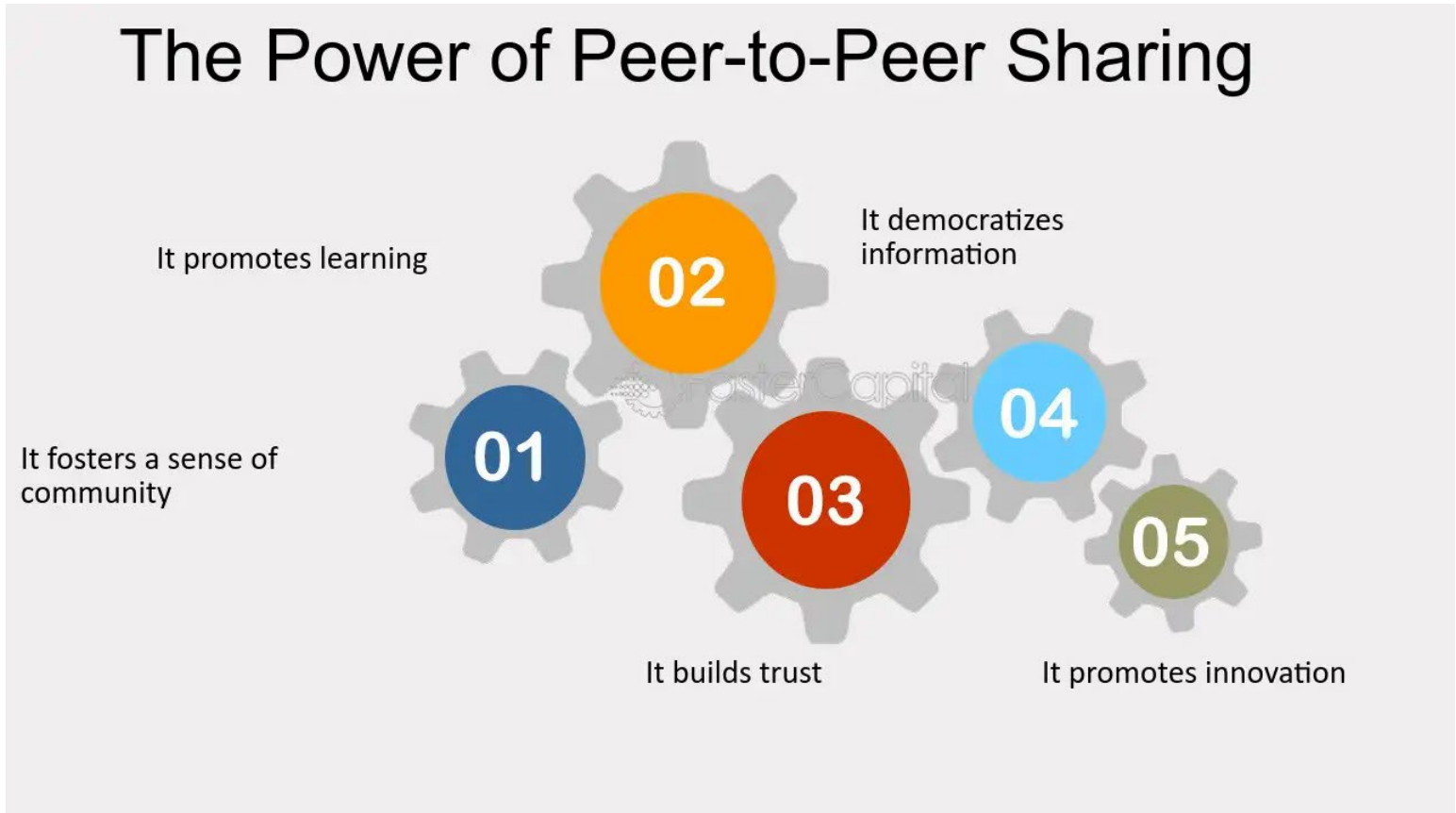


Locate supporting resources and references

Let's Dialogue!

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 is not defined as a Special Populations category?



Check your knowledge!



Which is not defined as a Special Populations category?

- *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
- Children of Active Military
- Out-of-work Individuals

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?

Examples of “What/How”

Role & Responsibility

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

Role & Responsibility (cont.)

Provide equal access to CTE courses, programs, and programs of study

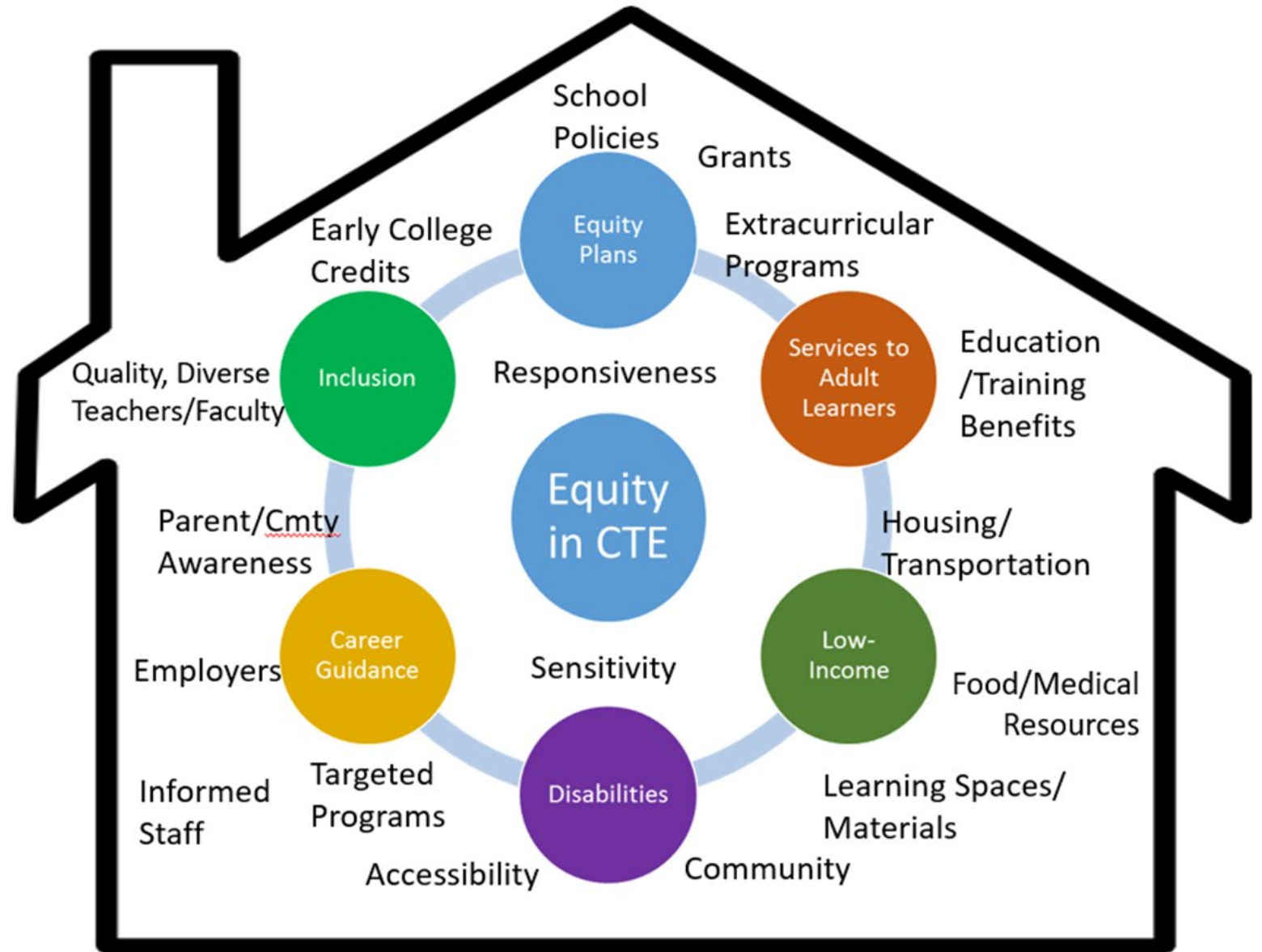
Ensure that members of special populations will not be discriminated against based on their status

Describe how the Perkins recipient will address disparities or gaps (disaggregated data) in performance indicators...

Share

What are some networks you are engaged with around supporting special populations?

Who are your networks?



How do I ensure non-discrimination and equal access?

Examples of “What/How”

Non-discrimination & Equal Access – The OCR Compliance Review



Board adopted policy statement of nondiscrimination



Counseling and Prospects for Success



Specific Employee Designation



Accessibility



Admission Criteria



Limited English Proficiency

Examples of Practices

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?

Examples of “What/How”

Expand Knowledge; Guidance of 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

Examples

What are some activities you are engaged with around expanding knowledge of CTE and pathways?

How do you address outcomes and gaps?

Examples of “What/How”

Improve Outcomes & Gaps

Improve academic and technical skills of students participating in CTE programs

An evaluation of progress toward the implementation of CTE programs and programs of study

Address disparities or gaps in performance in each of the plan years...[if none,] a description of the additional actions the eligible agency will take to eliminate these disparities or 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

Examples

General

- 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.

More Impactful

- Work with the Multicultural Center on recruitment, enrollment trends, additional data collection
- Gather student follow-up [data] to provide support and additional activities on achieving higher nontraditional completion rates.

Examples

General

- Provide career exploration day on recruiting single parents as VIP guests to tour nontraditional careers programs offered on campus

More Impactful

- 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?

Examples of “What/How”

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,

Provide Supports for Success

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

- Provide professional development on recruiting students into nontraditional careers, including students with disabilities

More Impactful

- 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

- 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

- Student Success Committee, charged is to disseminate and enhance effective practices that increase nontraditional enrollment and retention.

More Impactful

- 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

Resources

- 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

Resources

- 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

Future Sessions

Save-the-Date: Primer Part II – April 11th!

Feedback: Any deep dive areas or other topics that you would like to discuss?

Thank you for attending!

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