



Online Course: Supporting Special Populations Students in Career & Technical Education

Narration Script for Modules 1-10

Module 1: Course Introduction

Slide 1.1: Supporting Special Populations Students in CTE

Welcome to Supporting Special Populations Students in Career & Technical Education, an online, self-paced course for CTE Leaders and Instructors. This course was developed for the Pennsylvania Department of Education Bureau of Career Technical Education by the National Center for College and Career Transitions.

Slide 1.2: Module 1: Course Introduction

This module introduces you to the background behind the course and course content, learning outcomes, and expectations. This is a ten module, self-paced, course based on a project sponsored by the Pennsylvania Bureau of Career & Technical Education (referred to as CTE). The focus for this project is serving and supporting students from “Special Populations” as defined by Perkins V legislation. The Perkins Act is the federal legislation that provides funding and guidelines for state and local CTE.

Slide 1.3: BCTE Project 2020-21 and 2021-22

The content in this course was derived from best practices gathered from across the Commonwealth, and with input from a working group of CTE educators and leaders with responsibilities for serving students from the special populations, as defined by the federal Perkins Act that supports career and technical education programs. The Special Populations project was carried out by the National Center for College and Career Transitions (NC3T), under a contract with BCTE.

Slide 1.4: Course Overview

The course will also introduce you to a wealth of resources and research to assist you in supporting special populations students in the CTE classroom.

Special Populations refers to students that must overcome barriers that may require special consideration and attention to ensure equal opportunity for success in an

educational setting. These students must be provided support that will ensure they have equal access to education resources and opportunities.

Participants in this course will be introduced to each of the nine categories of *Special Populations* students followed by strategies to support these students in the career and technical classroom.

Slide 1.5: Course Content

The course contains ten individual modules designed to support the participant's understanding of each category of special populations and the related legal issues and research.

Here you see the nine special populations identified in the Perkins V Act.

1. individuals with disabilities.
2. individuals from economically disadvantaged families, including low-income youth and adults.
3. individuals preparing for non-traditional fields.
4. single parents, including single pregnant women.
5. out-of-workforce individuals.
6. English learners.
7. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).
8. youth who are in, or have aged out of, the foster care system, and
9. youth with a parent who is a member of the armed forces and is on active duty.

As we move into the course, it will be apparent that many students identify with more than one special population category, such as a student with a disability who is in a non-traditional field.

Slide 1.6: Course Layout

All modules are asynchronous and self-paced. Each module takes no more than one hour to complete, which includes reviewing written materials and completing the written reflections.

In each module, you will learn about one of the special populations categories and explore different strategies for serving these students effectively. You will also gain access to resources, and reflective journal. Two modules focus on serving students with disabilities, which is a more complicated and important topic, given the large percentage of CTE students who have an identified disability.

The course contains a Reflective Journal where participants will respond to reflective prompts following each module.

We suggest that you pursue this course in the order it is presented, but if you want to jump ahead to a topic that is of particular interest to you, that is ok, as long as you return to complete the other modules.

Slide 1.7: Learning Outcomes

There are five outcomes for this course:

- Develop a consistent understanding of “Special Populations” as defined under Perkins V Legislation.
- Understand other major federal legislation related to the education of special populations.
- Recognize physical, social, and psychological barriers to student success within the school environment.
- Learn how to organize classroom, laboratory, and career/technical student organization activities that do not discriminate against students who are representative of special populations.
- Use research-based strategies to support special populations students in the CTE classroom.

As you read through each of the Learning Outcomes, make sure to use the downloadable Reflective Journal to record your notes and observations. Your journal will be a key tool in supporting your personal learning throughout the course. You may also be asked to share this journal with your administrator to gain professional learning credit for taking this course.

Slide 1.8: Module One Resources

In your Course Guide, please use these links to access the related resources we will be using as part of this course. You can continue to access these resources after you have completed the course.

In this module, you can access these resources:

- [Resource Guide: Publications & Electronic Resources Relating to Special Populations](#)
- [Strategies For Serving Special Population Students](#)

Slide 1.9: Module One Assignment

Each module has a related journal reflection that is to be completed weekly. Module One’s Assignment is:

Please complete the Module One Prompts (Reflection Journal).

1. What is your current position?
2. What are your individual learning goals for this course?
3. Write a definition of “Special Populations” in your own words.

Slide 1.10. Contact/Mission

If you need more information from the Pennsylvania Department of Education Bureau of Career and Technical Education, visit the PDE website to see the resources available.

Also, note the PDE mission statement as presented here.

Slide 1.12. Conclusion to Module 1.

After you have reviewed the resources and completed your Reflection Journal entry, you are ready to begin Module 2!

Module 2: Introduction to Students with Disabilities

Slide 2.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 2.2: Module 2 Introduction to Students with Disabilities

This is Module Two: Introduction to Students with Disabilities.

Slide 2.3: Who Are Students with Disabilities?

The Americans with Disabilities Act of 1990 defines the term 'disability,' with respect to an individual as –

- a physical or mental impairment that substantially limits one or more major life activities of such individual,
- a record of such an impairment,
- or being regarded as having such an impairment.

For this course, we will be addressing students with disabilities who have met certain criteria that make them eligible for special education services under another federal law called the Individuals with Disabilities Education Act (IDEA). IDEA is explained in more detail in the next section.

In Pennsylvania, 29 percent of CTE students have an identified disability. That is why this topic is so important for CTE teachers to grow in the competence for serving students across a range of disabilities.

When designing support strategies for students with disabilities, it is important to consider the wide range of students that qualify under this special population designation, and the unique barriers they face.

As you develop your knowledge of **support services and accommodations, you will be better equipped to** tailor your instruction and accommodation to each individual student based on their personal strengths, interests, and career goals.

You and other educational staff can play an essential role in the success of students with disabilities by providing appropriate academic support, self-advocacy, and skill development instruction.

Slide 2.4: What is IDEA?

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

The Individuals with Disabilities Education Act (IDEA) was first signed into law in 1975 and reauthorized in 2004. It protects the rights of more than 6 million students with disabilities (approximately 13.5 percent of students) to receive a “free appropriate public education” (FAPE) in the least restrictive environment.

Least restrictive environment means, essentially, as close to a regular classroom environment as possible for that student, but with the caveat that they also receive the specialized supports and services they need. IDEA also requires that schools assist students with disabilities to develop independent living skills and abilities essential to succeed in most of their life’s endeavors.

According to the law, every special education student must have an Individualized Education Program, or IEP. The IEP is designed based on the student’s unique needs. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results.

Transition planning, discussed further in Module 3, is the process of helping the student plan and prepare for their life, education, and work after they complete their public education. In Pennsylvania, transition planning is part of the IEP and is required to start when students turn 14.

Another important feature of IDEA is that students may be allowed to continue in the K-12 education system until they complete the school year in which they reached 21 years of age.

By the way, the responsibility for creating the IEP rests with special education staff within the school. Teachers are usually included in the planning process, and it is their responsibility to carry out the expectations laid out in the IEP, but they don’t have to lead the development of the IEP.

Slide 2.5: Take Into Consideration

Understanding exceptional learners and special education can be challenging for teachers, especially since there is a wide range of students with disabilities, each with unique barriers or challenges that requires supports and services tailored to the need of the student.

Some disabilities are physically evident, and others that are cognitive or emotional are not.

Across all public education, approximately 10 in every 100 students are identified as exceptional and receive some sort of special education services.

Slide 2.6: What is Section 504?

By the way, another group of students may have a disability that is considered less severe but does allow for accommodations, but not necessarily special services under special education. This is sometimes referred to as Section 504.

Be aware that you may also be asked to provide special accommodations for students under Section 504, even if they are not considered a special education student with an Individualized Education Program.

Slide 2.7: Types of Disabilities

As you can see from the list on this slide, students may have disabilities that are more or less apparent. For instance, you may not know that a student has epilepsy or a chronic pain disorder unless she chooses to disclose, or an incident arises.

These “hidden” disorders can be hard for students to disclose because many people assume they are healthy because “they look fine.” In some cases, the student may make a seemingly strange request or action that is disability related. For example, if you ask the students to rearrange the desks, a student may not help because he has a torn ligament or a relapsing and remitting condition like Multiple Sclerosis. Alternatively, a student may ask to record lectures because she has Dyslexia, and it takes longer to transcribe the lectures.

Because so many disabilities are “hidden” it is very important for you to ask the school staff coordinating special education to clearly identify every student you serve who has an IEP. School staff have a lot to do to coordinate these services, so don’t hesitate to ask for this information if it hasn’t been already provided to you.

Try to review each of your student’s IEPs so you know what the nature of the disabilities for each student is.

Slide 2.8: Supports for Students with Disabilities

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Special education involves adapting the “content, methodology, or delivery of instruction.” In fact, the special education field can take pride in the knowledge base and expertise it has developed in the past 40-plus years of individualizing instruction to meet the needs of students with disabilities. As a CTE teacher, you can benefit from that accumulated knowledge in serving your students who have disabilities.

Adapting Instruction

Sometimes a student may need to have changes made in class work or routines because of his or her disability. Modifications can be made to:

- **what** a child is taught, and/or
- **how** a child works at school.

Slide 2.9: Individualized Education Program

An Individualized Education Program (IEP) is a written agreement between the local educational agency (LEA) and the student's parents, guaranteeing the services that will be provided to the student under the IDEA.

The IEP has two general purposes: 1) to establish measurable annual goals for the student and 2) to detail the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the student.

The IEP includes specifically designed instruction, related services, measurable annual goals, assessment data, transition services, and other information required by the IDEA law. If needed, the IEP may also contain a behavior support plan and other services to be provided to the student.

Slide 2.10: Specially Designed Instruction

Another important term to understand is "Specially Designed Instruction."

Specially Designed Instruction (SDI) is the adaptation of the content, the methodology, or the delivery of instruction to the student.

SDI must meet the "unique needs" of the student that result from his/her disability.

SDI must also ensure access to the general curriculum, including that of the CTE program, so that the student can meet the educational standards of the program.

It is important that the CTE instructor understand the SDI as identified in the IEP and know how to implement it.

When a special education student is placed in a CTE program the instructor should be a part of the IEP team. This assures that the team considers the expectations of the CTE instructor, as well as the physical challenges and safety requirements of the program. In turn, the CTE instructor will gain a thorough understanding of how to support the student's individual needs.

Slide 2.11: Examples of Specially Designed Instruction

Here are some examples of Specially Designed Instruction in a CTE classroom.

- Extended test time (30 minutes for a cosmetology quiz instead of the 20 minutes allotted to others)

- Alternative note taking (using a tape recorder or obtaining notes from another student)
- Graphic organizers (a problem/solution map in a plumbing program)
- Modeling of behavior (demonstrating the proper way to use a mortar tool in masonry)
- Visual prompts (using pictures to list recipe steps in a culinary arts program)
- Preferential seating (in the front of the class or away from noise and distraction)

Again, note that all the specific adaptations should be identified in the student's IEP.

As you are working with the student, you may decide to incorporate additional supports and services, but know that you are responsible for ensuring that the written supports and services identified in the IEP are delivered to the student.

Slide 2.12: Modifications and Accommodations

Note that many people tend to use the terms like supports, modifications, accommodations, and adaptations interchangeably, but distinctions can be made between the terms.

What is most important to know?

Usually, a modification means a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

An accommodation is a change that helps a student overcome or work around the disability.

Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information.

Slide 2.13: CTE and Special Education

A secondary student with a disability, may opt to enroll in Career and Technical Education (CTE) program at a Career and Technical Center (CTC) or high school.

Through Career and Technical Education programs, secondary students with disabilities can pursue employment and continued education or training as a goal after high school.

To make certain that a CTE program is the appropriate choice, the student, the student's family, and the rest of the IEP team should ensure that the student's interests, strengths, and needs are aligned with the available CTE programs.

Within the school, the staff who oversee the student's IEP and the teachers, paraprofessionals, counselors, and others who support that student are often called the "IEP Team." Your school might use a different term to identify this team.

It is essential for the student's IEP team to work together with the CTE Instructor and school counselors to select the appropriate program to assure that the student has the skills and supports to complete the CTE program. Many students with disabilities fail to complete their CTE program due to not taking sufficient time and consideration of this critical step.

Slide 2.14: Special Education Students in CTE

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) emphasizes the development of employability skills of all students through CTE programs, including special populations, such as individuals with disabilities.

Based on national data relating to CTE, the number of high school students who participated in CTE did not experience significant change from 2008 to 2018 (approximately 7.6 million). However, during the same 10 years: the number of special education students who enrolled in CTE at the secondary level increased by 73 percent from less than 500,000 in 2008 to more than 800,000 in 2018; and among the CTE secondary students, the percentage of IDEA students increased from 1 to 8 percentage points in 20 states, the District of Columbia, and Puerto Rico.

Slide 2.15: Benefits of CTE to Special Education Students

Research on CTE demonstrates that students with disabilities benefit from CTE in terms of school completion and successful postsecondary life. In fact, many students who struggle in their general education courses often thrive in CTE courses because of the hands-on, applied way that CTE courses are taught.

Through these CTE programs, students with disabilities develop independent job-specific technical skills, but also transferable skills like life skills, workplace success skills, and interpersonal skills.

Students with disabilities can thrive and grow when well supported in the CTE classroom, developing the skills needed to be successful in life and work!

Be assured that you, as a CTE instructor, can make a huge difference in the life of each student that you serve, including each student with a disability!

Slide 2.16: Module Two Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

Please review each of the resources, both introduced in Module 1 –

- [Strategies for Serving Special Populations in CTE](#)
- [Resource Guide: Publications & Electronic Resources Relating to Special Populations](#)

Also review these resources:

- [Association for Career & Technical Education: Individuals with Disabilities Act.](#)
- [Understanding Career and Technical Education and Special Education: What IEP Teams Need to Know](#)

These resources will give you a deeper understanding of strategies to better serve students with disabilities in CTE.

Slide 2.17: Module 2 Assignment

Each module has a related journal reflection that is to be completed weekly. Module Two's Assignment is:

Please complete the Module Two Prompts (Reflection Journal).

1. This module contains a lot of information. What are you wondering about?
2. What is the purpose of the Individualized Education Program (IEP) in special education?
3. What are three strategies or concepts you have learned about from the resources that you can use to support your students with disabilities? (identify the resources for each strategy or concept).

Slide 2.18: Contact/Mission

No narration for this slide

Slide 2.19: Conclusion Module 2

After completing your reflection for Module 2, you are now ready to move on to Module 3, Supporting Students with Disabilities. Congratulations!

Module 3: Supporting Students with Disabilities in CTE

Slide 3.1: Supporting Special Populations Students in CTE

Welcome back to Supporting Special Populations Students in CTE

Slide 3.2: Module 3, Supporting Students with Disabilities

This is Module 3, Supporting Students with Disabilities in CTE.

In Module 2, participants were introduced to Students with Disabilities as one of the special populations identified under Perkins V legislation. You learned about the federal legislation, the Individuals with Disabilities Education Act, IDEA that protects the educational needs of these students and learned of resources to support special education students in their CTE programs.

This module delves into the specific strategies and supports that you can utilize to support these students in your CTE classroom.

Slide 3.3: CTE and Students with Disabilities

Here are some quick reminders from Module 2. In Pennsylvania, about 29% of students enrolled in CTE are identified as individuals with disabilities.

These students can thrive in CTE programs when they receive the supports and accommodations they need.

Many of these students benefit from proactive interventions that aim to ease educational transitions for them, build on their skills, abilities, and interests, and directly address any barriers to learning, which may involve academic, social-emotional, or other challenges.

(Note: Special populations participant data provided throughout this working report is from the 2020 Pennsylvania Consolidated Annual Report (CAR).

Slide 3.4: What is IEP Transition Planning?

The next important concept to explore is Transition Planning.

Transition planning is a process to help students with an Individualized Education Program (IEP) decide what they want to do after high school.

Importantly, IEP transition planning must start by the time a student turns between 14 to 16, the specific age for transition planning is state dependent, but it must begin by at least age 16 according to the federal IDEA law. In Pennsylvania, transition planning is legally required in the Individualized Education Program (IEP) by age 14.

Note that it is likely that Transition Planning has already begun for your students, and that their participation in your CTE program, is an important element of the student's Transition Plan.

The purpose of transition planning is to help teens prepare to be independent young adults.

Planning is about more than just college — it covers jobs and daily life skills too.

It also helps students figure out how to reach their goals.

IEP transition planning for students over age 16 is more than just a hopeful exercise or brainstorming session. During transition planning, teens work on specific goals. They receive services and undertake activities to help achieve these goals.

At the heart of the transition process is the Transition Plan. To develop the plan, the IEP team works with a student to identify strengths and interests. These, in turn, guide planning. The IEP transition plan has two important pieces: postsecondary goals and transition services (plus activities).

Slide 3.5: Role of the CTE Instructor in Transition Planning

You, as the CTE teacher, will be asked to help the IEP team to create student's current IEP program and Transition Plan.

Regarding the transition plan related to your CTE program, the CTE teacher plays the primary role in providing instruction through school.

The CTE instructor provides instruction in the school setting.

If the student's Transition Plan also calls for work-based learning experiences outside of school, other staff may be responsible for aligning those experiences and activities, but in close coordination with the CTE teacher.

Slide 3.6: Best Practices in IEP/Transition Planning

Best Practices that have been identified for Transition Planning include:

- Special Education teachers meet with CTE teachers to discuss course requirements and expectations.
- Special Education teachers, General Education teachers, Parents/Students should collaborate with the CTE teacher PRIOR to transition Admission, Review, and Dismissal (ARD) meetings. This is an important meeting in which a student's continued eligibility for special education services is determined. This

prior collaboration facilitates creating a meaningful match between the student's interests and school schedule.

- The Transition Plans identifies the CTE courses in which there will be special supports to help the student prepare for post-secondary goals.
- The Special Ed Teacher and CTE teacher collaborate to complete a profile on the student's going into the CTE course and create IEP goals together

Learning about all the requirements of Special Education can be daunting, particularly to CTE instructors who might be relatively new to education in general. However, always remember that you are not alone, but part of a team working together to assure the best learning environment for the student.

Slide 3.7: Program Placement

It is vital for both the student and the CTE teacher that placement into a CTE program reflects the student's goals and interest.

Prior to a special education student enrolling in a CTE program, the IEP/Transition team should develop specific steps to allow the student to learn about the program.

Specific best practices to help students make their decisions include:

- Provide small group tours of specific CTE programs so that students can see what a class is like in action.
- During the visit, provide an Informal assessment. By providing a simple, short sample activity from the class, the Instructors observe prospective students trying out a class and provide feedback on their strengths and areas in need of improvement. This informal activity can help the student get a better idea of what they will learn in the class and give the teacher a better understanding of what the student's needs might be.
- Conduct Interviews with prospective students to discuss career goals. These discussions will help clarify which CTE course will align best with the student's goals.

These activities take some planning and extra time, but greatly increase the likelihood that the student will enroll in a CTE program that is a good fit for them. That is a worthwhile investment for both the student and the CTE instructor.

The tour or visit should be organized by the school staff responsible for student admissions and should be coordinated with special education staff and CTE course instructors.

Slide 3.8: Coordination and Collaboration

Coordination and collaboration are key concepts that deserve ongoing attention.

Focus on coordination and collaboration between CTE instructors, special education instructors, and learning facilitator staff to ensure students' needs are met and accommodations are made to best help students achieve success.

Note that a "Learning Facilitator" is a staff person designated to advise and assist CTE instructors with creating appropriate supports and instructional strategies. Not every school employs a staff member with this specific job title, so you should ask your school administrator who can help provide this service to help you carry out your responsibilities.

To provide students with disabilities the services and resources they need and are detailed in their IEPs, the CTE instructors, special education instructors, and learning facilitator staff should communicate regularly about the classroom assignments and expectations.

Slide 3.9: Coordination and Collaboration

Practices that support this strategy include:

CTE instructors share lesson plans and assessments with learning support staff ahead of time.

Key team members schedule regular meetings (or communications) to discuss what is or is not working for the student. It makes sense to schedule regular check-in meetings at the beginning of the year, so these meetings don't get forgotten.

During initial and ongoing meetings, reach agreement on what in-class services will look like and how they can best be implemented.

Slide 3.10: Differentiated Instruction

Differentiated Instruction may be a new term for the CTE instructor. Basically, Differentiated Instruction means adjusting your instructions in ways that best support the specific needs of the special education student.

- Design and differentiate instruction to meet varying needs and build on individual strengths.
- As a CTE instructor, you can build a repertoire of teaching strategies that address the different learning styles and abilities of your students. Refer to the supports and accommodations identified in Module 2 of this course. It may also be useful to learn about the theory of "learning styles" to identify ways to provide instruction using various approaches for presenting information and skills instruction.

- CTE teachers and special education staff should also work with the student's sending school to ensure that the Specially Designed Instruction (SDI) matches up with the program task list.

Building your skills in differentiated instruction is essential for helping your students with disabilities succeed. An additional pay-off is that deploying these strategies will benefit many other students in your program as well.

Slide 3.11: Students with Cognitive Disabilities

In addition to disabilities that are visible or not visible and somewhat mild, you may have students in your program that have very significant cognitive disabilities. This may include disabilities such as autism, multiple disabilities, traumatic brain injury, and intellectual disability.

With support for special education and learning specialists, you will serve these students in your CTE program and employ the following strategies.

- Consider ways to expose students with significant cognitive disabilities to career options and CTE programs in a safe and meaningful manner.
- Focus on how best to meet the needs of students with significant cognitive disabilities to learn about a range of career options and participate in CTE programs, taking into consideration safety precautions, interests, and skills.

Once again, the CTE instructor will not be making decisions alone rather as part of the team that decides how the student can participate successfully in CTE.

Slide 3.12: Stakeholder Engagement

To experience success in providing a free, appropriate public education, the IEP team should actively engage key stakeholders who can contribute to a student's current and future success.

For Parents, school leaders at the high school or Career Tech Center should conduct outreach to parents early on, during a student's enrollment in a CTE program, and throughout their time participating in CTE.

For Students, school staff and teachers should actively engage students in their decision-making, encouraging and empowering them to take ownership for their learning goals and needs.

With Employers, postsecondary institutions, and community service providers, CTE program leaders and teachers should develop and sustain working relationships with these stakeholders. Together with students and their families, these partners can help map out viable, appropriate, and supportive postsecondary options for students with disabilities.

Relationship building is key to creating high-quality learning environments for all students, special education, AND regular education.

Slide 3.13: Module 3 Resources

In addition to the important resources, you reviewed in Module 2, here are two additional resources drawn from the Pennsylvania CTE Best Practices website.

- [Best Practices: Cross Cutting Strategies to Support Special Populations](#)
- [Best Practices: Individuals with Disabilities](#)

You can find the links to them in your course guide.

Slide 3.14: Module 3 Assignment

Each module has a related journal reflection that is to be completed weekly. Module Three's Assignment is:

Please complete the Module Three Prompts (Reflection Journal):

1. What do you feel is the most difficult part of differentiation for students with disabilities in your classroom?
2. Why is the special education teacher a valuable source for collaboration in the CTE classroom?
3. What are your next steps in creating a classroom that supports Students with Disabilities?

Slide 3.15: Contact/Mission

No narration for this slide

Slide 3.16:

After you have reviewed the resources and completed your Reflection Journal entry, you are ready to begin Module 4. Congratulations on your learning and commitment to your students and your profession as a CTE teacher!

Module 4: Supporting English Learners

Slide 4.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 4.2: Module Four: Supporting English Learners

Welcome to Module Four, Supporting English Learners.

Slide 4.3: Who are English Learner Students?

Let's define English Learners through the lens of the Strengthening Career and Technical Education for the 21st Century Act.

The Strengthening Career and Technical Education for the 21st Century Act defines English Learners (EL) as:

- A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965.
- An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and
 - whose native language is a language other than English; or
 - who lives in a family environment or community in which a language other than English is the dominant language.

Slide 4.4: English Learner Students in CTE

Three percent of secondary students participating in CTE in Pennsylvania are English Learners (EL). While every CTC may have some EL students, there appears to be concentrations of English Learners in certain parts of the Commonwealth. In some of these communities, ELs may make up as much as 50 to 75 percent of the general student population.

Students who are identified as ELs are a diverse group of learners, as their English language proficiency, acquisition rates, and home languages can all vary.

Given this diversity and because so much of CTE instruction involves highly technical language, it can be a challenge for instructors to meet the significant learning needs of these students.

Schools and teachers are challenged with implementing strategies that not only teach English Learners the content and skills they need, but also provide supports for these students to develop their English language skills.

Yet, even at CTCs with sparse numbers of EL students, educators who teach these students need to address how to best meet the needs of these students.

Slide 4.5: Barriers Faced by English Learner Students

While every English Learner and every school is different, many English Learners encounter barriers due to:

- A lack of awareness among staff about the student's cultural background,
- In some cases, cultural insensitivity by school staff,
- Inconsistent referral systems among schools to help students receive special supports, and
- Coursework that lacks challenge and relevance, in part because of low expectations from staff due to the student's lack of English proficiency.

Slide 4.6: Schoolwide Strategies to engaging EL Students & Families

ELs and their families are valuable members of a school community. Schools can engage them in the community through outreach, services, and discussion. In practice, this could include providing a bilingual parent liaison, building cultural knowledge, awareness, and sensitivity among CTC staff. This is a key factor in supporting the English Learner in the CTE classroom.

The CTE staff should not bear the responsibility for serving EL students alone. Suggested strategies for the school include:

- Provide access to translation services (written) and interpretation services (oral) for students and their families.
- Translate all school documents that are sent home into the home language. This includes administrative, classroom and promotional/informational items.
- Translate school signage.
- As needed, provide photographs to complement translated materials.

Slide 4.7: Provide Pre-Enrollment Support Services

ELs benefit from pre-enrollment services that help ease their transition to the Career Technical Education program, and in most cases, the Career Technology Center, which is located separately from the student's home high school. In this case, when the word "transition" is used, note that it means the student transitioning INTO the CTE program, vs. other transitions from school into the workforce or further education.

Specific practices that could be implemented to help facilitate the transition for students include:

- At the homeschool, an intensive and organized program to deter potential dropout prior to entry into CTE programs (e.g., orientation and peer mentoring).
- Provide a guided tour of the CTC and its programs to prospective students and their parents. Give them an opportunity to see the programs offered, possibly sit in a few classes, Give students and parents the opportunity to meet with CTC EL staff prior to enrollment so that they know who to go to for EL support and are familiar with the resources available to them.
- Tours should be given in the spring, so students and parents have a good understanding of programs in order to make an informed decision.
- Early opportunities for students to meet with the CTC's EL staff and the CTE instructor prior to enrollment.
- “Frontloading” conversations between the CTCs and sending schools – meaning they can start the conversations as early as possible, and at least in the spring before the students start at the CTC in the fall.

Slide 4.8: Strategies for the CTE Classroom

Schoolwide strategies at the pre-enrollment phase can start to overcome complex barriers experienced by EL students and families.

Additionally, once a student is enrolled and begins attending, effective classroom strategies for ELs are essential.

When possible, the school can deploy EL classroom assistants so that they can provide push-in services in the CTE classroom.

Staff and teachers also need targeted professional development. Professional development for CTE teachers should be applicable to the CTE classroom so that instructors see the value in using the strategies and can reasonably implement them.

English Learners benefit from materials that help address language barriers.

Instructors need resources and materials that support their efforts to instruct English Learners effectively in the CTE classroom. For example, providing cue cards and translated text when appropriate can help ELs build background knowledge, language skills, and technical skills.

That is why instructors and instructional assistants need PD about how to use these instructional strategies to meet the needs and learning goals of EL.

Other effective practices that support language acquisition and comprehension of terms specific to the subject matter may include using visual cues, graphic organizers, word walls, pre-, during- and post-reading strategies, and hands-on demonstrations.

With appropriate expectations and support, educators can provide a welcoming, inclusive atmosphere and offer curricula that is challenging and provides opportunities for real-world applications.

Slide 4.9: Recruitment and Retention of English Learners in CTE

To keep students engaged in their CTE program and retain them from one year to the next, educators should consider the following strategies

- Undertake efforts to help a student feel welcomed and support, such as a peer mentoring options like a cohort within a class or a study group facilitated by a bilingual individual.
- Ensure learners are included in career development activities and work-based learning options such as community service, job shadowing, school-based enterprises, youth apprenticeships, and paid work experiences.
- Provide parents with information about opportunities, the career development process. Give parents ideas of ways they can help their child complete the class, take advantage of work-based learning, and stay connected to their CTE program.

English Learners often need other support services and they are entitled to other support services that help them overcome barriers not related to their lack of English proficiency.

English Learners are often unaware of the range of postsecondary and career opportunities available to them. Transition support that helps students learn and understand appropriate workplace behavior and employer expectations should be a part of the support services offered.

All these schoolwide services, combined with classroom supports and instructional services, can make it more likely that ELs will enroll in, continue to advance in, and successfully complete a CTE program of study.

Slide 4.10: Promising Practices: Supporting English Learners

This section offers links to explore some best practices throughout Pennsylvania related to English Learners.

- Thomas Edison best practice - A classroom assistant provides support to English Learners in their CTE classes.
- Reading-Muhlenberg (pronounced Redding-Mule-en-berg) - A full-time EL assistant provides push-in support services for English Learners. To create and fund this position, the Reading School District and Reading Muhlenberg Career & Technology Center administrators collaborated to reallocate a district support staff member to the CTC.
- Erie High School - An English Learner instructor provides services inside CTE classes (“pushes in”) to support EL students.
- An Introduction to Working with EL in CTE - This 30-minute narrated presentation was developed as a professional learning resource for CTE teachers and staff who have little experience teaching students with limited English proficiency.

Slide 4.11: Module Four Resources

Please review the related resources, which include:

A video which features the administrative director at Reading-Muhlenberg CTC discusses how a full-time EL assistant provides push-in support services for English Learners.

Integrating Employability Skills with Classroom Instruction to Support EL ‘s from the College & Career Readiness & Success Center at American Institutes for Research. This is an interactive module that covers the Employability Skills Framework, the importance of these skills and strategies to differentiate instruction to teach these skills to English language learners.

The module includes PowerPoint slides, a [Facilitator’s Guide](#) (2016) and [Handouts](#) (2016).

Strategies for Special Populations Success. This resource from the Nebraska Department of Education offers quick tips for supporting students in this special population category.

Slide 4.12: Module Four Assignment

Each module has a related journal reflection that is to be completed weekly.

Module Four’s Assignment is:

Please complete the Module Four Prompts using your Reflection Journal:

1. Which two strategies defined in this module could you integrate into your classroom to support English Learners?

2. How do we prepare ELL students with language skills for success for employability in their industry?

Slide 4.13. Contact/Mission

If you need more information from the Pennsylvania Department of Education Bureau of Career and Technical Education, visit the PDE website to see the resources available.

Also, note the PDE mission statement as presented here.

Slide 4.14. Conclusion to Module 4.

After you have reviewed the resources and completed your Reflection Journal entry, you are ready to begin Module 5!

Module 5: Supporting Non-Traditional Students

Slide 5.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 5.2: Module Five, Supporting Non-Traditional Students

Welcome to Module Five, Supporting Non-Traditional Students

Slide 5.3: Who are “Non-Traditional” Students?

The term "non-traditional fields," under Perkins V, means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Slide 5.4: Examples of Non-Traditional Fields for Females

Take a look at some examples of non-traditional fields for females. Are there any that surprise you, or that you suspect are changing more rapidly?

- Aviation maintenance or service technicians
- Engineering (all civil, aerospace, etc.)
- Law enforcement (detectives and criminal investigators)
- Construction Trades
- Welding
- Computer programmer
- Electrician
- Pipe layers, plumbers, pipefitters, and steamfitters

Slide 5.5: Examples of Non-Traditional Fields for Males

Conversely, here are some examples for non-traditional fields for males. Any surprises from this list?

- Administrative support
- Cosmetology
- Dental Hygienist
- Occupational and Physical Therapist
- Nurses, Phlebotomist, Physician's Assistant
- Massage Therapist

Slide 5.6: Why Focus on Non-Traditional Students?

Why do we focus on non-traditional students at all?

First, Federal funding for Career and Technical Education (CTE) programs includes the stipulation that schools seek to reduce gender stereotypes in career preparation programs for occupations employing less than 25% of one gender.

To reach this goal, schools and states must set targets, and annually report progress in increasing the percentage of “non-traditional” students who enroll and complete CTE programs.

But behind the federal requirement, the focus stems from the fact that a woman’s median annual earnings in the United States are 84% of a man’s earnings as noted in <https://www.pewresearch.org/fact-tank/2021/05/25/gender-pay-gap-facts/> .

This is a wage disparity that widens as level of education and occupational incomes rise.

This requirement reflects a general societal trend to allow both men and women to enter the fields that are well-suited to their aptitudes and skills, regardless of the gender norms historically associated with those occupations.

Slide 5.7: Barriers to Non-Traditional Students

Gender equity issues pose significant barriers to recruiting students into programs for non-traditional fields.

One barrier is that many students cannot picture themselves working in non-traditional fields, making typical recruitment strategies – perhaps that reinforce the image of the current state of the occupation - less effective.

Individuals preparing for non-traditional fields may face challenges related to cultural stereotypes, such as those that perceive certain fields as more male- or female-oriented.

Because of these stereotypes, students who wish to pursue a non-traditional field may lack family and peer support for their choices.

This lack of support and a lack of visible role models in the field can present challenges for students as they navigate their educational experiences.

Slide 5.8: Did You Know?

According to recent research, Traditional methods that foster student’s interest in a science, technology, engineering, or mathematics (STEM) career, like print advertising,

site visits, demonstrations, etc., are not sufficient to prompt women to explore STEM fields.

Rather, a more important factor has to do with self-confidence and a personal sense of efficacy.

Researchers Allison and Cossette conducted a thorough review of academic literature on recruiting women into STEM careers. They discovered that “A number of recruitment strategies focus on engaging young women’s interest in STEM careers through interpersonal and/or hands-on experiences were effective. This includes, for example, increasing women’s self-confidence in STEM fields through cooperative and/or hands-on workshops.”

They conclude that, “for women, self-confidence precedes interests and career goals.”

They go on to say that “Women must feel confident in their abilities before they will develop interest in a career. “

Allison, C.J., & Cossette, I. (2007). Theory and Practice in Recruiting Women for STEM Careers, Proceedings of the WEPAN 2007 Conference, Women in Engineering Programs and Advocates Network

Slide 5.9: Confidence with Knowledge is Essential!

When youth are given the opportunity to develop confidence, then they are also more receptive to information about non-traditional career options.

When recruiting students into non-traditional fields, it is important to use multiple forms of media to market to parents and students since the decision to enroll in a career or educational pathway is often a family decision.

It is crucial to dispel stereotypes held by instructors, parents, and/or the students themselves regarding non-traditional occupations by raising awareness of non-traditional careers early in the recruitment process.

For example,

- All students, including prospective Non-Traditional students, need consistent exposure to materials and career exploration activities to stimulate their interests.
- Emphasize the potential earnings of non-traditional careers to students and parents.
- Educate faculty and staff on bias, both personal and institutional, and ensure they understand the barriers for students seeking non-traditional careers.

- Inform parents about the range of occupational options that are available to their children and the important role that their opinions and parenting play in later career decisions.
- Create relationships with employers to provide accurate information and facilitate contact with potential speakers and resources.
- Non-Traditional students need consistent exposure to materials and career exploration activities to stimulate their interests.

Additionally, special consideration must be given to the messages sent by recruitment materials and activities. A goal of a recruitment strategy should be to promote messages that suggest to students of an underrepresented gender that they can succeed in a non-traditional career.

The message should be comprehensive and promote this perspective among more traditional student populations, faculty, and college staff.

Slide 5.10: Promote Non-Traditional Fields to Students & Families

While schools are aware that students may not enroll in non-traditional classes for a variety of reasons, it is often due to the lack career information about opportunities in non-traditional occupations provided in the pre-high school grades.

Here are some ways to promote non-traditional fields.

1. Expose students early to non-traditional fields before stereotypes have been deeply internalized. For example, many CTCs run summer camps for middle school students that teach them about non-traditional fields.
2. Host non-traditional student days specifically for students considering enrolling in a non-traditional field. Such programs typically include shadowing opportunities and interviews with non-traditional students.
3. Host information sessions for families about non-traditional fields. Use these sessions to address concerns and provide information on the benefits of careers in non-traditional fields.
4. Encourage current students in non-traditional fields to serve as mentors to prospective students. These peers can answer questions and provide an insider's take on what it is like to be in a non-traditional field.
5. With permission, use non-traditional students in school promotional videos.
6. Making a concerted effort to hire non-traditional teachers.
7. Intentionally recruit non-traditional field representation to the Occupational Advisory Committee (OAC).
8. Take students on field trips where they can observe employees in non-traditional fields.

Slide 5.11: Recruitment Strategies

- Provide workshops, career fairs, career panels, and other events that highlight non-traditional occupations. Do not assume your audience knows what special populations are; use common language instead of professional terms like “non-traditional fields” in promotional materials.
- Discuss local employment opportunities for those with training in non-traditional fields, and Emphasize the potential earnings of non-traditional careers to students and parents.
- Invite students and parents to a program site to eliminate misconceptions about CTE programs and non-traditional careers. Include presentations from positive role models to answer questions posed by parents and students. Involve parents in developing a career plan with their child that includes education, training, and employment options.
- Establish mentoring programs for students that connect them with those working in non-traditional fields. Consider alternate mentoring strategies as well internet-based contacts and connections to professional organizations.
- Ask instructors and directors of non-traditional programs to share their expertise and insight on recruiting and retaining students.

Slide 5.12: Tips for Marketing Materials

Here are some tips in creating marketing materials to promote non-traditional careers.

First, When using pictures of non-traditional students or any special population student show them working – not just watching.

Find and Include pictures with individuals in context to reduce stereotypes by displaying elements of their personality or identity that are not work-related.

Include pictures with colleagues of another gender working as peers. This process can help counter biases like those that claim women in non-traditional jobs lose their femininity or that men working in non-traditional careers are not masculine.

For radio and TV advertising, make sure to include non-traditional student voiceover.

Use gender inclusive language; you are actively seeking students of all genders.

Slide 5.13: Strategies – Classroom Supports for Non-Traditional CTE Students

Because most young men and women may be nervous about entering a non-traditional program, it is essential that the CTE instructor anticipate challenges for the students

and try to prevent those risks from becoming realities that make the non-traditional student question their decision.

Here are some pre-emptive strategies the Instructor can take-

- Plan for issues related to changing rooms or equipment sizes, so the issues do not arise during coursework.
- Identify what conditions or situations at school would make students feel uncomfortable in the classroom. (Identify gender specific terms and actions)
- Take steps to identify activities that positively affect the performance and completion rate of all your students.

Slide 5.14: More Strategies to Support Non-Traditional CTE Students

Additional strategies to support non-traditional students inside the classroom include:

- Allow for teamwork that does not segregate one gender from the other, but also allow for same gender pairing.
- Make career and continuing education information available to all students in the classroom.
- Invite professionals who represent their career positively to the classroom to discuss their field and daily work routine in a mixed gender environment.

Slide 5.15: Retaining Non-Traditional Students

Let's look at a few reasons why students might leave non-traditional programs after enrolling for some length of time. Reasons for leaving include –

- Poor classroom climate
- Students feeling isolated based on gender
- Lack of role models or successful mentors
- Gender-biased instructional and support strategies
- External conditions such as lack of support from parents/guardians and peers

Slide 5.16: Strategies to Retain Non-Traditional CTE Students

Remember that, even though students have taken the step to enroll in a non-traditional field CTE programs, they may still face barriers to success due to factors such as existing stereotypes, lack of role models, and insufficient support by instructors and fellow students.

To prevent students from dropping out of non-traditional programs, CTCs should adopt some retention strategies.

Strategies include –

- Establish peer support groups for non-traditional students so they have a safe place to discuss their challenges and successes. These peer groups can include students from multiple programs if there are too few students in a single program to make a group feasible.
- Organize a student mentoring program so that older students in non-traditional field programs can provide practical guidance to younger students.
- Surround non-traditional students with images, texts, and materials that reinforce their program selection. They should see people who look like them in the relevant career fields.

Through thoughtful and strategic outreach strategies, in-class supports, and proactive retention strategies, gender stereotypes for CTE programs that are non-traditional can, over time, lose their strength. Of course, results will not be instant, but even achieving the non-traditional participation goals of 20% non-traditional participation is an important goal worth pursuing. The pursuit itself by educators will begin to break down the stereotypes so that students can actively pursue any career that seems to be a good fit.

Slide 5.17: Promising Practices in Supporting Non-Traditional Students

This section provides links to a few promising practices in Pennsylvania related to non-traditional students.

Non-traditional students admitted to the York County School of Technology attended a Non-traditional Student Day prior to enrollment. During this event, they met and shadowed enrolled and experienced non-traditional students who served as mentors to them throughout their high school technical program experience.

In Western Montgomery, the administrative team and faculty implemented innovative recruitment and marketing strategies to support student enrollment and improve outreach to non-traditional students.

Carbon Career and Technical Institute developed an engaging 13-minute video to support non-traditional student recruiting efforts.

Eastern Westmoreland CTC hosts an annual day-long event for prospective eighth grade students to build awareness of non-traditional careers and to increase the enrollment of non-traditional students at the school.

Slide 5.18: Module Five Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

[Pennsylvania Department of Education: Nontraditional Programs](#)
[Resource Guide: Publications & Electronic Resources Relating to Special Populations](#)
[Nontraditional Career Preparation Root Causes and Strategies](#)
[Strategies to Increase Access and Success for Underrepresented Students in Career and Technical Education & STEM](#)
[Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity](#)
[The Power of Micromessages in Marketing, Recruitment and Success in CTE](#)

Slide 5.19: Module Five Assignment

Each module has a related journal reflection that is to be completed weekly. Module Five's Assignment is:

Please complete the Module Five Prompts in your Reflection Journal:

1. What information from today's lesson was the most interesting to you? Why was it the most interesting and how will you use it in your teaching?
2. How can you encourage fostering self-esteem and self-efficacy with non-traditional students?

Slide 5.20: Contact/Mission

No narration for this slide.

Slide 5.21: Conclusion Module 5

After completing your reflection for module 5, you are now ready to move on to Module 6, Supporting Homeless Students. Congratulations!

Module 6: Supporting Homeless Students

Slide 6.1: Supporting Special Populations Students in CTE

Welcome to Supporting Special Populations Students in Career & Technical Education, an online self-paced course for CTE instructors. This course was developed for the Pennsylvania Department of Education by the National Center for College and Career Transitions.

Slide 6.2: Module Six: Supporting Homeless Students

Welcome to Module Six, Supporting Homeless Students.

Slide 6.3: Perkins V Defines Homeless Individuals As...

- An individual who lacks a fixed, regular, and adequate nighttime residence
- This definition 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

These definitions are derived from the McKinney –Vento Homeless Assistance Act, section 725.

As a primary piece of federal legislation related to the education of children and youth experiencing homelessness, the Act authorizes the federal [Education for Homeless Children and Youth \(EHCY\) Program](#). In 2015, the Act was reauthorized by Title IX, Part A, of the Every Student Succeeds Act (ESSA).

How Many Homeless Students Are Enrolled in Public Schools?

Between 2008 and 2019, the number of homeless students identified by public schools each year increased by more than 100%, from approximately 680,000 to 1,384,000 students.

Slide 6.4: Perkins V Defines Homeless Individuals As... *(Continued; Slide was too dense)*

The Perkins V definition of homeless individuals is similar to the McKinney Act 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 Perkins Act also defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian.”*

Slide 6.5: Strategies – Addressing Homelessness

Several strategies have been identified for school districts to address the needs of students experiencing homeless. These include -

- Identify and build relationships with community agencies that can help identify and assist homeless youth
- Help with admission, registration, and financial aid for students who may have increased difficulty navigating the enrollment process
- Consider developing policies that support the enrollment of unaccompanied youth, including who is able to provide consent and sign for issues and extracurricular activities
- Designate a single point of contact to take lead on all things related to assisting students experiencing homelessness

Slide 6.6: Strategies - Informing & Recruiting for CTE

Strategies specifically aimed at serving students experiencing homelessness through Career Technical Education include:

- *Give students a chance to explore their interests and aptitudes using computerized career information software*
- *Inform students about the different career options within CTE and how they can get started during high school*
- *Partner with the local high school or community college to offer “CTE Exploration Days”*
- *Emphasize potential earnings for careers and timelines for CTE program completion*

Slide 6.7: Strategies - Supports & Service for Homeless Students

Strategies to provide supports and services include the following:

- Provide training for staff on federal resources available to students experiencing homelessness
- Identify and build relationships with community agencies that can help identify and assist homeless youth
- Offer counseling or academic advising services several times per semester

- Track student performance
- Provide opportunities for career assessments
- Assist in goal planning and a tailored graduation plan
- Provide academic intervention

Slide 6.8: Strategies - Supports & Services

Additional strategies include:

- Provide flexibility with school assignments, including deadlines and needed supplies
- Allow for flexibility in course scheduling as students may be balancing classes, employment, and parenting responsibilities
- Allow students access to school shower and laundry facilities
- Provide students with a secure place to store personal belongings
- Establish a food bank on campus or within the community

Slide 6.9: Creating a Culture of Support and Respect

Strategies to create a culture of Support and respect include –

- *Inform all students and their families about rights and services available under the McKinney-Vento Act*
- *Remember that 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. For example, (Some students may be staying for a night or two in the homes of family friends, and are thus homeless, but not living in a car or on the street, the stereotypes of homelessness.)*

Slide 6.10: Module Six Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

1. [Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness](#) . As part of Advance CTE’s Making Good on the Promise series, this document details five steps CTE and homeless education leaders can take to better serve students experiencing homelessness.
2. [Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students](#) Prepared for by the National Center for Homeless Education, this document lays out strategies to meet the

affective, academic, and technical needs of highly mobile students before students enroll in school, when they first enroll at a school, while they are enrolled in the school, and after they leave the school.

3. [ESSA and Supporting College and Career Readiness and Success for Youth Experiencing Homelessness](#) Sponsored by the College & Career Readiness & Success Center at American Institutes for Research and the American Youth Policy Forum, April 2017, it details the requirements of the Every Student Succeeds Act (ESSA) as they relate to supporting students experiencing homelessness and provides examples of how states and districts are preparing these students to be college and career ready.

4. [Webinar: Recognizing and Supporting Students Experiencing Homelessness](#) Presented by the Alliance for Excellent Education, November 2019, a panel of experts discuss the challenges facing students experiencing homelessness and how educators can help them address these challenges.

Slide 6.11: Module Six Assignment

Each module has a related journal reflection that is to be completed weekly.
Module Six's Assignment is:

Please complete the Module Six Prompts in your 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?

Slide 6.12: Contact/Mission

No narration for this slide.

Slide 6.13: Module Six: Supporting Homeless Students

After completing your reflection for Module 6, you are now ready to move on to Module 7, Supporting Economically Disadvantaged Students.

Module 7: Supporting Economically Disadvantaged Students

Slide 7.1: Supporting Special Populations Students in CTE

Welcome to Supporting Special Populations Students in Career & Technical Education, an online self-paced course for CTE instructors. This course was developed for the Pennsylvania Department of Education by the National Center for College and Career Transitions.

Slide 7.2: Module Seven: Supporting Economically Disadvantaged Students

Welcome to Module Seven, Supporting Economically Disadvantaged Students.

Slide 7.3: Who are “Economically Disadvantaged Students?”

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

Slide 7.4: A Deeper Dive into This Category of Students

- Receives assistance through the supplemental nutrition assistance program
- Temporary Assistance for Needy Families (TANF) program, or the supplemental security income 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 lunch
- Being supported in a foster home with public funds

Slide 7.5: Risks to Economically Disadvantaged Students

For many of these individuals, basic and pressing needs – such as food, housing, and transportation – create serious barriers to learning. For example,

- Economically disadvantaged students are five times more likely to drop out of high school than their non-low-income peers and 13 times less likely to graduate from high school on time.
- Support and meaningful relationships with teachers, counselors, and school staff can help build confidence within students from economically disadvantaged backgrounds and play a key role in their success.

Slide 7.6: Strategies - Informing & Recruiting Students About CTE

Because these needs directly impact educational performance, schools should demonstrate an awareness and understanding of the link between economic hardship and student progress. Support and meaningful relationships with teachers, counselors, and school staff can help build confidence within students from economically disadvantaged backgrounds and play a key role in their school success.

- 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 Career Technology Center prior to enrollment.
- Emphasize potential earnings and timelines for completion when marketing specific CTE programs.

Slide 7.7: Strategies - Supports and Services

When a student has enrolled in CTE programs, the CTC may find it challenging to identify students who are experiencing homelessness or who may be facing economic hardship.

Some students may go without rather than ask for help, such as money to pay for field trips, uniforms, or other regular program costs.

Here are some general strategies that CTC’s and school can continue in order to better address the needs of students.

1. To bring these challenges to the forefront and to actively address them, CTCs should designate a staff member to “own the job” of serving students in this special populations category. The designated person assumes responsibility for collecting data, identifying which students need support, leading discussions about what services are needed, ensuring services are provided, and monitoring student progress.
2. To assist the point person in identifying students in need, all teachers should receive training on how to recognize students that are homeless/economically disadvantaged.
3. Identify and reach out to external partners who can provide the resources and services students may need.
4. At some CTCs, staff have created a working resource document in which they keep a running list of agencies and non-profit organizations that can provide services.

5. Additionally, promote available services for economically disadvantaged students and their families to the entire student body to avoid stigmatization

Slide 7.8: Counselor Supports

Counselors at the career technology center also have an important role in identifying and addressing the needs of economically disadvantaged CTE students.

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 in goal planning
- offer resources on stress management and coping skills
- provide academic intervention

Slide 7.9: Engage & Communicate with Families

Some ideas about engagement include:

Provide clear lines of communication so that a variety of voices and perspectives are more clearly understood and allow schools to connect with the families they serve so that they are aware of their needs.

This can include providing specific information to families about financial supports, and also assistance with preparing financial aid forms and seeking scholarships to help with postsecondary education.

Use a variety of communication tools to reach families. CTCs may need to brainstorm innovative approaches and test out new modes of communication that might work for their community.

One strategy that can work is to designate a parent liaison, especially one who is a natural connector, to serve as a bridge between the CTC and families.

A strong and inclusive school and community relationship supports students and their families, which encourages a mutual sense of trust. This foundation of trust will help the Career Technology Center team and the CTE classroom instructor provide a high quality CTE experience for the student from an economically disadvantaged family.

Slide 7.10: Promising Practices Profiles

This section offers links to explore some best practices throughout Pennsylvania related to supporting economically disadvantaged students.

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.](#)

Slide 7.11: Promising Practices Profiles *(Continued; Slide was too dense)*

This section offers additional links to explore some best practices throughout Pennsylvania related to supporting economically disadvantaged students.

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.](#)

Slide 7.12: Module Seven Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

[Resource Guide: Publications & Electronic Resources Relating to Special Populations Understanding and working with Students and Adults from Poverty. By Ruby Payne, Ph.D.](#)

[Making an Impact: How CTSOs Support Students in Poverty](#)

Slide 7.13: Module Seven Assignment

Each module has a related journal reflection that is to be completed weekly. Module Seven's Assignment is:

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

Slide 7.14: Module Seven Assignment (continued)

Please continue to answer this question in your Reflection Journal.

Here is a short 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 and to not feel less than the other students?

Slide 7.15: Contact/Mission

No narration for this slide.

Slide 7.16: Module Seven: Supporting Economically Disadvantaged Students

After completing your reflection for Module 7, you are now ready to move on to Module 8, Supporting Foster Care Students. Congratulations!

Module 8: Supporting Foster Care Students

Slide 8.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 8.2: Module Eight, Supporting Foster Care Students

This is Module 8, Supporting Foster Care Students.

Slide 8.3: Who are “Foster Care Involved” Students?

Foster care is a temporary service provided by a state agency for children who cannot live with their families.

Children in foster care may live with relatives or with unrelated foster parents.

Foster care can also refer to placement settings such as group homes, residential care facilities, emergency shelters, and supervised independent living.

In Pennsylvania, it is important to note that youth “age out” of foster care at the age of 21 but have access to aftercare services until 23

Slide 8.4: Challenges Faced by Foster Care Students

Foster care involved youth face a multitude of barriers stemming from their family structure and their involvement within the system.

These barriers can include - Academic setbacks, Attachment issues (difficulty forming relationships, Challenges with consistent school attendance, Lack of familial support, School transience (moving from one school to another during and between school years), and behavioral and emotional challenges related to trauma and stress and undiagnosed learning challenges.

Many students in foster care or who have aged out of foster care face significant challenges across multiple areas of their lives. In Pennsylvania, about 0.7 percent of secondary students participating in CTE are in or have aged out of foster care. These students often endure trauma, high mobility rates and other significant barriers to learning and their general welfare that create gaps and inconsistencies in their education, as well as cognitive barriers to learning. CTE can provide these students with a pathway to postsecondary education or training, or the workforce, and set them up to overcome barriers to financial and emotional stability.

Slide 8.5: Strategies - Supports & Services

Schools have the potential to be a safe space for these students and the ability to provide them with the skills needed to be successful, self-advocating adults. Doing so takes school leadership, intentionality, and awareness of the challenges foster care involved youth face and of the relevant resources and regulations

Provide intensive postsecondary and career guidance to students in foster care or who have aged out of foster care. Students in foster care may benefit from intensive personal support in establishing and following through on their educational and career plans because of the financial challenges they face and the lack of coordinated planning and preparation earlier in their school experiences.

Collaborate with the child welfare agency, social workers, and other relevant local agencies to monitor students' progress and identify needs to address, and practices to implement. In coordinating these services, the school can A) Establish points of contacts in related community agencies to streamline communication. B) Maintain and share relevant data, especially given the high transiency among this student population.

Slide 8.6: Identify a Point Person

One important starting point is identifying a point person within the school to coordinate services.

- Identify a point person in the CTC who is responsible for checking in with students in foster care to see if/how their needs outside of school are being met.
- The point person should learn about these students' lives – what trauma they may have experienced, what their current living arrangements are – and establish trust with them.
- The point person should be knowledgeable about living situations in Pennsylvania so that students can be informed of their options/opportunities

In addition to keeping track of the foster care students, the point person can also connect with community organizations to provide students access to additional assistance.

Slide 8.7: Strategy - Build a Culture of Support & Respect

Similar to the strategies for helping homeless students, the CTC instructor may not know that his or her students are placed in the foster care system. Therefore, it is essential to provide specific professional development to the teachers/instructors to create an environment where the foster care students can flourish.

- Hold professional development sessions or conversations with child welfare agencies, educate CTC staff members, especially the point person, about foster care and its impact on students.

- Professional development topics should address:
 - The foster care system, such as the fact that children can stay in foster care until age 21;
 - Characteristics of students in foster care, so that staff develop a cultural understanding of these students
 - To the extent possible, provide reasonable flexibility to students regarding homework and testing dates as their day-to-day lives outside of school may affect their ability to meet deadlines.

Other practical tips include:

- Have a plan in place to accommodate students who enter school midyear.
- Keep a file of all school notices and newsletters that were sent home throughout the year and make copies for families who move into the district.
- Encourage foster parents' involvement.

Slide 8.8: Strategy – Encourage New Experiences

As a CTE instructor/teacher you can support foster care students in engaging in school and work-based activities. This will increase their sense of belonging and make valuable connections for career & life planning.

Invite foster care involved youth to get involved with school or work-based learning opportunities to build confidence and boost attendance. Examples include:

- volunteering
- job shadowing
- school-based enterprises
- youth apprenticeships
- paid work experiences

Arrange periodic progress report meetings with the foster parent(s), caseworker, and student to discuss the student's accomplishments and needs. Including the student in these meetings allows them to feel a sense of control over their lives and helps in developing self-advocacy skills.

Slide 8.9: Promising Practices: Foster Care Students

These promising practices resources provide examples, ideas and tips for effectively serving foster care students.

[California Special Populations](#)

[Colorado Special Populations Programming: ACE](#)

[Georgia Special Populations](#)

[Oklahoma Special Populations](#)

[Connecting CTE and Special Populations](#)

[YouScience: Aptitude and Interest Inventory](#)

[Capstone Portfolio Example – Work Experience Transition Toolkit](#)

Slide 8.10: Module 8 Resources

In addition to the previous resources for the entire course, take a look at these resources targeted at students in foster care.

[Strategies for Special Populations Success](#)

[Webinar: Role of Data to Support College and Career Readiness and Success for Students in Foster Care](#)

[Resource Guide: Publications & Electronic Resources Relating to Special Populations](#)

1. Nebraska Department of Education

Quick tips for supporting students in this special population category.

2. **Presented by the CCRS Center, the American Youth Policy Forum, the Data Quality Campaign, and the Legal Center for Foster Care and Education, March 2017**

[Strategies for Special Populations Success](#) -

<https://www.education.ne.gov/nce/nontraditional-special-populations/#1596128899230-d15f3440-137e>

[Webinar: Role of Data to Support College and Career Readiness and Success for Students in Foster Care](#) -

<https://ccrscenter.org/products-resources/ccrs-center-webinars-events/role-data-support-college-and-career-readiness-and>

Slide 8.11: Module Eight Assignment

Each module has a related journal reflection that is to be completed weekly.

Module Eight's Assignment is:

1. How is your institution currently supporting foster care involved students?
2. What are your key takeaways from this module that will impact your classroom practice?

Slide 8.12: Contact/Mission

No narration for this slide.

Slide 8.13: Module Eight: Supporting Foster Care Students

After completing your reflection for Module 8, you are now ready to move on to Module 9, Supporting Military Connected Students.

Module 9: Supporting Military Connected Students

Slide 9.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 9.2: Module Nine: Supporting Military Connected Students

There are more than 2 million children in US classrooms whose parents are active-duty military service members, National Guard or reservists, or military veterans. Contending with frequent moves, new schools, and the echoes of deployments and separations, these military-connected kids carry a unique weight — often invisible, often unacknowledged.

Slide 9.3: Who are Military Connected Students?

A military-connected student is a “Youth with a parent who is a member of the armed forces and is on active duty”

The term ‘armed forces’ means the:

- Army
- Navy
- Air Force
- Marine Corps, and
- Coast Guard.

The term ‘active duty’ means full-time duty in the active military service of the United States. Such a term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

The term ‘active duty’ does not include full-time National Guard duty. The term “active duty for a period of more than 30 days” means: active duty under a call or order that does not specify a period of 30 days or less.

Slide 9.4: Challenges for Military Connected Students

The reason why this definition was added to the list of special populations in Perkins V is because during the last 20 plus years of U.S. military conflicts, we have learned that the children of active-duty service members move an average of six to nine times during their school years. Importantly, this is six to nine moves *just* during their school years.

In addition to the high mobility rates, many related factors are at play for these students.

There is the actual separation from a parent or caregiver due to deployment.

There are academic and social challenges attributed to frequent school changes, deployment of a parent(s), return of a deployed parent, injury to or death of a parent, etc.

Additionally, there are difficulties qualifying for, receiving, or continuing special needs services due to differences in regulation interpretations, testing required to enroll in or receive special needs services, and resource availability in different school districts.

Slide 9.5: Challenges for Military Connected Students

Additional challenges include:

Challenges for the affected family in understanding and interpreting new school regulations and policies.

Challenges for the students adjusting to curriculum and instructional methods or school climate/culture that may differ from school to school.

Students with a parent who is on active duty in the armed forces may experience a lack of predictability and structure in their lives, and emotional stress due to their parent's occupation, all of which can interfere with their learning.

These students often experience disruption in their schooling due to frequent moves, which can pose challenges related to maintaining up-to-date records, finding, and enrolling in appropriate courses, and establishing stability across their learning experiences.

Taken together, these factors create an elevated risk for depression and anxiety for the student.

The overall number of affected students is small - about 0.5 percent of students participating in secondary CTE programs have a parent who is a member of the armed forces and is on active duty. But for each one of these students, the actual impact is very real and has a significant impact.

Slide 9.6: Strategies - Supporting Military Families

[Ron Avi Astor](#), whose [Building Capacity](#) project at the University of Southern California did foundational work on the needs of military-connected kids, focuses even more narrowly: "What is that first day like — and that first week?" he asks.

Astor, whose expertise is in school violence, bullying, and healthy school climate, helped to catalog and disseminate the best practices of what he calls welcoming schools — schools where everyone feels they belong, and where special effort is placed on orienting newcomers.

Based on this research about how to effectively support military families, several promising strategies present themselves. These include,

Getting to know each family individually; and recognizing there is no “one size fits all,”

Providing consistency and social support for children,

Making sure that newly arrived kids can join sports teams and other extracurricular activities.

Creating a “welcome team” for children of military families, including a welcome packet of resources, and school supplies,

Hosting events for new families and clubs for kids with deployed parents,

Looking for and taking advantage of military kids’ leadership capabilities, and

Find ways to recognize and honor the experiences and service of military families.

Slide 9.7: Strategies - Supports & Services

Additional strategies include,

Helping with admission, registration, and financial aid for students who may have increased difficulty navigating the enrollment process,

Ensuring that financial aid officers are informed about scholarship opportunities and financial assistance available to military connected youth, and

Reviewing and updating enrollment policies for students who enroll mid-year.

These strategies can ease the transitions that military students face, especially those who have been moved multiple times during their school career.

Conversely, without focused support and resources, military children face significant social and emotional challenges, difficulty understanding policies and adjusting to curriculum and school climate, difficulty qualifying for or continuing with special education services, and elevated stress and a risk of depression and anxiety.

Slide 9.8: Strategies - Supports & Services

Finally, schools can help military families connect to community organizations that can support them particularly when transitioning to a new school/community.

This requires the school to connect the military family to community organizations to provide students with access to additional assistance:

- mental health services
- childcare facilities
- community action agencies
- government benefit offices
- housing departments
- public health departments

Slide 9.9: Supports in the CTE Classroom

There are opportunities for the school to anticipate and address the needs of students from military families. There are also strategies that the classroom teachers should adopt, including –

Document any changes in behavior or activity level to determine any developing patterns

Maintain consistency, predictability, and structure in the classroom environment

Offer professional development opportunities to staff to raise awareness and understanding of the unique challenges faced by military-connected students

Include a section on parent contact forms where parents can indicate their preferred forms of communication

Allow for flexibility with parent meetings

Other practical tips include –

Offering advanced notice to these students of schedule changes, such as testing schedules, planned fire drills, and early dismissal days.

Encouraging students to volunteer at school or within the community to help them feel connected and in control.

Remind students not to feel guilty for having fun and encourage them to continue co-curricular activities.

Slide 9.10: Module Nine Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

Please review each of the resources:

[Military Child Education Coalition](#)

[The Military Family Research Institute](#)

[Guide for Parents, School Officials and Public Administrators](#)

Slide 9.11: Module Nine Assignment

Each module has a related journal reflection that is to be completed weekly.

Module Nine's Assignment is:

Please complete the Module Nine Prompts in your Reflection Journal:

1. How is your institution supporting military-connected students?
2. What specific strategies can you use in your classroom to support these students?

Slide 9.12: Contact/Mission

No narration for this slide.

Slide 9.13: Module Nine: Supporting Military Connected Students

After completing your reflection for Module 9, you are now ready to move on to our final module in the series, Module 10, Supporting Single Parents and Pregnant Students.

Module 10: Supporting Single Parents & Pregnant Students

Slide 10.1: Supporting Special Populations Students in CTE

Welcome back and thank you for participating in this course, Supporting Special Populations Students in CTE.

Slide 10.2: Module Ten: Supporting Single Parents and Pregnant Students

Welcome to Module Ten, Supporting Single Parents and Pregnant Students.

Slide 10.3: Challenges for Pregnant & Parenting Teens?

Pregnant and parenting teens encounter a multitude of challenges on their path to high school graduation. While adolescence can be a cumbersome time for any teenager, pregnant and parenting teens have the added stress of juggling schoolwork with parenting responsibilities.

These challenges could include:

- lack of affordable childcare
- disruption in schoolwork because of pregnancy related absences and maternity/paternity leave
- lack of proper support systems
- difficulty obtaining, or lack of accommodations related to pregnancy and parenting

Every effort should be made to assist these students with high school completion either through school-based support services or referrals to local support agencies.

Slide 10.4: Knowledge is Key!

Sharing knowledge among all school staff is essential. Consider the following strategies.

- Provide all staff with professional development on Title IX of the Education Amendments of 1972.

Teachers and staff should receive specific education to understand the laws protecting pregnant and parenting teens. *Title IX* specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The *Title IX* regulation also prohibits a school from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex. Under *Title IX*, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program.¹⁷ This prohibition applies to specific classes such as advanced placement or honors classes,

extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities. Schools may implement special instructional programs or classes for a pregnant student, but participation must be completely voluntary on the part of the student, and the programs and classes must be comparable to those offered to other students.

- Review policies on services for students with temporary medical conditions
- Review the school's policies regarding absenteeism and truancy to confirm pregnant and parenting teens rights are protected per Title IX

In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.

Any special services provided to students who have temporary medical conditions must also be provided to a pregnant student. Therefore, if a school provides special services, such as homebound instruction or tutoring, for students who miss school because they have a temporary medical condition, it must do the same for a student who misses school because of pregnancy or childbirth.

Slide 10.5: Strategies - Supports & Services

There are several proactive strategies that school staff can take, including –

- Counselors and advisors should be aware of local childcare options and financial supports available to parenting students
- Keep an up to date “resource library” of local agencies that students can be referred to for any of the following:
 - mental health services
 - childcare
 - tutoring
 - supplemental nutrition programs
 - early childhood education programs

Slide 10.6: Strategies - Supports & Services

Additional supports and services strategies include:

Allow students to have access to academic instruction and stay connected during their maternity/paternity leave. Of particular importance is assuring that a student with an IEP (Individualized Education Program) maintains the services and supports indicated in their IEP during pregnancy and any parenting related absences from school.

- Reasonable accommodations must be provided to students both during and after pregnancy
 - larger desks
 - elevator access
 - cellphone access for emergency calls
 - adjustments to class schedules
 - freezing grades while on maternity/paternity leave
 - private space for nursing mothers and proper milk storage

In addition to the supports and reasonable accommodations for expectant mothers, provide appropriate supports, services, and accommodations to parenting fathers as well.

Slide 10.7: Strategies - Supports & Services

Additional strategies to provide supports and services include:

- School nurses can aid in pregnancy identification, referrals to quality prenatal care, parenting education and education regarding prevention of future pregnancy, and referrals to clinical services and healthcare.
- The school can set up student support groups for pregnant and parenting teens.
- School staff can reach out to former students or individuals in their career field of choice who had a similar experience and can address the need for role modeling.

Slide 10.8: Module Ten Resources

In your course guide, you will find links to and copies of the related resources we have presented on this slide.

[Supporting Pregnant and Parenting Teens](#)

[Supporting the Academic Success of Pregnant and Parenting Students](#)

[Supporting Pregnant & Parenting Teens](#)

Slide 10.9: Module Ten Assignment

Each module has a related journal reflection that is to be completed weekly.
Module Ten's Assignment is:

Please complete the Module Ten Prompts (Reflection Journal):

1. What did I learn about serving students who are pregnant or parenting in this module?
2. What can I do differently (or continue doing) in my school or classroom to support these students?

Slide 10.10: Course Final Reflections

Please complete this final reflection relating to the entire course (Reflection Journal):

1. How has the content of the course impacted/influenced your understanding of special populations?

Slide 10.11: Please Give Us Feedback

Please send us an email to [PDE email address here] to provide us feedback about the course.

Use the following prompts --

- Something I really like about this course was...
- One way the course could be improved is...

Slide 10.12: Contact/Mission

No narration for this slide.

Slide 10.13: Congratulations on Completing “Supporting Special Populations Students in CTE”

After you have reviewed the resources and completed your Reflection Journal entry, you have completed the online course entitled, “Supporting Special Populations Students in Career & Technical Education”

Congratulations on your learning and commitment to your students and your profession as a CTE teacher or leader!

Please submit your reflection journal to your administrator. At their request sent to the email provided on this slide, with your name and the name of your school included, we will send you a certificate that documents your participation in and completion of this course.

Thank you for participating and strengthening you and your school’s capacity to meet the needs of Special Populations students in Career and Technical Education.