



# Supporting Special Populations Students in CTE

A self-paced online course for CTE leaders  
and instructors



# Module Six

# Supporting Homeless Students

# Perkins V Defines Homeless Individuals As...

- An individual who lacks a fixed, regular, and adequate nighttime residence
- This definition from the McKinney Act includes:
  - children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
  - living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  - living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

*From 2008 to 2019, the number of homeless students identified increased by more than 100%, from approximately 680,000 to 1,384,000 students.*



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# Perkins V Defines Homeless Individuals As...

Continued...

This definition includes:

- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- migratory children (such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965)
- The Act also defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian.”



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# Strategies: Addressing Homelessness

- Identify and build relationships with community agencies
- Help with admission, registration, and financial aid for students experiencing homelessness
- Consider developing policies that support the enrollment of unaccompanied youth,
- Designate a single point of contact to take lead on all things related to assisting students experiencing homelessness

# Strategies - Informing & Recruiting for CTE

Strategies specific to CTE include:

- Give students a chance to explore their interests and aptitudes
- Inform students about the different career options within CTE
- Sponsor “CTE Exploration Days”
- Emphasize potential earnings and timelines for completion

# Strategies - Supports & Services

Provide training for staff



Identify and build relationships with community partners



Partners Offer counseling or academic advising services



Track student performance



Provide opportunities for career assessments



Assist in goal planning and a tailored graduation plan



Provide academic intervention



# Strategies - Supports & Services

- Provide flexibility with school assignments
- Allow for flexibility in course scheduling
- Allow students access to school shower and laundry facilities
- Provide students with a secure place for belongings
- Establish a food bank on campus or within the community



# Culture of Support & Respect

- Inform all students and their families about rights and services available under the McKinney-Vento Act
- Homeless status is self-disclosed
- Inform all students of available services in a nonjudgmental setting
- Post marketing materials about available support services in common areas across campus, in schools, and throughout the community
- Avoid using the word “homeless” in promoting services
- Use alternative wording such as “in a temporary living arrangement”
- Describe the different living arrangements that qualify as homeless



# Module Six Resources

[Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness](#)

[Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students](#)

[ESSA and Supporting College and Career Readiness and Success for Youth Experiencing Homelessness](#)

[Webinar: Recognizing and Supporting Students Experiencing Homelessness](#)



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# Module Six Assignment

## **Please complete the Module Six Prompts (Reflection Journal):**

1. Consider the information in this module in your context as a CTE teacher. What types of supports could you provide in your classroom environment?
2. How can CTE teachers serve as advocates for transitioning homeless students to careers?

# Contact/Mission

For more information on supporting special populations students in CTE, please visit PDE's website at [www.education.pa.gov](http://www.education.pa.gov)

*The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high-quality education.*