

Identifying and Supporting Special Populations Using Interdisciplinary Strategies

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Educating for Careers
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National Alliance for
Partnerships in Equity

Who Are Special Populations?

Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Single parents, adults and teens, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency
- Individuals pursuing nontraditional careers

Nontraditional Fields

- Occupations or fields of work, including careers in computer science, technology, and other 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.

Perkins & Consolidated Programs

Perkins Special Pops.	Consolidated Prog.
Economically Disadv.	Title I & Migrant
Disabilities	Special Education
Limited English Proficiency	English Language Learners & Migrant
Pregnant Minors/Teen & Adult Single Parents	CalSAFE Adult Schools
Nontraditional	
Displaced Homemakers	Adult Schools

Resources

- National Alliance for Partnerships in Equity – www.napequity.org and www.stemequitypipeline.org
- California Joint Special Populations Advisory Committee – www.jspac.org

Why Special Populations?

Startling Statements

- Ask three other people to guess the number needed to complete your assigned statement.
- Be prepared to report out your average and range of responses

Perkins IV – Special Populations

- Definitions *
- Allocation of Funds
- Accountability*
- National Activities *
- Occupational and Employment Information *
- State Administration

* New equity provisions

Perkins IV- Special Populations

- State Plan*
- Improvement Plans *
- State Leadership
- Local Plan*
- Local Uses of Funds*
- Tech Prep *

* New equity provisions

Resource

- Equity Provisions in Perkins IV

<http://www.napequity.org/pdf/EquityProvisionsPerkins4TableFinal.pdf>

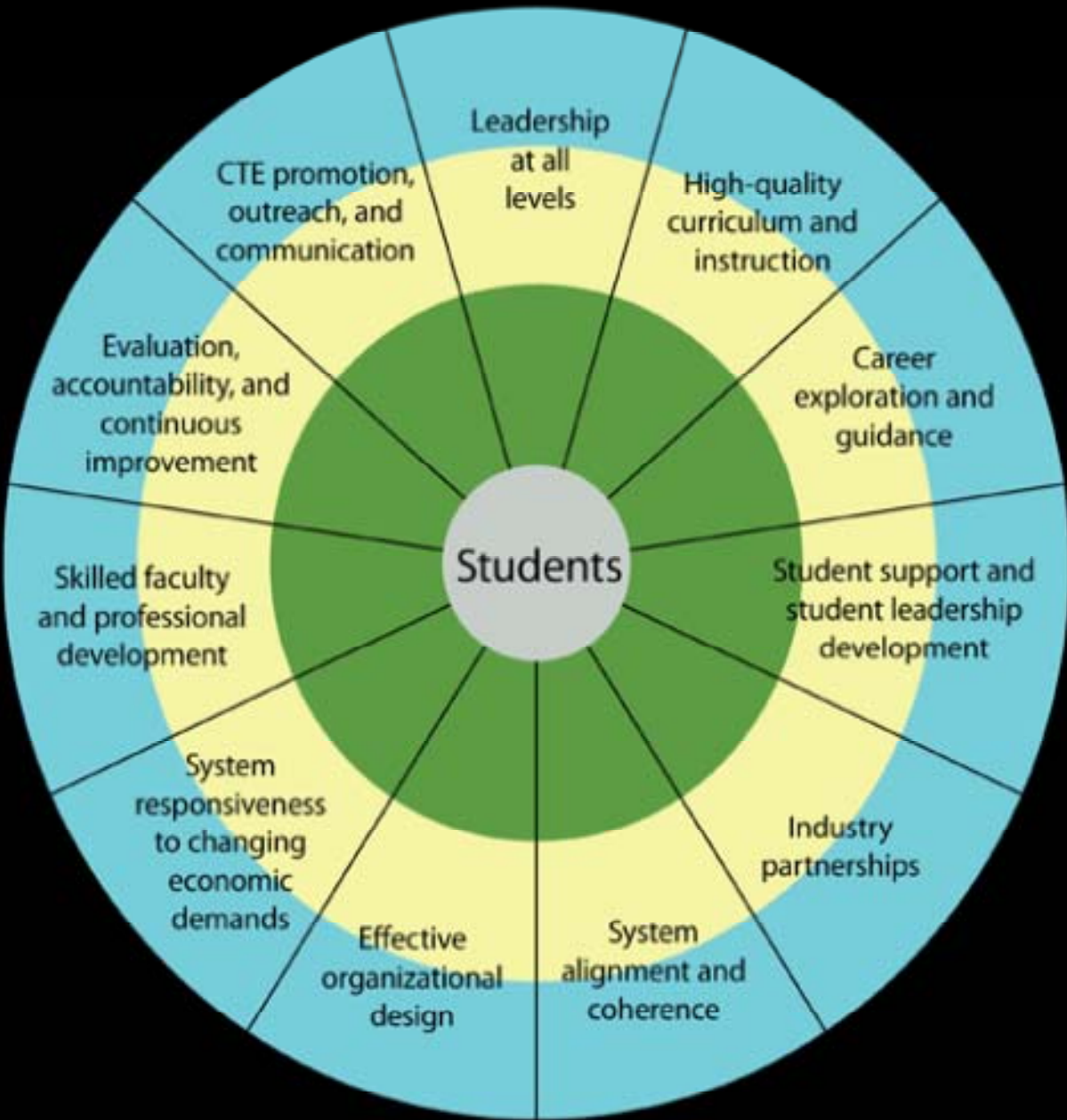
California State Plan for Career Technical Education (CTE)

- The CTE State Plan was approved in March 2008 by both the State Board of Education and the Board of Governors of the Community Colleges.
- It establishes the vision, goals and essential elements of a world-class CTE system for the state of California.

The 11 Elements of a High-Quality CTE System

- These elements that must be addressed if California is to meet its goals and develop a comprehensive CTE system that prepares all students for their future endeavors.
- Responsibility for implementation is distributed among all levels of the CTE delivery systems.

Legend	
State	Light Blue
Regional	Yellow
Local	Green



CTE Program Requirements

- Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.
- Include career awareness and nontraditional career exploration.

Other Equity Laws

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities)
- Age Discrimination Act of 1975 (prohibiting age discrimination)

Strategies to Support Special Populations

Special Populations Issues

- Individuals with Disabilities
 - Physical access and modification
 - Curriculum modification
 - Transportation
 - Support services
 - Tutoring
 - Teacher/Student Aides
 - IEP development
 - More????

Resources

- Individuals with Disabilities
 - National Center on Secondary Education and Transition - <http://www.ncset.org>
 - Disability.gov
 - National Dropout Prevention Center for Students with Disabilities - <http://www.ndpc-sd.org/>

Special Populations Issues

- Economically disadvantaged
 - Transportation
 - Uniforms, tools, special materials
 - Child care
 - Financial Aid
 - Housing
 - More????

Resources

- Economically Disadvantaged
 - National Center for Homeless Education
www.serve.org/nche/
 - INSIGHT – Center for Community Economic Development – Californian’s for Economic Security - www.insightcced.org/
 - Southern Poverty Law Center – Teaching Tolerance – www.tolerance.org

Special Population Issues

- Students Pursuing Nontraditional Careers
 - Self-efficacy
 - Access
 - Tutoring
 - Parental/significant other education
 - Teacher preparation
 - Child care/Transportation
 - Uniforms, tools, special materials
 - More????

Resources

- Students Pursuing Nontraditional Careers
 - Institute for Women in Trades, Technology and Science – www.iwitts.org
 - State Building and Trades Council of California – Women Build California - <http://www.sbctc.org/>
 - Women in Nontraditional Employment Roles – WINTER - <http://www.winterwomen.org/>
 - Nontraditional Careers Statewide Leadership Project – San Diego County Office of Ed. - www.nontrad.info

Special Populations Issues

- Single Parents/Displaced Homemakers
 - Child care
 - Transportation
 - Self-efficacy
 - Financial need
 - Transferable skills
 - Lack of employment history
 - More????

Resources

- Single Parents/Displaced Homemakers
 - Wider Opportunities for Women – www.wowonline.org
 - National Women's Law Center – www.nwlc.org
 - California Department of Ed. – Teen Pregnancy and Parenting in California - www.cde.ca.gov/ls/cg/pp/teenpregnancy.asp
 - TeenNOW California - <http://www.cacsap.org/index.php>

Special Population Issues

- Individuals with Barriers to Educational Achievement and Limited English Proficiency
 - Tutoring
 - Teacher/Student Aides
 - IEP Development
 - Support Services
 - Language Support
 - More??????

Resources

- English Language Learners
 - National Clearing House for English Language Acquisition - www.ncela.gwu.edu
 - WESTEd – Quality Teaching for English Learners - www.wested.org/cs/tqip/print/docs/qt/home.htm

Integrating Academics and CTE

- Coordinated Approach
 - Career Academies – themes
- Context-based
 - Applied math
- Contextual
 - Academics taught in real world context

Increased Academic Performance

- Math in CTE - contextual
 - Study done by the National Research Center for Career and Technical Education (NRCCTE)
 - Random assignment experimental design
 - Math enhanced CTE lessons 10% of class time
 - Outperformed control group on two math assessments
 - No negative affect on technical skill attainment

Integrating Academics and CTE

- NRCCTE upcoming studies
 - Authentic Literacy
 - Science in CTE

Dropout Prevention

- Career-Based Comprehensive School Reform
 - Study done by the NRCCTE
 - 5 year longitudinal study
 - Communities with high percentages of at-risk students
 - Measured attendance, dropout, course-taking, and graduation data
 - One consistent finding over all six high schools
 - The odds of dropping out declined as the proportion of the high school experience invested in CTE courses increased

Dropout Prevention

- Dropping Out of High School and the Place of Career and Technical Education
 - National Longitudinal Survey of Youth 1997
 - Highly significant curvilinear effect of the course taking ratio on the likelihood of dropping out
 - Youth less than 15 years old upon entering 9th grade
 - CTE to Academic course ratio of 1:2 was beneficial

For more information

- National Alliance for Partnerships in Equity
www.napequity.org
- National Research Center for Career and Technical Education www.nrccte.org

Questions?

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