



Supporting Special Populations Students in CTE

A self-paced online course for CTE leaders
and instructors



Module Seven

Supporting Economically Disadvantaged Students

Who Are 'Economically Disadvantaged' Students?

Perkins V refers to this special population as: “individuals from economically disadvantaged families, including low-income youth and adults.”



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DEPARTMENT OF EDUCATION

A Deeper Dive into This Category of Students

- Receives assistance through the supplemental nutrition assistance program
- Temporary Assistance for Needy Families (TANF) program
- Total family income that does not exceed the poverty line or 70% of the lower living standard income level
- Experiencing homelessness
- Receives or is eligible to receive free or reduced-price meals
- Being supported in a foster home with public funds



➤ Risks to Economically Disadvantaged Students

- Economically disadvantaged students are five times more likely to drop out of high school.
- They are also 13 times less likely to graduate from high school on time.

Strategies - Informing & Recruiting

- Strengthen partnerships and collaboration with local area high schools.
- Collaborate on “CTE Exploration Days”.
- Encourage academic and guidance counselors to promote the benefits of CTE programs.
- Inform students of support services available at the CTC prior to enrollment.
- Emphasize potential earnings and timelines for completion when marketing specific CTE programs.

Strategies - Supports and Services

- Establish a CTC “point of contact” for special populations supports.
- Provide training for staff to recognize indicators of economic hardship.
- Build internal and external partnerships .
- Have the following information readily available:
 - food pantries
 - mental health agencies
 - public health departments
 - community action agencies
 - housing authorities
 - churches
- Promote available services to the entire student body to avoid stigmatization.



Counselor Supports

Offer counselor services several times throughout the semester to foster a meaningful counselor-student relationship and open lines of communication.

- Track student progress
- Provide opportunities for career assessments
- Assist with goal planning
- Offer resources on stress management and coping skills
- Provide academic intervention

Engage & Communicate with Families

- Build trust and clarity in communications
- Provide information financial supports, and financial aid for postsecondary education.
- Use a variety of communication tools to reach families.
- Designate a parent liaison within the CTC.
- Strong and inclusive school and community relationship supports students and their families.

Promising Practices Profiles

SUN Area Technical Institute:

Student Awareness Team: The Student Awareness Team identifies students who are struggling and proactively provides resources and support to address their specific barriers to learning.

Susquehanna County Career & Technology Center:

Funding Student Educational Needs through Partnership with Foundation:

Through a collaboration with the Community Foundation of the Endless Mountains, students who are financially eligible can receive scholarships to pay for the necessary expenses of their CTE program and the certification tests.

Promising Practices Profiles

Continued...

Schuylkill Technology Center:

School Climate Initiative: The School Climate Initiative is based on the work of the National School Climate Center. It is a comprehensive effort to build strong school-to-student and school-to-family relationships so that students and families are connected and engaged in the school experience.

Module Seven Resources

[Understanding and working with Students and Adults from Poverty. By Ruby Payne, Ph.D.](#)

[Making an Impact: How CTSOs Support Students in Poverty Strategies for Serving Special Populations in CTE](#)

Module Seven Assignment

**Please complete the Module Seven Prompts
(Reflection Journal):**

1. List two to three strategies that you could use to help meet the needs of Economically Disadvantaged students in your CTE classroom?

Module Seven Assignment

Continued...

2. Case Study:

A CTE class is participating in a field trip to observe a local business as a required part of the class. There is one economically disadvantaged student in the class. Students are required to dress in business casual attire and to purchase lunch at a fast-food restaurant.

Write a response to each of these questions:

- What obstacles could prevent the student from participating?
- How would this effect the student's grade?
- How can the teacher fix the situation without causing the student to be singled out?



Contact/Mission

For more information on supporting special populations students in CTE, please visit PDE's website at 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.

