Strategies to Support Special Populations

LESLIEWISDOM1   MAR 21, 2023 04:17PM UTC

Individuals with disabilities

recruit campus student outreach ambassadors with disabilities to give tours, etc

Provide CTE faculty with professional learning on working with students with disability. We don't get this training necessarily. Especially students on the autism spectrum

Develop programs for adults with intellectual disabilities such as Down's and other syndromes.

Include special education staff in CTE PD days (this includes teacher and counselor PD), college and career information nights (for students and families) and CTE advisories with business partners.

For Dual Enrollment, partner with DSPS office

Warm hand-offs from high school to community college are essential. Does the student know who their Community College counselor is by name and where their office is located. Do CC counselors have an open door policy for students to drop-in at anytime?

Collaboration among SpEd Teachers and CTE Teachers

Parent Involvement

Educate parents on IEP and ensure that the educators and parents are also including the strengths and how those strengths can be used to support student learning and early access to appropriate CE programs.

Provide professional development for CTE Teachers on how to implement modifications and accommodations to support students with IEPs and 504s

Explore your CCI/Dashboard data to better understand the gaps

Invited our Spec. Ed. department into our CTE classrooms to have a better understanding of what we do in CTE. Based on their observations, we were able to provide training for our teachers that would help them with their student support plan.

For dual enrollment programs, clear information for students and parents on how IEPs/504 plans translate to the college system and how to access services. Also, warm hand-off!

Include this information in CCAP faculty orientations, encourage CCAP faculty to include it in their syllabi. Faculty are the primary connection between the CC and HS and they're instrumental in building support bridges — **ANONYMOUS**

Train CTE teachers on how to understand a student's IEP, provide appropriate accommodations, raise expectations, and decrease bias

Individuals from economically disadvantaged families, including low-income youth and adults

*How to raise up the voices and experiences of these populations in this conversation to inform the work we are doing

K16 Collaborative

This grant will pay for community college students to get paid internships, focusing on underrepresented groups and economically disadvantaged youth

Take WBL to them, offer these in better places and more centralized for families and youth to get to

Offer support services before the start of the actual CTE program; build in stipends

YES TO STIPENDS! — ANONYMOUS

Provide short CTE certification courses at Adult education sites

Provide access to regional labor market information to drive career exploration.

Use LMI information to educate youth and adults on high wage high demand occupations and how the steps to obtain those occupations

Ensure supplies, materials and fieldtrips are available at no cost

Ensure programs lead to high wage, high growth fields to allow for economic mobility

Provide free books, materials, tools, uniforms, computers, internet hot-spots and other resources necessary for success in a CTE program

And parking, too, please! — ANONYMOUS

Individuals preparing for nontraditional fields

Career Week

Provide access to guest speakers and using a program called TIGGBEE

Lots of guest speakers that represent all special populations in a variety of career fields

Host events that promote the non-trad occupations like Women in STEM.

Offer informal, low-risk, hands-on, skill-development experiences for students to try skills in a
nontraditional program

Single parents, including single pregnant women

Provide programming for careers that provide childcare, such as child development

flexibility of program offering (times, modalities)

Childcare Flexibility

Offer childcare if it's preventing students from participating. Parenting support and navigating school system as a parent with disabilities.

I was going to say this! or support navigating finding childcare — ANONYMOUS

Also pumping/nursing stations on campus where students are — ANONYMOUS

offer webinars and virtual resources to increase access and awareness for parents that cannot attend after-school or evening events

*Conduct family-friendly outreach activities, and incorporate family into student events

Include recorded videos that can be accessed at any time, if goal is to disseminate information — ANONYMOUS

Out-of-workforce individuals

Provide student stipends

Collaboration with WIOA partners for job training, internships and placement

*Offer short-term programs with stackable certifications, credentials, or licensure that have value in the workplace

Offer more apprenticeship programs throughout the county — ANONYMOUS

Connect to the full continuum of work-based learning opportunities — ANONYMOUS

Homeless individuals

Partner with Basic Needs/Food Pantry Staff/Events

Attend community events that provide services to unhoused people to offer outreach

Homeless Outreach

Many homeless housing and assistance programs require individuals to be employed or enrolled in college. How are we reaching out to those homeless assistance non-profits to share CTE pathway options?

Safe parking lots for students sleeping in cars

And provide 24/7 accessible bathrooms with showers — ANONYMOUS

Help students connect to on campus and off campus resources

dedicated counselor for CalWorks, etc — ANONYMOUS

The addition of a CTE/Intervention Counselor position at each high school, to review data, know student needs well and support those needs (of all students identified as from a special populations) has significantly impacted student success.

This would support multiple of these populations, like foster youth — MALLORY STEVENS

Yes! All Special Population identified in Perkins. — LYNN MCCONVILLE

Revise policies that may inadvertently decrease student attendance such as severe penalties for tardiness and/or suspending students from school because of excessive absences

Look at MOUs with community housing options — ANONYMOUS

Youth who are in, or have aged out of, the foster care system

former foster youth student centers/affinity spaces
 at campuses

Connecting to wrap around services that can provide the resources a student may normally receive from family. Understand services that may provide housing and other supports designed for this population

Mentorships

Connecting foster youth to mentors in the career field that they express interest in to help navigate future plans and goals.

Learn about your students in foster care. They may have experienced abuse, neglect, and multiple placements, so safety is their number one priority—not school. Build a relationship of trust with them and their foster family

Youth with a parent who is a member of the armed forces and is on active duty

School Liaisons

More actively use the military school liaisons and have them offer PD for teachers

Connect with and know what educational resources are available within the service branch that the parent is part of

Provide hands on transitions to look at transcripts coming in and prioritize continued pathway work, or assist with transitions to future programs to ensure students can continue their pathway

Understand the unique needs of a child with a parent in the military on active duty during deployment

Individuals with other barriers to educational achievement, including individuals with limited English proficiency

highlight non-credit ELAC programs during parent nights

Use staff from other departments (English/multi language) to help lead in CTE teacher professional development sessions.

Provide translation services for parent nights

Translated materials for Families

Provide workshops and informational meetings in student's home language for students and parents to attend.

Provide print materials in multiple languages

*Connect content learning to language acquisition. Position English learners as competent classroom community members by sharing ideas in pairs, using cooperative learning strategies, and engaging in classroom discussion

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