NORTH CAROLINA CAREER AND TECHNICAL EDUCATION

Special Populations Handbook

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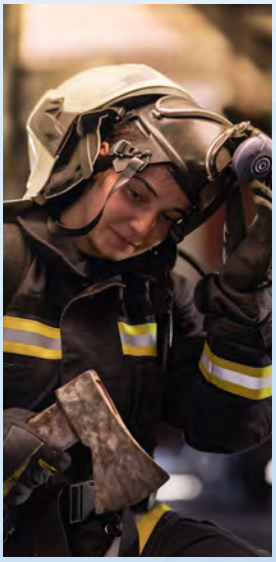

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Special Populations Handbook

This *Handbook* has been prepared to assist Career and Technical Education (CTE) personnel in planning effective and comprehensive services for students who are identified as special populations as defined by Perkins V (the Strengthening Career and Technical Education for the 21st Century Act). Meeting the local application requirements[1] of Perkins V is the responsibility of the Public School Unit (PSU). This allows PSUs the flexibility to implement services to meet the needs of students who are identified as special populations within their respective districts.

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[1] Perkins V § 134 Local Application for Career and Technical Education.

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Introduction

Members of Special Populations

The term 'special populations' means[2] –

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless individuals[3];
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who (i) is a member of the armed forces[4], and (ii) is on active duty[5].

Who Supports Members of Special Populations?

The intended audience for this *Handbook* is those who support members of special populations as defined under Perkins V (the Strengthening Career and Technical Education for the 21st Century Act). North Carolina has identified Special Populations Coordinators (SPCs) as the Career and Technical Education (CTE) designee at the secondary level to provide specialized instructional support in this area[6]. The role of the SPC is vital in supporting the goals and success of the performance indicators submitted within PSU's local application. As the reader becomes familiar with members of special populations, they will find that there are other stakeholders within and outside of CTE who support this student population. Stakeholders involved in the educational success of members of special populations are encouraged to work closely with the SPC to ensure successful postsecondary outcomes.

[2] Perkins V §3(48)
[3] McKinney-Vento Homeless Assistance Act § 725 (42 U.S.C. 111434a)
[4] Title 10 §101(a)(10), United States Code
[5] Title 10 §101(d)(1), United States Code
[6] Perkins V §3(7)

State-level Responsibility in Supporting Special Populations

Under Perkins V, each state must develop a Plan[7] that supports all students participating in CTE Programs of Study (PoS), including students who are identified as special populations. Contents of the state plan addressing special populations must include:

- The State's strategic vision and set of goals for preparing an education and skilled workforce (including special populations) …[8]
- A description of CTE programs or PoSs that will be supported, developed, or improved at the state level, including descriptions of…expanding access to CTE education for special populations…[9]
- How eligible agencies will make information on approved PoS and career pathways and guidance and advisement resources available to students, representatives of secondary and postsecondary, and special populations…[10]
- [How the Eligible agency will] ensure access to approved CTE PoSs and activities assisted under this Act for special populations and improve outcomes[11] and reduce performance gaps for CTE concentrators, including those who are members of special populations.[12]
- A description of… program strategies for special populations, including a description of how individuals who are members of special populations –
    - will be provided with equal access to activities under this Act;
    - will not be discriminated against on the basis of their status as a member of a special population;
    - will be provided with programs designed to enable individuals who are members of special populations to meet or exceed state determined levels of performance as described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
    - will be provided with the appropriate accommodations; and
    - will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment;[13]

Information presented in this *Handbook* will support North Carolina's goals in supporting students that are members of special populations by providing PSU's guidance on how to provide services within their respective systems.

Local-level Requirements in Supporting Members of Special Populations

North Carolina understands that services and supports provided to members of special populations may look different across the state. Therefore, it is the responsibility of each PSU to report how they intend

[7] Perkins V §122
[8] Perkins V §122(d)(2)
[9] Perkins V §122(d)(4)(B)(ii)
[10] Perkins V §122(d)(4)(C)(i)
[11] Perkins V §122(d)(4)(C)(iv)
[12] Perkins V §122(d)(4)(C)(vii)
[13] Perkins V §122(d)(9)

to use federal and state funds to support students participating in CTE courses, including members of special populations, through the submission of a local application[14]. The local application is developed as a result of the comprehensive [local] needs assessment (CLNA)[15]. It is important to note that the CLNA reflects performance data not only pertaining to members of special populations, but also each subgroup, described within the Elementary and Secondary Education Act (ESEA)[16], which includes sex, race and ethnicity and migrant status.

Additional Laws Supporting Members of Special Populations

Perkins V defines members of special populations. However, there are other educational laws that support members of special populations at the secondary level. The following laws addressed in Perkins V legislation pertaining to secondary education:

- Every Students Succeeds Act (ESSA)
- Workforce Investment and Opportunities Act (WIOA)

Other laws that support members of special populations and subgroups addressed within the CTE performance data includes:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act (ADA) of 1990
- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments Act of 1972, and
- Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap (1979).

Supporting Members of Special Populations: Major Functions

As we begin to look at how CTE stakeholders support all students, including members of special populations, this *Handbook* will address specific topics, categorized as major functions. Major functions include:

- Ensuring Equity and Access for CTE Participants[17]
- Recruitment of All Students and Retention of CTE Participants
- Progress and Success of CTE Participants
- Involvement with Stakeholders Supporting CTE Participants
- Professional Development for Supporting CTE Participants

SPCs, as well as other CTE stakeholders who support members of special populations, play a part in the implementation of these major functions. As the reader dives into the content of the *Handbook*, they should be able to identify their role in providing a positive CTE experience for all students.

[14] Perkins V §134
[15] Perkins V §134(c)
[16] ESEA §1111(h)(1)(C)(ii)
[17] Perkins V §3(13)

MAJOR FUNCTION: Ensuring Equity and Access for CTE Participants

As microcosms of our society, public schools have an unfortunate history of maintaining systems of oppression and discrimination against certain student populations. Career and Technical Education (CTE) programs are not immune to this problem. After the desegregation of public schools, at times CTE programs were used to continue segregation within schools by funneling certain student populations into vocational tracks, which were seen as less academically rigorous. As Special Populations Coordinators (SPCs), it is vital to learn about the past, recognize our conflicted history, and commit to dismantling and deconstructing systems of oppression and inequality that exist in our current education system and CTE programs. In order to effectively create these changes and serve students, we must first recognize our implicit biases and challenge our unconscious beliefs regarding members of certain groups of students. After we confront our own uncomfortable attitudes and beliefs and work towards changing them, then we can start ensuring that ALL student groups have an equitable experience in CTE programs.

What is equity and access?

- Equity and access in CTE is to provide every child with rigorous and enriching educational opportunities in an equitable and inclusive environment that will foster the growth of the whole individual so that he/she can achieve knowledge and skills that help him/her become a contributing citizen in our society. Equity in CTE means ensuring that every student will have access to educational resources and rigor needed at the right moment in their education despite their race, gender, ethnicity, language, disability, family structure, or income.

What does it look like?

- Equity and access in CTE reflect distributed access and opportunity among all students – from those who are gifted and talented to those who are receiving specialized services due to their different learning abilities or English-speaking barriers. Equity and access also equip students with the necessary resources to learn and thrive during their secondary educational experience. As a result, students participating in CTE courses or programs of study (PoSs) will be afforded the opportunity, upon graduation, to successfully transition into the postsecondary option of their choosing, whether it be the workforce, military, or college.

What is the evidence?

- The evidence of equity and access with respect to CTE means that potential barriers are removed to allow all students access to high-quality CTE programs of study. Students will be equipped with the tools needed to take continuous steps toward college and career readiness.

Law and Policy

Law	How does this law apply to equity and access?
Perkins V	• Local application requires a description of how PSUs will provide equal access for special populations to CTE courses, programs, and PoSs and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations[18]. • CLNA requires a description of progress towards equal access to high-quality CTE courses and programs of study for all students[19]. • Evaluate progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for [members of] special populations[20].

ESSA	• ESSA includes provisions that will help to ensure success for students and schools through[21]:
	  ○ Advancing equity by upholding critical protections for America's disadvantaged and high-need students.
	  ○ Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

IDEA	• IDEA ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living and to ensure that the rights of children with disabilities and parents of such children are protected.[22]
WIOA	• WIOA focuses on serving "individuals with barriers to employment," defined in WIOA section 3(24) and seeks to ensure access to quality services for these populations[23].

[18] Perkins V §134(b)(5)(C) and (D)
[19] Perkins V §134(c)(2)(E)
[20] *CTE Comprehensive Local Needs Assessment Guide* (July 2019)
[21] https://www.ed.gov/essa?src=rn
[22] IDEA §1400(d)(1)(A)(B)
[23] https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_acc.pdf

SPOT (Special Populations on Target)

Best practices to ensure equity and access to CTE programs include developing both long-term and ongoing systems of relationships, supports, advocacy, and data collection and analysis while simultaneously addressing immediate needs and concerns with responsive services, collaboration, coordination, and interventions.

Intentionally Build/Rebuild Trusting Relationships

SPCs participate in their own intentional and ongoing personal and professional development to identify and address our own implicit biases in order to effectively build relationships with the populations we serve. We must develop and use our skills in relationship building to intentionally reach out and connect with students/families classified as Special Populations, particularly those who have been historically marginalized. All students and their families should have multiple opportunities to participate, learn about CTE, give feedback, and become part of decision-making processes. By empowering people, their investment in and support of CTE will grow, and both CTE programs and students will flourish.

Below are a few questions to consider when engaging people and soliciting feedback:

- What languages are used when sharing CTE program information, data, and plans? In what languages can community members give their feedback?
- Is the information being shared in plain language and understandable by most people? (i.e., abbreviations, industry-specific terms, etc. are spelled out and explained)
- How might your methods of communication influence who participates fully or not (i.e., in person, online, mail, etc.)
- What impact does time of day, location of meetings, etc. have on who is able to attend?

Examples of interventions to build trusting relationships include:

- Create/participate in focus groups comprised of students/former students, parents, industry representatives, and community members who will review the makeup of CTE program areas to make sure equity and access is being provided within the school and PSU.
- Encourage advisory boards already in place to contain diverse representation of special populations stakeholders.
- Proactively get to know and build relationships with the students and their families through engagement such as:
    - class/grade level meetings
    - surveys and assessments
    - small group or individual student meetings
    - participating in student/teacher/parent conferences, IEP/504 meetings when appropriate
    - attendance at district or school level meetings or events (i.e. open house, registration nights, transition fairs, equity events, etc.)
    - provide support for field trips, CTSOs, and other special CTE events where special populations participate

Develop a Process to Regularly Collect and Analyze Data

Collect and analyze CTE data relating to access, enrollment, and success for different student categories. In today's educational environment, it is important to have valid and reliable data from which to base your decisions regarding intervention efforts and work goals and plans. You may work with your CTE district staff to complete your PSU's Comprehensive Local Needs assessment (CLNA). This can be a resource for determining what data to collect. In addition, you may want to consider some of the following questions:

- What district and/or school-level policies, procedures, or traditions contribute to inequities?
- Which programs of study/courses have over/underrepresentation of certain student populations?
- At what rate are students classified as special populations participating in programs of study that lead to high-skill, high-wage, and in-demand occupations?
- What (if any) trends can be found in student participation between different Career Clusters?
- At what rate are students participating in programs that lead to employment in industries and careers in which they are underrepresented?
- Which student populations meet/do not meet standards for success and progress in courses and programs of study?
- What groups of students successfully earn industry credentials, graduate from high school, and successfully transition to post-secondary education or high-wage employment?

Identify Barriers to Equity and Access and Share Results with Stakeholders

Fortunately, research has already identified several common barriers to participation in high-quality CTE programs[24]. You may find some of these common factors in your educational setting.

- Lack of cultural awareness and access to culturally responsive teaching and learning
- The unavailability of high-quality CTE programs based on school enrollment and geographic location
- Insufficient money and resources to implement high-quality CTE programs that are "capital intensive" or require significant funds, space, specialized equipment, etc.
- Family factors such as socioeconomic status, previous trauma, health or mental health needs, childcare availability, etc.
- Developmental, learning, and/or physical disabilities
- Inadequate previous academic foundation and preparation
- No access to appropriate and timely participation in career awareness and development activities and career advising
- Scarcity of qualified teachers

Once you have identified the impediments to equity and access in your setting, it is important to share that information with stakeholders and elicit feedback from them. Tailoring both the information you share and the way in which you share it will make the dissemination of the information most impactful and effective.

[24] https://www.mdrc.org/sites/default/files/CTE_Equity_Brief_2019.pdf

Reduce Barriers to Equity and Access and Support Student Success

After identifying the barriers to equity and access in your setting, it is important to identify the largest factors and the areas in which you have influence. An infinite number of potential interventions *could* be done, but there is a limited amount of time in which you must do your work. As a result, it is important to create a work plan based on your data that leverages and maximizes your efforts. Your individual plan of work may look very different from others since it will be created based on data from your setting, environment, and dependent on other work responsibilities and roles. SPCs should use their skills in advocacy to address the need for systemic changes, collaborate and coordinate with systems of support that are already in place, and create or support additional intervention plans to maximize the reduction of the most salient barriers to equity and access. Some of these interventions may be short-term, but others will be ongoing.

Examples of potential short-term interventions:

- Visit exceptional children (EC) and English Learner (EL) classrooms to promote CTE programs.
- Invite underrepresented populations to a "lunch and learn" to raise awareness of and support participation in a particular program of study.
- Build relationships with individual students. Get to know them and their interests and learn what excites them about a career. Explore what they find pleasure in doing and fit the core of that into the career path.
- Seek out and secure financial and practical resources so that all students can participate fully in CTSO activities, field trips, and other enriching CTE activities.
- Help remove barriers to participation in work-based learning activities, internships, or apprenticeships by helping a student acquire adequate clothing, transportation, etc.
- Coordinate with school administration and school counselors to address scheduling concerns that impact enrollment.
- Participate in a CTE teacher/staff interview committee and ask questions relating to special populations concerns.
- Explain to a student how participation in certain CTE programs can complement rather than compete with family obligations (i.e., a student who must work to support their family may considering also taking CTE internship for academic credit).
- Review promotional materials such as posters, brochures, videos, and postcards to ensure diverse representation. Provide materials in different languages when possible.

Examples of potential ongoing interventions include:

- Support and build systems that work to ensure student success.
- Promote access to early and regular career awareness and advising through collaboration with the Career Development Coordinator (CDC) and School Counselors.
- Advocate for the utilization of Perkins V funds to provide additional supports to members of special populations. Increased access may result in closing equity gaps and increasing the attainment of industry credentials.
- Advocate for equitable allocation of resources between program areas and secondary/postsecondary programs.

- Develop recruitment events and strategies to address discrepancies in data.
- Collaborate with district-level staff on changes in program/course offerings.
- Consult with Exceptional Children staff, 504 Coordinators, and English Learner staff members to identify and eliminate barriers to access on a systemic, classroom, and student level.
- Advocate for the hiring of diverse highly qualified instructors.
- Work with foundational math/reading teachers and intervention specialists to provide mutual resources and support for students without adequate prior academic preparation. (i.e. provide reading materials relating to career development/awareness, encouraging collaboration between CTE and math teachers to reinforce/support common math concepts.)
- Support CTE Staff training and professional development in areas such as equity, culturally responsive teaching, students with disabilities, and engaging and supporting English Learners.
- Network with community agencies and support services to address family factors that contribute to limited access.
- Make all program areas available to all students by advocating for the removal of barriers to participation in CTE programs by means such as requiring applications, minimum GPA or test scores, etc.
- Advocate for the availability of transitional interventions/courses/programs for students without adequate prior academic preparation.
- Expand access to high-quality CTE for each learner and practice equity and not equality when giving access to CTE Programs.

MAJOR FUNCTION Recruitment of All Students and Retention of CTE Participants

In an effort to provide access to Career and Technical Education (CTE) programs and Programs of Study (PoS) for all students, CTE stakeholders must:

- develop a working knowledge of CTE program components,
- develop equitable practices of recruiting all students into CTE programs and PoSs, and
- develop ways to retain students so they gain all the necessary opportunities available for participating in CTE programs and PoSs.

CTE Program Components

When working with members of special populations and stakeholders involved in their educational success, Special Populations Coordinators (SPCs) must have a basic knowledge of the terms that will be of importance to their educational experience within CTE. While some of these terms are specific to Perkins V, some are defined within WIOA and ESSA legislation.

Special Populations

This term is specific to Perkins V and CTE. When audiences outside of CTE hear this term, it is usually affiliated with one subgroup, such as exceptional children. Therefore, it is important for this term to be explained in its entirety.

The term 'special populations'[25] means –

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[26];
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who (i) is a member of the armed forces[27], and (ii) is on active duty[28].

In defining special population categories, there are some terms and definitions that align with other program statutes. This is important to know as SPCs work jointly with other stakeholders that support members of special populations. For example, the term English Learner was developed and defined under ESSA and out-of-workforce individuals under WIOA.

[25] Perkins V §3(48)
[26] McKinney-Vento Homeless Assistance Act § 725 (42 U.S.C. 111434a)
[27] Title 10 §101(a)(10), United States Code
[28] Title 10 §101(d)(1), United States Code

Program of Study (PoS)

A Program of Study (PoS) means a coordinated, nonduplicative sequence of academic and technical content at the secondary (and postsecondary) level that;

- Incorporates challenging State academic standards, including those under ESEA;
- Addresses both academic and technical knowledge and skills, including employability skills;
- Is aligned with the needs of industries in the economy;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential[29].

Perkins V provides several components of a PoS. In our efforts to provide all students, including members of special populations, access to PoSs, we must ensure that stakeholders are familiar with the standards that support PoSs and students have supports in place so that they may successfully complete a PoS, or more than one PoS, if desired.

CTE Participant

A CTE participant is an individual who completes not less than one course in a CTE program or PoS[30].

CTE Concentrator

A CTE concentrator at the secondary level is defined as a student served by an eligible recipient who has completed at least two courses in a single CTE program or PoS[31]. North Carolina has developed a Curriculum Management System (CMS) that will help identify CTE concentrators based on PSU's course offerings.

Recruiting Members of Special Populations into CTE

As PSUs begin to recruit students into CTE PoSs, they must ensure that they are not imposing any barriers (knowingly and unknowingly) that would prevent any student from participating in or completing programs. Many times, members of special populations experience some of these barriers and are discouraged from taking courses due to their identification as such. Perkins V specifically addresses topics around the recruitment of members of special populations into CTE courses[32].

- How will students, including students who are members of special populations, learn about their school's CTE course offerings and CTE PoSs?
- How will PSUs provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency?
- How will PSUs prepare CTE participants for non-traditional fields?
- How will PSUs provide equal access for special populations to CTE courses, programs, and PoSs?

[29] Perkins V §3(41)
[30] Perkins V §3(13)
[31] Perkins V §3(12)
[32] Perkins V §134(b)(2)(C) and (b)(5)

- How will PSUs ensure that members of special populations will not be discriminated against on the basis of their status as a member of special populations?

If PSUs can effectively recruit members of special populations students into their CTE course, the chances are higher to retain those students, giving them the opportunity to complete CTE PoSs, earn concentrator status, and earn multiple credentials. In turn, industries receive potential employees that are ready to fill jobs that are high-skill, high-wage, and in-demand.

Law and Policy

Law	How does this law apply to recruitment and retention?
Perkins V	• LEAs must provide career exploration and development activities, in collaboration with local workforce development boards, agencies, or one-stop delivery systems, including middle grades. • Local applications must address how students, including members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE PoS[33].
ESSA	• ESSA defines middle grades as grades 5 through 8[34], allowing CTE recruitment to begin as early as grade 5. • (Title IV: 21st Century Schools) SEAs and LEAs may use funds to support college and career guidance and counseling programs, including training counselors to effectively use labor market data[35]. • (Title I, Part A) Schoolwide programs must address all students, but particularly those at risk. Doing so may include awareness of opportunities for postsecondary education and the workforce, CTE programs, and broadening student's access to advance coursework[36].
IDEA	• (Part B) Transition services are a coordinated set of activities that facilitate a child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. • Part B requires that SEAs and LEAs develop and implement transition programs.

[33] Perkins V §134(b)(2)(C)
[34] ESSA §8101(32)
[35] *Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019)
[36] *Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019)

Law	How does this law apply to recruitment and retention?
WIOA	(Title I: Youth Activities) Local areas must: • Identify service strategies for each individual that identify career pathways that include education and employment goals; • Provide services, such as career awareness and career exploration services, that provide labor market and employment information about in-demand industry sectors in the local area.

SPOT (Special Populations on Target)

Best practices that can be implemented by SPCs in recruiting and retaining all students, including members of special populations, are as follows:

- Work with CTE teachers to recruit all students, including members of special populations, into their courses.
- As teachers work to recruit students for their programs, promotional materials must be reviewed to ensure that they are free from bias and inclusive of all student populations. Materials include, but are not limited to:
    - Course brochures
    - Syllabi
    - Visual classroom displays
    - Promotional videos
    - Teacher/course website
    - Applications
- Work with CTE teachers to promote PoSs to non-CTE teachers in an effort to educate their students about the cross-curricular benefits CTE has to offer. For example, educate science teachers on CTE courses that incorporate scientific topics.
- Educate stakeholders that are federally obligated to support members of special populations (i.e., EC teachers, VR counselors, EL teachers, homeless youth liaison, foster youth liaison, military liaison counselor, etc.) as to the benefits of CTE programs and PoSs at the middle and high school levels. Our shared obligation as it relates to federal laws can foster strong partnerships and create opportunities to braid resources, in order to help our most vulnerable populations.
- Develop marketing materials that reflect the benefits of becoming a CTE concentrator and share with advocates who support members of special populations students.
- Seek opportunities to introduce non-traditional careers to middle and high school students. Opportunities include, but are not limited to, recruiting business partners/mentors that are currently employed in a non-traditional field to be a guest speaker or provide a work-based learning experience.

- Survey students that choose not to become a concentrator within a CTE PoS to identify any potential barriers imposed within or outside of CTE.
- Support students who are interested in non-traditional careers.
- Work with school counselors to ensure that members of special populations have the opportunity to become CTE concentrators. Volunteer to assist with the registration process.
- Use internal and external stakeholders supporting members of special populations to provide supplementary services when needed. Services can include (but are not limited to) transportation and tutoring.
- Work with stakeholders responsible for developing transition plans for qualified students by providing information on how CTE can assist with the student's career goals.
- Work with CTSO advisors to ensure that members of special populations are included in their activities, including competitive events.
- Provide parents and guardians with students who are members of special populations with information on CTE offerings prior to course registration.
- Develop CTE recruitment materials in a language other than English to inform parents/guardians of ELs about CTE course offerings.
- Work with CDCs and school counselors to support career development plans of members of special populations. Supports include, but are not limited to, making sure that students have the opportunity to take courses that align with their career goals and receive necessary supports as they matriculate through their CTE PoS.
- Work with Vocational Rehabilitation (VR) counselors and EC teachers to support transition plans of members of special populations. Supports include, but are not limited to, making sure that students have the opportunity to take a course/courses(s) that align with their transition goals, and include pertinent information pertaining to CTE courses on their IEPs (i.e., Students on the OCS need a modified blueprint).

MAJOR FUNCTION: Monitoring Progress and Success of CTE Participants

As Career and Technical (CTE) educators, we must ensure sure that members of special populations progress through our CTE courses and Programs of Study (PoS). Special Populations Coordinators (SPCs) can play an integral role in the process by ensuring that all students are progressing through their CTE courses and, if they are not, identify issues that may be impeding their success.

All students that are identified as special populations are required to have equal access to all aspects of CTE. The state must set ambitious goals for students who are often the furthest behind. For example, a long-term goal may be to raise high school graduation rates for students in special education. In order to reach this long-term goal, there might be short-term methods of measuring progress. This would allow for progress checkpoints[37].

Performance Indicators

One means of showing how members of special populations are progressing academically is through performance indicators. North Carolina (NC) must establish and support state and local performance accountability systems to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in CTE[38]. This is being implemented through the reporting of Performance Indicators.

What are Performance Indicators?

Each eligible agency must identify within the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and meet minimum measures[39]. Eligible recipients (PSUs) shall agree to accept the State determined levels of performance for each year of the plan established…as local levels of performance… for each of the core indicators of performance[40].

[37] https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/every-student-succeeds-act-essa-what-you-need-to-know?_ul=1*92stu7*domain_userid*YW1wLU45cmtaZENQYXp5ZGs3QmwzVUdLeGc.
[38] Perkins V §113(a)
[39] Perkins V§113(b)(2)(A)
[40] Perkins V§113(b)(4)(A)

What do Performance Indicators look like?

NC has adopted the following performance indicators for secondary education[41].

INDICATOR	INDICATOR TITLE	INDICATOR DESCRIPTION
1S1	Four-year graduation rate	The percentage of CTE concentrators who graduated high school, as measured by the four-year adjusted cohort graduation rate defined in ESEA[42]
2S1	Academic proficiency in Reading/Language Arts (English I)	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA[43] and measured under the academic assessments in reading/language arts as described in ESEA[44].
2S2	Academic proficiency in Mathematics (Math I or Math III)	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA[45] and measured under the academic assessments in mathematics as described in ESEA[46].
2S3	Academic proficiency in Science (Biology)	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA[47] and measured under the academic assessments in science as described in ESEA[48].
3S1	Postsecondary placement	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service that receives assistance under title I of the National and Community Service Act of 1990[49] , are volunteers as described under section 5(a) of the Peace Corps Act[50], or are employed.
4S1	Non-traditional Enrollment	The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

[41] Perkins V§113(b)(2)(A)(i-v)
[42] ESEA §8101
[43] ESEA §1111(b)(1)
[44] ESEA §1111(b)(2)
[45] ESEA §1111(b)(1)
[46] ESEA §1111(b)(2)
[47] ESEA §1111(b)(1)
[48] ESEA §1111(b)(2)
[49] §42 U.S.C 12511 et seq.
[50] §22 U.S.C. 2504(a)

5S1	Program Quality – Attained recognized postsecondary credential	The percentage of CTE concentrators graduating high school having attained a recognized postsecondary credential.
5S4	Program Quality – Other Proof of Learning	CTE participant that has a completed a CTE program or Program of Study using an approved measure of success.

What are the implications?

When PSUs accept the conditions of the State determined levels of performance, there are minimum requirements that must be met. If requirements are not met, they risk losing CTE funding for programs established within their school system.

Law and Policy

Law	How does this law apply to progress and success?
Perkins V [51]	Evaluate students' performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrate status (per ESEA), as well as by each of the special populations categories[52].
ESSA	ESSA states that there must be "challenging" academic standards in reading, math, and science and therefore requires that students be tested. Special population students are included in subgroups in each of the academic standard areas, as well as CTE courses. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA), as well as by each of the special populations categories.
IDEA	IDEA requires each state to develop a state performance plan and annual performance report that evaluates the state's efforts to implement the requirements of IDEA. Five indicators directly align with SEA monitoring and assessment of academic, technical, and employability skills of students with disabilities[53].

[51] Perkins V§134(c)(2)(A)
[52] *CTE Comprehensive Local Needs Assessment Guide*, July 2019.
[53] *Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019).

Law	How does this law apply to progress and success?
WIOA	Reporting requirements for WIOA outcomes and measures focus heavily on workforce outcomes. Core programs implement common performance accountability metrics, including credential attainment and skills gains, employment, earnings, and employer satisfaction. Performance accountability measures are disaggregated by subpopulation based on race, ethnicity, gender and age[54].

SPOT (Special Populations on Target)

Best practices in determining the progress and success of members of special populations can be implemented by asking, the following questions:

- How can success be determined for students participating in CTE courses and PoS?
  - Compare benchmark and actual data in performance plan. Goals met and increased percentage of benchmark and actual scores? can be used to determine success. Benchmarks not met can determine gaps in performance.
  - Create monitoring tools and analyze school- and/ or PSU-level data to track student progress in CTE courses and PoSs.
- How do I find my PSU's performance data?
  - Performance data can be accessed through the NC Comprehensive Continuous Improvement Plan (NCCCIP) home page. Consult your CTE Director for instructions on how to access the site and your respective data.
- If progress is not being made, how can it be addressed?
  - Conduct a gap analysis to identify areas of improvement among subgroups addressed in Perkins V and ESSA
  - Collaborate with stakeholders that oversee content being taught or students being served in specific content areas
  - Observe and/or interview different subgroups that are not making progress
  - SPCs are encouraged to have critical conversations with stakeholders and develop a plan of action providing guidance and follow-up for students who may not be progressing through their CTE courses.
  - Continue to revisit your CLNA, even though it is to be conducted biannually.
- Is CTE the only area that is subject to complying with federal law with performance indicators?
  - No, state and federal monitoring also takes place as a part of ESSA, WIOA, and IDEA to ensure that students are meeting their academic benchmarks.

[54] *Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019).

MAJOR FUNCTION: Involvement with Stakeholders Supporting CTE Participants

As one identifies members of special populations, they will find that students can be supported by internal and external stakeholders to help them be successful in their educational experience. Special Populations Coordinators (SPCs) should seek out these stakeholders in order to educate them about CTE courses and programs of study (PoSs). Stakeholders can also become beneficial to Career and Technical Education (CTE) courses and PoSs by providing supplemental services to ensure the success of members of special populations.

As an SPC, it is important to engage with stakeholders early in a member's CTE educational experience. This will allow the stakeholder to provide relevant input that may affect the student's educational development. Throughout the process of implementing your PSU's CTE PoS, stakeholders can also support CTE teacher's and/or SPC's efforts with program modifications and by providing best practices to suit the needs of the student(s). This collaboration benefits both parties by ensuring that students are willingly and lawfully provided with necessary tools to be successful in their CTE courses.

Within secondary education, those stakeholders can include, but are not limited to:

- 504 Coordinators
- SPCs
- Career Development Coordinators (CDCs)
- Curriculum Instructional Management Coordinators (C-IMC)
- CTE teachers
- Exceptional Children (EC) teachers/case managers
- English Learner (EL) teachers
- Homeless youth liaison
- Foster youth liaison
- Military liaison counselor
- School counselors
- School social workers
- School nurse
- School-level administration
- Parents
- Business/industry
- Vocational Rehabilitation (VR) counselors

Law and Policy

Law	How does this law apply to stakeholder involvement?
Perkins V	In developing the comprehensive local needs assessment, local agencies are required to consult with stakeholders in developing the local application. Perkins V provides examples of stakeholders (at minimum).
ESSA	Stakeholder involvement is a critical component of ESSA. Under the law, states are required to engage specific stakeholders as they develop the consolidated state plan to submit to the U. S. Department of Education. But states should not only engage with their stakeholders because it's required under law – meaningful engagement is a best practice to ensure states create plans that will meet the needs of all children, especially those who have been traditionally underrepresented, underserved, or historically marginalized. [55]
IDEA	(Part B) Related services are guaranteed to students with disabilities through access to a free appropriate education (FAPE)[56].
WIOA	States should provide multiple opportunities for authentic input from a broad variety of stakeholders to ensure that their plan is informed by individuals that will implement it and by those intended to benefit from it. Stakeholders include, but are not limited to, local workforce boards, businesses, representatives of labor organizations, adult and youth education workforce, development providers, intuitions of higher education, disability services, and the general public.

[55] https://ccsso.org/resource-library/transparency-stakeholder-engagement
[56] *Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019).

SPOT (Special Populations on Target)

Best practices for involving stakeholders that support members of special populations are:

- Invite stakeholders to serve on the Advisory Councils within your PSU.
- Ask stakeholders to invite SPCs and other CTE staff who support members of special populations to professional development activities or informational programs in order to learn more about their respective populations.
- Educate stakeholders about CTE and how we provide support to members of special populations.
- Establish collaboratives around the work of CTE and stakeholders to show a united front of support to their local schools and communities. For example, Positive Behaviors Intervention Support (PBIS), Parent Outreach.
- Create networking opportunities with stakeholders and members of special populations.
- Participate in meetings where decisions will be made that can potentially affect members of special populations.
- Ensure that stakeholders are aware of the non-discrimination policies that CTE programs must adhere to as we look to establish partnerships.
- Seek support and funding opportunities for members of special populations that may not be available or allowable within CTE. (NOTE: Check with CTE Director before pursuing funding opportunities)
- Collaborate with non-English-speaking community liaisons about career- or CTE- based opportunities that are available to members of special populations.
- Participate in roundtable discussions about the local needs assessment and how stakeholders (that may not be at the table) can support the goals of the local application.

MAJOR FUNCTION: Professional Development for Supporting CTE Participants

Professional development (PD) is a tool to improve Career and Technical Education (CTE) programs in order to meet the needs identified in the Comprehensive Local Needs Assessment[57] (CLNA). As CTE professionals enter education, they must receive PD focused on working with members of special populations. It is the responsibility of the SPC to not only participate in PD opportunities that address members of special populations but also to create PD or learning opportunities for those who work with its members.

What is professional development?

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.[58]

Professional development can take many forms. It can include (but is not limited to)[59]:

- Training or mentoring in specialized teaching techniques that can be used in many different subject areas, such as differentiation or literacy strategies.
- Earning certification in an educational approach or program, usually from a university or other credentialing organization, such as teaching Advanced Placement courses or career and technical programs that culminate in students earning an industry-specific certification.
- Developing technical, quantitative, and analytical skills that can be used to analyze student-performance data, and then use the findings to make modifications to academic programs and teaching techniques.
- Developing specialized skills to better teach and support certain populations of students, such as students with learning disabilities or students who are not proficient in English.
- Conducting action research to gain a better understanding of what's working or not working in a school's academic program, and then using the findings to improve educational quality and results.

What are the elements of effective professional development?[60]

- Clear focus
    - Center the focus on learning and the learners.
    - Ensure that the goals are student-focused in order to prevent distractions or deviations to teaching and learning issues.
- Individual and organizational change

[57] Perkins V §135(a)
[58] https://www.edglossary.org/professional-development/
[59] https://www.edglossary.org/professional-development/
[60] Evaluating professional development, Thomas R. Guskey, Corwin Press, Inc. (2000)

  - Acknowledge the need for individual and organizational change.
  - Recognize and address barriers to success.
  - Be purposeful and commit to continuous improvement.
- Mission and vision
  - Know district and school mission and vision...see the big picture.
  - Align practices to mission and vision.
- Embed sustainability
  - Embed into practices and processes on a continual basis.
  - Share impacts
  - Remember that it's a continual process.

Law and Policy

Law	How does this law apply to professional development?
Perkins V	Perkins V provides eight descriptors used to participate or develop PD to those who support all students, including members of special populations[61].
ESSA[62]	(Title I: Schoolwide Programs) The LEA may use funds to: • Provide joint in-service training for teachers – in collaboration with CTE educators and education from institutions of higher education – on integrating rigorous content into a dual/concurrent curriculum. • Develop integrated, rigorous content to support dual/concurrent coursework and CTE educators. • Address the needs of all students, particularly those at risk, through activities that may include special instructional support services. (Title II: State Plans) The SEA may use funds to: • Improve instructional strategies of teachers, principals and other school leaders to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.
IDEA	Under Part D, SEAs are instructed to provide professional development activities and personnel preparation.

[61] Perkins V §3(40)(B)
[62] *Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA and WIOA* (March 2019)

WIOA	(Title I: Youth Activities) The state has broad flexibility to fund efforts to train staff and educators of local boards, offices of chief elected officials, one-stop operators, one-stop shop partners and eligible service providers in local areas based on need.

SPOT (Special Populations on Target)

Below are some best practices for SPCs or CTE stakeholders who are providing services and/or educating stakeholders that work with members of special populations:

- Plan PD that is relevant to real-world challenges that educators may be experiencing. PD should be focused on supporting all students, including members of special populations.
- Provide engaging PD in a variety of formats to maximize participation.
- Use PD opportunities to keep CTE teachers and support staff up-to-date with information regarding members of special populations.
- Create and attend meaningful training that can be integrated into the classroom and delivery methods.
- When developing PD, apply SMART goals and measures and provide pre- and post-surveys to ensure that you have met your PD goals.
- As you create PD opportunities, use Perkins V resources (i.e., Performance indicator data and Perkins V definition of professional development) to ensure that they are meeting mandatory ("must") and allowable ("may") portions of the law.
- Co-collaborate with those who support at-risk youth, including members of special populations

Civil Rights And Career And Technical Education (CTE)

Background

Beginning in 1973, various civil rights advocacy groups, including the Legal Defense Fund of the NAACP, sued the United States Department of Health, Education and Welfare (now the Department of Education) on behalf of a plaintiff alleging that the federal government was not enforcing the federal civil rights laws in education. The Federal District Court of Washington, D.C. settled the case by issuing a consent decree in 1977, which required the federal Office for Civil Rights (part of the U.S. Department of Education) to prepare the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap* (the Guidelines) in Career and Technical Education programs. This document was published in its final form in 1979 and continues to remain in force.

The *Guidelines* require each state, including the North Carolina Department of Public Instruction (DPI), as North Carolina's State Education Department, to develop and implement a compliance and technical assistance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, sex, age, and disability in school districts that receive federal financial assistance, in particular, its Career and Technical Education program. DPI conducts its civil rights program according to an agreement with the Office for Civil Rights called the "Methods of Administration" (MOA).

Civil Rights Law

There are five major federal civil rights laws that are used as part of the compliance review process, in addition to the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. These laws and their implementing regulations are:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin.
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender, which includes parental, family and marital status.
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
- Section 303 of the Age Discrimination of 1975, which prohibits discrimination on the basis of age.
- Title II of the Americans with Disability Act of 1990, which prohibits discrimination on the basis of disability.

Monitoring - Perkins V vs MOA/Civil Rights

There are two types of monitoring that PSUs with CTE programs can undergo – Perkins and MOA/Civil Rights monitoring. Perkins monitoring mainly looks at how PSUs conduct their CTE programs whereas an MOA review follows the path of the CTE student to make sure they can successfully matriculate through high school. The MOA review process is very comprehensive and involves reviewing more than just CTE programs. For example, a high school student in North Carolina has a physical education (P.E.) graduation requirement. Therefore, we look at aspects of the P.E. department, such as the gymnasium and any elements that student uses during the school day.

Even though Perkins and MOA are categorized as two different types of monitoring, the laws and principles have one commonality – to ensure equity and access for students participating in CTE courses.

Below is a side-by-side of civil rights laws that may (or may not) support members of special populations.

Perkins V Special Populations Categories	**Civil Rights Laws**

Individuals with disabilities	• Section 504 of the Rehabilitation Act (1973)
	• Title II of the Americans with Disabilities Act (1990)
	• Vocational Education Guidelines
	  ○ Section IV; A, D, F – H, K, N, O
	  ○ Section V; (All)
	  ○ Section VI; A, D
	  ○ Section VII; A, B

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

Individuals preparing for non-traditional careers	• Title IX of the Education Amendments of 1972
	• Vocational Education Guidelines
	  ○ Section IV; A, D, F – K,
	  ○ Section V; A – C, E
	  ○ Section VI; B – D
	  ○ Section VII; A, B

Single parents, including single pregnant women	• Title IX of the Education Amendments of 1972
	  ○ §106.40 (Marital and parental status)
	• Vocational Education Guidelines
	  ○ Section IV; A, D, F – K
	  ○ Section V; A – C, E
	  ○ Section VI; B – D
	  ○ Section VII; A, B

Out-of-workforce individuals	

English learners	• Title VI of the Civil Right of 1964
	• Vocational Education Guidelines
	  ○ Section IV; F, H, I, L, M, O
	  ○ Section V; D, E
	  ○ Section VII; A, B

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

Compliance

When NCDPI performs civil rights reviews, the MOA coordinator will review the following pieces of information for each high school that has a CTE program to ensure there is no evidence of noncompliance under the following topics. A CTE program (defined under the Civil Rights scope of review) is defined as a high school that offers a sequential level one and level two CTE course within a CTE PoS (i.e., Foods I and Foods II).

General Information

The MOA coordinator reviews the following information at each high school within the PSU that has a CTE program:

- Total school enrollment by grade level (9-12+), race, sex, disability, and limited English proficiency.
- Total CTE enrollment by grade level (9-12+), race, sex, disability, and limited English proficiency.
- CTE enrollment by curriculum area (i.e., FACS, T& I) by grade level (9-12+), race, sex, disability, and limited English proficiency.
- Non-traditional CTE course offerings (i.e., Foods I, Carpentry I) that include total student enrollment and the number of male and female students.
- School staff by race, sex, and disability in the following categories:
    - Administration
    - School counselors
    - Overall certified (non-CTE) teaching staff
    - CTE teaching staff

Administrative

The MOA coordinator reviews the following information at the school and county levels:

- Board of Education Policies addressing:
    - Nondiscrimination and related policies, procedures, and statements addressed to parents, students and employees;
    - Approved grievance policy for parents, students, and employees;
    - Harassment and bullying.

  Board policies should have a board adoption date.
- Written notices and electronic communications for students and employees that contain or address the policies of nondiscrimination for Title VI (Civil Rights Act of 1964), Title IX (Education Amendments of 1972), Section 504 (Rehabilitation Act of 1973), and Title II (ADA Act of 1990).
    - Artifacts to include the continuous public notice and annual notice.
    - Examples of distribution outlets include (but are not limited to) newspaper/catalog postings, bulletins, and websites.
    - Translated notices and/or services to convey nondiscrimination information to visually impaired, hearing impaired, and limited English-speaking audiences.
- Nondiscrimination publications/posters that contain the name, office address, telephone number, and email of the Title IX and Section 504 coordinators.

- Copy of student, parent, staff, and faculty handbooks for each high school and early college or academy (if applicable).

Site Location and Student Eligibility

The MOA coordinator reviews the following information at the school and district levels:

- Board policies, procedure, deliberations, or communications related to the selection of school or educational program site selection. Topics addressed, but are not limited to:
    - Site selections for CTE Centers;
    - Additions/renovations to existing CTE Centers;
    - Eligibility for admissions to CTE Centers.

Recruitment/Admissions

The MOA coordinator reviews the following information at the school and county levels:

- Admission policies and prerequisites for CTE programs (including CCP), CTE courses, and upper-level academic courses (i.e., Honors, AP, etc.).
    - Artifacts to include annual notice.
    - Notices, policies, and prerequisites address visually impaired, hearing impaired, and limited English-speaking audiences.
- Recruitment materials used to promote CTE programs (including CCP), CTE courses, and upper-level academic courses (i.e., Honors, AP, etc.) to students and parents.
    - Examples of distribution outlets include (but are not limited to) newspaper/newsletters, catalog postings, brochures/pamphlets, and websites.
    - Materials address visually impaired, hearing impaired, and limited English-speaking audiences.
- Recruitment activities used to promote CTE programs (including CCP), CTE courses, and upper-level academic courses (i.e., Honors, AP, etc.) to students and parents.
    - Examples of activities include (but are not limited to) open house, career fair, and curriculum fairs.
    - Artifacts of how recruitment activities are promoted to students and parents. Artifacts can include (but are not limited to) newspaper/newsletters, flyers, posters, and websites.
    - Activities and promotional materials address visually impaired, hearing impaired, and limited English-speaking audiences.
- Process and procedures used by teachers and counselors to describe opportunities in CTE to parents and community members.
    - Artifacts to support process and procedures can include (but are not limited to) course catalog, web pages, print materials, and newspaper/newsletter articles.
    - Process, procedures, and artifacts address visually impaired, hearing impaired, and limited English-speaking audiences.
- Copies of any articulation agreements with community colleges.
- Copies of Career and College Promise (CCP) Agreement and current/review year's enrollment demographic based on race, color, national origin, sex, and handicap.

- Methods used to eliminate stereotypes or limitations of students in school promotional materials and activities.
    - Artifacts can include (but are not limited to) visuals (such as posters and videos), print material, activities, and any other items that eliminate stereotypes/limitations based on race, color, national origin, sex (including pregnant/parenting and/or married teens) or disability.

Counseling

The MOA coordinator reviews the following information at the school and county levels:

- Processes and procedures used by counselors to educate students and parents about academic course selections.
    - Academic courses to include (but are not limited to) advanced level course offerings and elective program areas (CTE and non-CTE).
    - Artifacts to support processes and procedures can include (but are not limited to) written procedures used by counseling staff, website, presentations, and print materials available to students and parents.
    - Processes, procedures, and artifacts that address the needs of visually impaired, hearing impaired, and limited English-speaking audiences.
- Processes and procedures used by CTE support staff (Career Development Coordinators/Special Populations Coordinators/Curriculum and Instruction Management Coordinators) to educate students and parents about CTE programs.
    - Artifacts to support processes and procedures can include (but are not limited to) written procedures used by support staff, presentations, and print materials available to students and parents.
    - Process, procedures, and artifacts that address the needs of visually impaired, hearing impaired, and limited English-speaking audiences.
- Methods used to educate counselors about CTE programs (i.e., CTE course selections, CCP).

Services for Students with Disabilities

The MOA coordinator reviews the following information at the school and county levels:

- Processes or procedures for identifying students with disabilities.
    - Artifacts can include (but are not limited to) informational material used with students, parents, and assessments.
    - Processes, procedures, and artifacts that address the needs of visually impaired, hearing impaired, and limited English-speaking audiences.
- Policies, procedures, and outcomes that ensure that a free and appropriate education is available to each qualified person with a disability.
    - Process, procedures, and artifacts are made available to visually impaired, hearing impaired, and limited English-speaking audiences.
- Most recent special education monitoring reports.

Limited English Proficient

The MOA coordinator reviews the following information at the school and county levels:

- Processes or procedures for identifying students with English language barriers.
    - Artifacts can include (but are not limited to) informational material used with students, parents, and assessments.
    - Processes, procedures, and artifacts that address the needs of visually impaired, hearing impaired, and limited English-speaking audiences.
- School system's Bilingual ESL Plan of Services for LEP students.
- Language-related support services or accommodations that are provided to students who are LEP.

Accessibility/Comparable Facilities

The MOA coordinator reviews the following information at the school and county levels:

Areas used during school hours will undergo a review. Provide the following:

- Diagram/map of each school building that includes the date of construction, and if applicable, dates of renovations, alterations, and additions. Describe renovations, alterations, or additions that were implemented.
- Diagram/map of each school's property, detailing the following locations:
    - CTE Classrooms,
    - Classrooms of physically handicap students (if applicable),
    - Common areas used by students (Media center, Cafeteria, Student Services, Main Office, Career Center, Gym, Auditorium),
    - Drinking fountains,
    - Restrooms and locker rooms (used by students),
    - Paths of travel,
    - School building entrances.

Other areas on the school campus may be subject to review.

- Diagram/map of parking facilities used by the school for student, staff, and parent/visitor parking during the school day. Provide date of construction and any renovations, alterations, and additions since the original construction date.
- (If known) Federal building codes used for construction.
    - Section 504:CFR 104.22 & Title II 28 CFR.35.150 (Existing Facility)
        - Facility - Built or altered beginning June 3, 1977, or earlier
    - Section 504:CFR 104.23 & Title II 28 CFR.35.151
        - New Construction - Built or altered beginning June 4, 1977 - January 17, 1991, inclusive (ANSI) (A 117.1 - 1961 (R 1971))
        - New Construction - Built or altered beginning January 18, 1991 - January 26, 1992, inclusive (UFAS)
        - New Construction under 1991 ADA, Title II and under 504 - Built or altered beginning January 27, 1992, exercising the option to use UFAS or the 1991 ADA Standards

        - New Construction - Built or altered on or after September 15, 2010 and before March 15, 2012, exercising the option to use UFAS, the 1991 ADA Standards or the 2010 ADA Standards
        - New Construction - Built or altered after March 15, 2012, the 2010 ADA Standards
- List of single-sex courses in all curriculum areas.

Cooperative Education, Job Placement, and Apprentice Training

The MOA coordinator reviews the following information at the school and county levels:

- Processes and procedures used to educate students and parents about work-based learning opportunities.
    - Artifacts to support processes and procedures can include (but are not limited to) brochures, presentations, and print materials available to students and parents.
    - Process, procedures, and artifacts that address the needs of visually impaired, hearing impaired, and limited English-speaking audiences.
- Written agreements used with employers, students, parents, and sponsors of all work-based learning programs.
- Current students enrolled in work-based learning programs for the current school year.
    - Include total number of students by race, sex, and disability.

Employment

The MOA coordinator reviews the following information at the school and county levels:

- Policies and procedures for hiring, promotion, retention, and staff development.
    - Artifacts to support processes and procedures can include (but are not limited to) employment applications, employment postings, and employment evaluations/evaluation criteria.
- Processes used by staff who are disabled (or qualified applicants) to request reasonable accommodations.

Special Populations Service Plan

Special Populations Coordinators (SPCs) can document their work to support members of special populations through the Special Populations Service Plan. The Service Plan is a framework that allows SPCs to document direct services that are being provided to all students, including members of special populations. It also reflects collaborative efforts with stakeholders that play a role in the CTE student's effort to be successful during their years in secondary education. This framework has been created to be a living document, meaning that it can be updated throughout the school year.

The minimum components of the Special Populations Service Plan address the SPCs role as it relates to:

- Career Guidance and Academic Counseling
- Professional Development
- Special Populations
- Accountability

SPCs have the flexibility to add other components within Perkins V to support their individual plan.

How to Read the Special Populations Service Plan

Perkins V/Topic: Each topic of the plan is based on Perkins V. This allows the SPC to apply their work directly to Perkins law.

Supports Provided: This section should answer the question "What service(s) is the SPC providing that supports the referenced law?" Action statements have been written in a general format in order to support the implementation within all PSUs.

Action Items: This section should provide specific examples directly related to the supports that the SPC is providing. Action items can look different between PSUs and multiple schools within one PSU. Therefore, it is recommended that statements or examples recorded in this section are detailed.

There are several supports identified under the three headings. While the supports are imperative to the work of an SPC, there may be factors that may prohibit implementation of some of those supports (i.e., SPCs in dual roles). The SPC should work with their CTE director and/or direct supervisor to determine which item(s) should be addressed and to what extent.

How to Use the Special Populations Service Plan

Below are a couple of examples of how the SPC can use this framework to support their Plan of Work while servicing CTE students. The **Action Items** section provides two examples – General and Specific. The Service Plan Template will provide general action items. However, it is the expectation that details of the SPC's work are reflected in the Service Plan. Be mindful that the majority of the SPC's work supports your PSU's local application.

SAMPLE		
Perkins V / Topic	**Supports Provided**	**Action Items**
§3 (7)(C) Career Guidance and Academic Counseling	SPC will educate all stakeholders involved in the educational success of members of special populations about specific supports that they provide as it relates to CTE.	<u>General</u> SPC met with school counselors. <u>Specific</u> August 20xx – SPC met with 4 school counselors at ABC High School during their monthly PLC meeting. As a result, counselors are knowledgeable of the special populations categories, my role as an SPC and how I can support them if there are any issues regarding students participating in CTE classes, including those who are members of special populations. Artifacts: PPT presentation, brochure explaining SP services, and a follow-up email.
§3 (40)(A – B) Professional Development	SPC will seek opportunities to provide PD for stakeholders to educate them on how CTE can benefit members of special populations.	<u>General</u> SPC provided a one-day PD for CTE teachers on how to create modified blueprints. <u>Specific</u> SPC began to look at the previous school year's data and noticed that students enrolled in the OCS pathway was enrolled in one out of the five CTE PoSs offered at ABC High School. After having conversation with the OCS teachers and CTE teachers, the SPC concluded that OCS teachers felt comfortable with placing their students in the one CTE curriculum area without consideration to their career assessment results, which was reflected in their transition plans stated their IEPs. As a result, SPC collaborated with 2 OCS teachers developed a PD for 15 CTE teachers on how to support students on the OCS graduation pathway. SPC and OCS teachers assisted CTE teachers on creating a modified blueprint for each of the courses they were teaching that school year. SPC followed up monthly with CTE teachers who had students on OCS pathway enrolled in their courses to ensure that students were progressing through the course. Students on the OCS pathway was placed in CTE courses that supported their career goals, and, as a result, participation increased in four of the five CTE PoS offered. Artifacts: Modified blueprints for all CTE courses offered at ABC High School.

Special Populations Service Plan Template

Special Populations Coordinator
Academic Year

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports this law?	**Action Items** Examples
§3 (7)(C) Career Guidance and Academic Counseling	SPC will educate all stakeholders involved in the educational success of members of special populations about specific supports that they provide as it relates to CTE.	• Maintain a log of all students enrolled in various internships, clinical experiences, apprenticeships, job shadowing opportunities, etc. • Show examples of how special populations are included and recruited.
	SPC will ensure that special populations are participating in career-based events.	• Maintain attendance logs of students attending career-based events (i.e., Lunch-and-learn, career fairs, job fairs). • After career-based events, solicit feedback from students and stakeholders to evaluate event's effectiveness (Were respective goals met? Should the event be repeated? What could hosts have done better to service students and/or stakeholder?)
	SPC will ensure that all students are not discouraged from enrolling in any CTE course, including those courses that foster non-traditional careers.	• Assess CTE enrollment to ensure that subgroup representation is comparable to total school enrollment. • Monitor recruitment and retention practices in non-traditional courses. • Be familiar with non-traditional careers.
	SPC will collaborate with CDC and School Counselors on student career development and planning.	• Document action items that support collaboration with Counselors and CDCs concerning career development and planning. (i.e., Visited all freshman English classes and had students complete Career interest inventory in Schoolinks/Xello)

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports this law?	**Action Items** Examples
§3 (7)(C) Career Guidance and Academic Counseling	SPC will analyze career interest inventories and assessments of SP students in order to assist with course registration and post-secondary options.	• Share career assessment information with EC case managers and EL teachers, allowing purposeful scheduling in CTE courses. • Work with EC teachers, 504 representatives, and EL teachers to share career interest inventory of SP students prior to IEP/504/EL team meetings to assist with scheduling and transition planning. • Meet with stakeholders involved with special populations (i.e., School counselors, EC teachers, EL teachers) to educate about CTE PoSs, including non-traditional courses/careers, prior to course registration.
	SPC will gain knowledge of LMI and Career Exploration Resources to ensure placement of all students, including SP, into high-skill, high-wage and in-demand careers.	• Explore resources such as NCCareers.org (https://www.nccareers.org/) to stay abreast of LMI data within our state.
	SPC will collaborate with stakeholders about opportunities within CTE for SP students.	• Stakeholders include, but are not limited to, VR counselors, EL teachers, EC teachers, and 504 coordinators. (Ex. Educate VR representatives about WBL and credentialing opportunities for students they serve at the high school level)
	SPC can assist IEP teams with transition planning and how CTE can support IEP transition goals.	• Attend IEP meetings and participate in transition planning. • Assist EC department with coordinating transition fairs that address CTE opportunities during high school to support career goals.
	SPC will educate all stakeholders involved in the educational success of members of special populations about specific supports they provide as it related to CTE.	• Participate in EC PLC meetings in order to provide information about CTE. • Create promotional material for stakeholders about the benefits of CTE and how our PoSs can support postsecondary student success.

Perkins V / Topic	**Supports Provided** How does the SPC create professional development that meets the definition? How do you know it is effective? How does the SPC implement information obtained through professional development in your work to support special populations? How do you know that it is effective?	**Action Items** Examples
§3 (40)(A – B) Professional Development	SPC will attend PD opportunities pertaining to supporting vulnerable populations, including members of special populations. PD can be specific to special populations (i.e., working with exceptional children) or general, which covers multiple populations (i.e., equity in education).	• Attend sessions on supporting students who have experienced trauma. After attending the session, how will you share information that you learned with other CTE staff? (i.e., Share resources, focus topic of PLC meeting) How can you follow up with CTE staff to see if they have benefited from resources shared? Can data be collected to show the effectiveness of PD? • Complete SIOP training, which focuses on working with ELs. How will you implement practices into your work as an SPC? How will you gauge the effectiveness of your practices?
	SPC will use performance indicator data to determine PD needed for their school/PSU.	• Create PD for CTE teachers that focuses on a special population category. PD can cover a one- to two-year time frame, allowing time to learn about each population, implement practices on supporting population(s), and gathering data to see if the practices worked.
	SPCs will provide a beginning-of-year/beginning-of-semester training for CTE staff that addresses specific topics on how to support all students, including special populations (i.e., Laws, monitoring of SP students).	• Create Special Populations Notebook for all CTE staff. Include information and training materials that are related to services rendered to members of special populations.

Perkins V / Topic	**Supports Provided** How does the SPC create professional development…? How does the SPC implement information obtained through professional development…?	**Action Items** Examples
§3 (40)(A – B) Professional Development	SPC will seek opportunities to provide PD for stakeholders to educate them on how CTE can benefit members of special populations.	• SPC and EC teacher can collaborate with VR counselor to discuss career-based opportunities for high school students at parent information sessions. • EC teacher and SPC can work with CTE teachers on how to develop a modified blueprint and develop other common practices within the two departments.
	SPC will participate in monthly PLC meetings with CTE staff that includes topics pertaining to SP students how to support their needs as they pursue their respective career pathways.	• Address FAQs from CTE teachers concerning issues that they may be having with students in their CTE courses. Based on common issues and concerns, develop an ongoing resource guide for teachers to reference throughout the school year.
§3 (48)(A – I) Special Populations	SPC will support all students, including special populations, with successful completion of CTE courses and programs of study, including credentialing and dual enrollment.	• Ensure that all students have the opportunity to complete credentialing requirements. This could mean taking on a "deferred but not denied" approach where students may need additional time during the school year to prepare and ultimately complete credential requirements. • Stay abreast of accommodations that credentialing entities allow for students, as they may be different from the accommodations identified on their IEP/504/EL plan. Assist with applying for accommodation for credentials, if needed. • Advocate for students who desire to complete CCP courses. Promote CCP opportunities to members of special populations and those involved in their educational success.

Perkins V / Topic	**Supports Provided** How does the SPC create professional development…? How does the SPC implement information obtained through professional development…?	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will assist with efforts to increase CTE concentrators, CTSO participants, and non-traditional enrollment among members of special populations.	• Identify CTE courses, CTE PoS, and CTSOs that are underrepresented or overrepresented in both ESSA categories and special populations. Research why these gaps are present and develop a plan of action. For example, lack of males enrolling in Nursing Fundamentals. • Educate stakeholders involved in the education of members of special populations about CTE about opportunities available for their students. For example, educate homeless liaisons about CTE and how students have the opportunity to earn credentials that could provide employment after graduation.
	SPC will seek community partnerships to assist with supporting members of special populations.	• Work with agencies that support single parents, including pregnant women, to support the needs of this population. • Seek assistance of non-profit organizations that can assist families of our CTE students (regardless of whether they are identified as economically disadvantaged) that may be experiencing financial hardship or food insecurities.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that support~~s~~ members of special populations? Address each special population subgroup.	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will assist CTE teachers with the understanding and implementation of classroom and/or testing accommodations for individuals with disabilities or English learners that qualify for services.	• Follow up with CTE teachers to ensure that they have received IEPs, 504 plans and EL plans for students who qualify for accommodations within their educational setting. • Work with CTE teachers to develop an implementation plan on how accommodations will be provided given their content area. New CTE teachers may need to be a priority. • Work with EC teachers, 504 coordinator and EL teachers to discuss accommodation concerns within CTE course. • Provide CTE teachers with recordkeeping tools (i.e., logs, charts) to document student concerns regarding accommodations (i.e., Student refuses accommodations stated on EL plan). Convey to CTE teachers the importance of documentation of services offered and refused, as this process assists stakeholders (such as the IEP team) with future decisions regarding accommodations.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports members of special populations? Address each special population subgroup.	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will identify students who are members of special populations and determine how information will be communicated to school staff.	• Work with CIMC to receive a copy of the enrollment file, which identifies members of special populations. • Work with CTE director to determine what information needs to be provided to CTE staff regarding special populations enrollment in their class. For example: SPC may opt to provide teachers with a percentage of enrollment of members of special populations without disclosing names and associating with specific categories. • Collect data of disproportionate enrollment of members of special populations enrolled in CTE courses or PoS to determine if there are any equity issues within program areas. If findings support (intended or unintended) inequitable registration practices, SPC will convey this information to their local school administration and CTE director. • Provide continuous support and communication with CTE teachers who have issues/concerns with all students that are enrolled in their courses. This support system allows all students, despite their status, to be served in an equitable manner.
	SPC can/will work with CTE teachers with instructional strategies and resources for teachers.	• While CIMCs provide teacher coaching, SPC can support their efforts by monitoring strategies provided and helping CTE teachers to reassess if strategies are not working within their classroom setting.
	SPC will establish relationship and collaborate with foster youth liaison.	• Become knowledgeable of foster youth rights • Collaborate with your foster youth liaison to provide information to CTE teachers to foster the success of this population
	SPC will establish relationship and collaborate with homeless youth liaison.	• Become knowledgeable of homeless youth rights and services available for students and their families • Collaborate with your homeless youth liaison to provide information to CTE teachers to foster the success of this population.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports members of special populations? Address each special population subgroup.	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will establish relationship and collaborate with stakeholders that support students with disabilities.	• Become knowledgeable of laws that support individuals with disabilities within the secondary school setting. • Establish working relationships with your VR representative, NCWorks representative, EC case managers/support services, 504 coordinator. • Assist IEP teams with transition planning and how CTE courses/pathways/services can assist • Work with OCS teachers to ensure student success in CTE courses, which is a requirement for those students on the OCS graduation pathway.
	SPC will establish relationship and collaborate with EL case manager/teachers.	• Become knowledgeable of rights and services available for English Learners (ELs). • Establish a relationship of EL teachers/case managers. • Collaborate with EL teachers to provide instructional strategies and resources on assisting students in CTE classes that speak limited English. • Have basic knowledge of ACCESS for ELs and how to understand student scores within the learning domains (https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf). • Participate in SIOP training (if available) and work to convert its principles to CTE content areas to assist teachers with instruction.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports members of special populations? Address each special population subgroup.	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will support students interested in non-traditional careers.	• Become knowledgeable of courses offered within your schools that support non-traditional careers. • Become aware of potential barriers at the school level preventing male and female students from enrolling in courses that are considered non-traditional based on their gender. • Educate stakeholders about non-traditional careers and why it is important to recruit students into entering nontraditional careers and why stakeholders should support students wanting to enter into those career sectors. • Include non-traditional sectors and representation during career events, such as career fairs. • Coordinate with your CDC to host field trip opportunities for businesses that offer careers that will fit into the non-traditional sector. For example, host a field trip inviting males and females to visit a transportation company. • Work with the school-level scheduling team to ensure that the non-traditional gender receives the opportunity to enroll in a nontraditional course.
	SPC will support military youth.	• Become familiar with rights and laws that support military youth, including the Military Impact Compact (MIC). • Take steps to identify military youth that may be enrolled (or become enrolled) at your school. • Have supports in place for military youth, whether currently enrolled or not. For example, they may be coming from a state during the middle of a school year that taught a specific CTE course different than the one that they are currently enrolled. Work with your CTE teacher and school counselor to develop a learning plan for the student so they can complete the course successfully.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports members of special populations? Address each special population subgroup.	**Action Items** Examples
§3 (48)(A – I) Special Populations	SPC will support single parents (male and female), including pregnant women.	• Become knowledgeable of rights under Title IX, which protects parental status. • Work with identified pregnant and parenting students to make sure that they have the resources needed to successfully complete CTE classes. • Work with CTE teachers to make sure students have the opportunity to complete CTE courses. For example, if a student has experienced excessive absences from school, work with teacher and the student to make sure that there is an opportunity to make up work. • Work with the school to develop plans for students who may have issues impeding their attendance (i.e., Childcare, nursing, etc.)
	SPC will support students that are considered out-of-workforce individuals or students that live in households where the parent or guardian is an out-of-workforce individual.	• Become knowledgeable of outside sources that can assist this population (i.e., Vocational Rehabilitation services) • Note: This group must self-identify so there could be very little data, if any.
	SPC will support students from economically disadvantaged families, including low income youth. Population includes, but is not limited to, students that receive free/reduced lunch.	• Gain knowledge of resources available in the local community that serve economically disadvantaged families. • Encourage CTE teachers to notify you if there are concerns regarding students wanting to participate in activities that Perkins or local funds cannot cover (i.e., CTSOs, field trips)

Perkins V / Topic	**Supports Provided** What services does the SPC provide that supports members of special populations? Address each special population subgroup.	**Action Items** Examples
§113 (3)(C)(ii) (I – II) Accountability	SPC will provide support for subpopulations as defined under §1111(c)(2) of ESEA.	• Become familiar with NC's ESSA plan (https://files.nc.gov/dpi/documents/succeeds/nc-essa-state-plan-final.pdf) • Address services provided for the racial subgroups identified in NC's ESSA plan (Asian, American Indian, Black, Hispanic, Two or More Races, and White) • NOTE: Other subgroups addressed in ESSA (economically disadvantaged, children with disabilities, and English learners) are members of special populations as defined in Perkins V. • Support efforts in ACT WorkKeys performance, which is one of the School Quality/School Success Indicators that is not identified in CTE Performance Indicator platform (NC Session Law 2017-57 and 2017-206). • Study intersectionality in data (ESSA and CTE)
	SPC will identify targets of support based on CTE State Plan.	• Become familiar with state and local level performance indicator (PI) data (https://www.ncperkins.org/pluginfile.php/6427/mod_resource/content/1/CTE State Plan-Final 030320.pdf). • Assist CTE director in addressing gaps within performance data and developing action plans to address gaps. • (District-level SPC) Create a shared document with district-level goals for supporting PIs that includes responsibilities of the SPC. SPC can update progress (on addressing gaps and supporting PIs), allowing CTE directors to use information as deemed necessary (i.e., updating local application). • (School-based SPC) Create a spreadsheet of school data on Perkins V indicators and document performance of individual students.

Perkins V / Topic	**Supports Provided** What services does the SPC provide that support~~s~~ members of special populations? Address each special population subgroup.	**Action Items** Examples
§113 (3)(C)(ii) (I – II) Accountability	SPC will work to making meaningful progress towards improving performance of all CTE participants, including subgroups described in ESSA and members of special populations.	• Identify performance gaps and work towards addressing root causes and solutions. • Identify potential barriers to CTE courses and PoSs that have a low representation of racial subgroups and members of special populations. Work with stakeholders to eliminate barriers. • Identify valid survey and data collection methods to gain information from students, teachers and parents in addressing gaps. Avoid using survey questions and assessments that may not take into consideration cultural and educational backgrounds.

Resources

NC State Board of Education. Policies Governing Services for Children with Disabilities. [online].
https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities

Wrightslaw Website: Information about special education law, education law, and advocacy for children with disabilities.
https://www.wrightslaw.com/

NC Vocational Rehabilitation Services
https://www.ncdhhs.gov/divisions/dvrs

Every Child Accountability & Tracking System
https://ec.ncpublicschools.gov/ecats

Workforce Investments and Opportunities Act (Information)
https://www.dol.gov/agencies/eta/wioa/about

NC Department of Health and Human Services: Social Services Division
https://www.ncdhhs.gov/divisions/dss

OCS Livebinder
http://www.livebinders.com/play/play?id=1996892

National Alliance for Partnerships in Equity (NAPE)
https://napequity.org/

Non-traditional Career Preparation Root Causes and Strategies Chart (NAPE)
https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf

NC Department of Health and Human Services: Teen Pregnancy and Prevention Initiatives
https://www.teenpregnancy.ncdhhs.gov/

Child Care Services Association: Ensuring affordable, accessible, high quality child care for all families
https://www.childcareservices.org/

NCWorks
https://www.ncworks.gov/

CFNC.org
https://www.cfnc.org/

Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents (US Department of Education)
https://www2.ed.gov/about/offices/list/ocr/ellresources.html

WIDA: Advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research and professional learning for educators.
https://wida.wisc.edu/

Sheltered Instruction Observation Protocol (SIOP) Model
http://www.cal.org/siop/resources/

North Carolina Homeless Education Program
https://nchep.uncg.edu

North Carolina Foster Care Education
https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/foster-care-education

North Carolina Supports Military Children
https://www.dpi.nc.gov/students-families/student-support/nc-supports-military-children

Educator's Guide to the Military Child During Deployment
https://www2.ed.gov/about/offices/list/os/homefront/homefront.pdf

Law and Policy

Brustein, Michael, et al. *The Comprehensive Guide to the Federal Role in Career and Technical Education; Perkins V and the Uniform Grant Guidance.*

NC State Board of Education. Policies Governing Services for Children with Disabilities. [online]. Available at: https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities [Accessed 18 Nov. 2019]

U. S. Department of Education. Every Student Succeeds Act (ESSA).[online]. Available at: https://www.ed.gov/essa?src=rn. [Accessed 28 Aug. 2019]

U.S. Department of Education. Individuals with Disabilities Education Act (IDEA). [online]. Available at: https://sites.ed.gov/idea/building-the-legacy-idea-2004/ [Accessed 18 Nov. 2019]

U. S. Department of Education. Office for Civil Rights (OCR) Reading Room.[online]. Available at: https://www.ed.gov/essa?src=rn. [Accessed 28 Aug. 2019]

U. S. Department of Labor. Workforce Innovation and Opportunity Act. [online]. Available at: https://www.doleta.gov/wioa/about/overview/. [Accessed 28 Aug. 2019]

U. S. Department of Education. Office for Civil Rights (OCR) [online]. *Title 34 Education, Part 106*. Available at: https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html#S34 . [Accessed 29 July, 2020

Legal Information Institute, Cornell Law School, Cornell University. [online]. *34 CFR Appendix B to Part 100*. Available at: https://www.law.cornell.edu/cfr/text/34/appendix-B_to_part_100 . [Assessed 29, July, 2020]

Advance CTE. (2018, 26 Oct.). *Planning for Engagement: Identifying Key Stakeholders for Perkins V* [PDF file] Retrieved from https://cte.careertech.org/sites/default/files/PlanningforEngagement_IdentifyingKeyStakeholdersforPerkinsV_102618.pdf

Baker, S., & North Carolina Department of Public Instruction, Division of Career and Technical Education. (2020). [PDF file] *Program Recruitment and Applications Checklist*

Frequently Asked Questions (FAQ)

How do SPCs identify students who are members of special populations?
There is an enrollment file that is updated frequently that is specific to CTE. If you, as the SPC, do not have rights to access the CTE enrollment file, collaborate with your CIMC to obtain this information.

How SPCs obtain information about students who are identified as special populations?
There are several stakeholders within your PSU and/or local school that are directly involved in supporting members of special populations.

CATEGORY	SUPPORT STAFF ROLE(S)
Individuals with disabilities	• EC department
Individuals from economically disadvantaged families, including low-income youth and adults	• Child Nutrition Services (CNS) • Social worker
Individuals preparing for non-traditional fields	• CTE staff members
Single parents, including single pregnant women	• School counselor • Social worker • School nurse
Out-of-workforce individuals	• VR counselor*
English Learners	• EL department
Homeless individuals	• Homeless youth liaison**
Youth who are in, or have aged out of the foster care system	• Foster youth liaison**
Military youth	• Military liaison counselor**

* Out-of-workforce individual is identified under WIOA legislation.
** Check with your student services department to see who is assigned to this population of students.

Be mindful that federal laws protect many of these populations so those who support these students are not obligated to provide information to SPCs. If this is the case, use this as an opportunity to market your role as an SPC and provide information on how CTE can help their students.

Many of the categories are easily applicable to school-aged youth except for out-of-workforce individuals. How do SPCs support this member of special populations?
Perkins V legislation supports secondary and postsecondary education. The category out-of-workforce individual is more applicable to the postsecondary education side of CTE.

Perkins background: This term also replaced “displaced homemaker”, which was referenced in Perkins IV. Currently, the out-of-workforce individual is used under Perkins V in reference to activities under Title IV of WIOA. Perkins V includes displaced homemaker as part of a new definition of an “out-of-workforce individual”. This definition includes a displaced homemaker, as defined in Section 3 of the WIOA, and additional classes of individuals who have become unemployed or underemployed after previously having relied on other family members for support[63].

[63] https://www.everycrsreport.com/reports/R45446.html

WIOA reauthorization background: When WIOA was reauthorized, it eliminated uncompensated outcomes, including what we used to refer to as "homemaker" outcomes. NC Department of Vocational Rehabilitation (NCDVR) rarely closed someone successfully as a homemaker, but prior to WIOA, we could technically do so if it was determined that it was most appropriate for the client with a disability to work in the home in order for another family member to generate income by working out of the home. The homemaker category was removed as an achievable outcome to align with WIOA expectations that our goal is to assist consumers in achieving CIE (competitive integrated employment).

Individuals who fall into this category would, first, have to self-identify. Therefore, this data most likely will not be available through the enrollment file. By establishing a relationship with your local VR counselor, an SPC may be able to find out if they have a student that falls in this category or if they live in a household where the parent/guardian is receiving VR services under this category.

Do SPCs need to identify special populations students at the middle school level as well as the high school level?
Members of special populations will need to be identified at the high school level. The performance indicator (PI) data is collected based on high school enrollment and CTE concentrator data. Members of special populations and other subgroups identified under ESSA are reflected in the (PI) data.

It is the decision of the PSU as to whether members of special populations are to be identified at the middle school level. Consult with your CTE Director.

Are SPCs required to attend IEP meetings for all EC students that are enrolled in CTE courses?
SPC attendance at IEP meetings of CTE participants is at the discretion of the SPC's immediate supervisor. Work with your immediate supervisor and EC teacher(s) to determine your role in the IEP process for CTE participants.

Is my primary duty as an SPC to support students or teachers?
As the reader reviews the major functions, they will find that they have a duty to support all students, including members of special populations. As SPCs support students, this will require supporting CTE teachers and others that play a role in the educational experience of our most vulnerable youth that is seeking opportunities within CTE. Since SPCs may take on additional CTE roles (i.e., CIMC, CDC, CTE teacher, etc.), work with your immediate supervisor to determine where your duties lie as it relates to working with students, CTE teachers, and other stakeholders that support your work.

How can SPCs support their Curriculum Instructional Management Coordinator (CIMC)?
SPCs tend to have a more "boots-on-the-ground" approach as it relates to supporting CTE students and teachers, whereas CIMCs address the administrative side of CTE instructional practices through their work with assessments, instructional coaching, curriculum and data. Suggestions for SPCs supporting CIMCs are as follows:

- Assist with local level implementation of testing (i.e., Test administration training, serving as a testing administrator/proctor, making sure special testing materials are ordered in a timely manner)
- Maintain accurate records of students who require testing accommodations (EC students who have IEPs, students with 504 plans, and ELs with EL plans).
- Keep abreast of 3rd party vendor testing accommodations and how it affects students with IEPs, 504s and EL plans.

- Closely communicate with EC staff as it relates to updates in student graduation pathways, which can result in testing administration updates for the student.
- Provide technical assistance and continual support to CTE teachers when working with members of special populations (i.e., Maintaining student progression with CTE courses, providing instructional strategies specific to ELs)
- Work with school counselors to ensure that students are properly coded in PowerSchool for testing.
- Assist with reviewing data in order to provide direction on how to support all students, including special populations.

How can SPCs support their Career Development Coordinator (CDC)?

As CDCs focus on providing students with opportunities and experiences surrounding career development, SPCs can support their efforts by making sure members of special populations are exposed to and take advantage of various opportunities to support their postsecondary goals. Suggestions for supporting CDCs are as follows:

- Assisting with career development and exploration activities, making sure that students who are members of special populations are involved. Activities include, but are not limited to, career interest inventories and WBL experiences.
- Volunteer to educate business advisory boards and local workforce boards about members of special populations and your school or LEA's initiatives on how you support them in their career development goals.
- Partner with your CDC to solicit business advisory board members who represent and support non-traditional careers.
- Work with your CDC to make sure that career development activities and marketing efforts are free from bias. Activities include, but are not limited to, field trips, internships, apprenticeships and other supervised WBL experiences, and lunch-and-learn sessions with local business partners.
- Include your CDC when providing or attend trainings that are offered addressing the legal aspects of working with all students, including members of special populations.
- Work with your CDC to ensure that you, as well as other stakeholders that support members of special populations, are familiar with essential employability skills, as they are imperative to postsecondary transition.

If an SPC serves in a dual role (Ex. CDC/SPC, CIMC/SPC, SPC/CTE Teacher), how do they delineate between those roles?

Serving in dual roles can sometimes be overwhelming and can leave one to decide which role is of most importance, leaving additional roles lacking. Suggestions for SPCs serving in a dual role are as follows:

- Discuss your work plan with your immediate supervisor and determine which duties under each respective role are the priority for supporting student outcomes. Develop two work plans or a combined work plan to ensure that you do not miss any targets that need to be addressed during the school year.
- Designate days of the week for your work. For example, Monday through Wednesdays are dedicated to CDC work and Thursdays and Fridays, SPC work.

What is the SPCs role in CTE testing?
Collaborate with your CIMC to determine how best to support testing within your school or LEA. Suggestions for SPCs providing support with CTE testing are as follows:

- Make sure students receive testing accommodations as stated on their IEP, 504 plan, and/or EL plan.
- Assist with test coordination by serving as a test administrator and/or a proctor (when needed), securing testing rooms/sites for separate setting, and creating testing schedules.
- Make sure designated test administrators and proctors are trained to administer tests.
- Avail yourself to help teachers administer/proctor credential assessments, which may take place throughout the school year or semester.
- Make sure that all students, including members of special populations, have the opportunity to complete assessments in an effort to eliminate barriers for testing. For example, if a parenting teen does not show up for a test/assessment because their child is sick, work with the student and CTE teacher to schedule a test make-up date.

What type of information does the SPC provide to CTE teachers about the Special Populations students enrolled in their courses?
SPCs should provide resources to teachers on how to support members of special populations. Seek resources and tools from CTE participant stakeholders and share with CTE teachers on how to best support their students. SPCs can develop a referral process for CTE teachers if there are issues or concerns with any CTE participants, including members of special populations.

Consult with your CTE director to determine if CTE teachers should know the specific students who are members of special populations participating in their CTE courses. If this information is disclosed to teachers, consider the following:

- What is the reasoning behind disclosing the information?
- Would sharing of information have potential legal implications?
- Would this information trigger (implicit or explicit) biases from their classroom teacher, impeding the learning process for students?

What is the responsibility of the SPC as it relates to the modified blueprint?
Modified blueprints are developed for CTE participants on the Occupational Course of Study (OCS) graduation pathway and participating in the extended content standards (ECS). SPCs can participate in the development of the modified blueprint by doing the following:

- Assist CTE teachers with developing the framework of the modified blueprint, making sure that it is individualized based on the student's IEP.
- Encourage CTE teachers to work with students EC case manager to ensure standards can be met during the instructional term.
- Remind CTE teachers that the modified blueprint is a "living document" and will need to be updated to reflect the progress of the student during the instructional term.

What is the best way to share with stakeholders what a CTE SPC does in one minute or less?
SPCs support several types of students contingent upon the category in which they lie. Therefore, sharing what you do with stakeholders would be contingent upon the role of the stakeholder involved in the educational success of the student. Research the background of each stakeholder and figure out how CTE can benefit their clients/students and how you can assist.

What records should be kept on members of special populations students and how long should SPCs keep them?
The intent of keeping records/documentation for members of special populations, is to show how the actions of the SPC supports the population of students addressed in the performance indicators (PI). Maintain records that can be directly correlated to performance indicators (PI). Those records can include, but are not limited to:

- Individual service plans for students who are members of special populations that reflect progress monitoring within their CTE course completion. Those plans should include (but are not limited to) results of career interest inventories, learning styles inventories, real-time progress notes showing how the student has been supported within their CTE courses, etc.;
- Service plan(s) that reflect how students who fall under each performance indicator category has been supported by SPCs. For example, a service plan addressing how SPC supports non-traditional students.

Refer to the Special Populations Service Plan framework in the *Handbook* to guide you in maintaining records on how you support members of special populations. Work with your CTE director to develop a framework that would be most effective for your school and/or PSU.

Consult your CTE Director on the length of time that records pertaining to members of special populations should be retained. The state has policies regarding records retention; however, LEAs procedures supersede the state and may be different.

Are Civil Rights reviews performed at the middle school and high school?
Under the MOA Program defined by the U. S. Department of Education (Office for Civil Rights), reviews are conducted at the high school level, not the middle school.

There is no reference to the Career Development Plan Plus (CDP+) within this *Handbook*. Why? (NOTE: CDP+ is referenced in the *Special Populations Challenge Handbook* dated April 2011)

Since the CDP+ is not required for federal accountability, it was not referenced in this *Handbook*. However, it is recommended that PSUs develop an internal service plan for supporting identified members of special populations. This will allow tracking of activities in which members of special populations are involved to maintain and/or increase performance goals as well as address subpopulation gaps.

The Special Populations Service Plan can be used as a tool when developing your system/instrument. This document reflects the law and detailed action items to support Perkins V. It was also created to be comprehensive, which allows flexibility of targeted services. In turn, a system/instrument can be used to track a student's progress within CTE and reflect how students are being serviced.

At a minimum, the following pieces of information should be documented for each member of special populations by the SPC:

Documentation	**Allows SPC to:**
Graduation pathway and course requirements	• Determine if CTE courses are required for graduation • Success rate in courses reflected within Performance Indicators • Determine if CTE course(s) can be completed as math replacements
Career interest inventory	• Assist with CTE course selection • Drives WBL opportunities offered to students • Identify students that may have an interest in non-traditional careers
Learning styles inventory	• Assist CTE teachers with instructional strategies to promote academic success
Post-secondary planning	• Provide opportunities for students to convey what they would like to do after graduation based on their CTE experiences (i.e., Course work, Interest Inventories, WBL, CTSOs) • Provide targeted supports to students in accomplishing their postsecondary goals.
Progress Monitoring	• Continuously document supports offered and provided to members of special populations during their secondary education.

Acronyms

CDC	Career Development Coordinator
CIMC	Curriculum Instructional Management Coordinator
CLNA	Comprehensive Local Needs Assessment
CCP	Career and College Promise
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
EL	English Learner
EC	Exceptional Children
ECATs	Every Child Accountability & Tracking System
ECS	Extend Content Standards
ESEA	Elementary and Secondary Education Act (Reauthorized by ESSA in 2015)
ESSA	Every Students Succeeds Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualize Education Program
LEA	Local Education Agency
LOF	Letter of Findings
LMI	Labor Market Information
MOA	Methods of Administration
MTSS	Multi-Tiered System of Support
NCCCIP	NC Comprehensive Continuous Improvement Plan
OCS	Occupational Course of Study
PBM	Performance-based measurement
PD	Professional development
POL	Proof of Learning
PoS(s)	Program of Study/Programs of Study
PSU	Public School Unit (May be referred to as LEA in federal law)
SEA	State Education Agency
SIOP	Sheltered Instruction Observation Protocol
SPC	Special Populations Coordinator
VCP	Voluntary Compliance Plan
VR	Vocational Rehabilitation
WBL	Work-based learning
WIOA	Workforce Innovation and Opportunities Act