

# Meeting the Needs of Special Population Learners

## Practices, Resources and Feedback

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**MINNESOTA STATE**  
Career and Technical Education

**m** **DEPARTMENT**  
**OF EDUCATION**

# Defining Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low income
- Out-of-workforce individuals
- Individuals preparing for non-traditional fields
- English learners
- Youth who are in, or have aged out of, the foster care system
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- Single parents, including single pregnant women
- Youth with a parent who is a member of the armed forces and is on active duty.

# EQUITY in PERKINS V

## Stakeholder and Community Engagement



## Expanded Focus and set- aside for Equity



## Innovation



## Expansion of Career Awareness to Middle Grades



# REQUIRED USE OF STATE LEADERSHIP FUNDS (Sec. 124)

## Requires that State Leadership funds be used to:

- Provide preparation for nontraditional fields
- Expose special populations to high skill, high wage and in demand occupations;
- Serve individuals in State Institutions
- Report on the effectiveness in funds in reducing disparities or performance gaps for special populations.

## USE OF STATE LEADERSHIP FUNDS (Sec. 124)

- Promotional posters for nontraditional careers
- Informational materials for supporting MFIP participants in short-term training
- Incentive grants for NT recruitment and employment
- Webinar series on supporting special populations
- Competitive grants for serving corrections and disability services
- Equity webinar series on plan implementation and year two planning
- Equity-minded practices pilot series for CTE faculty
- Capacity grants addressing equity in CTE

# Examples of LOCAL USES OF FUNDS (Sec. 135)?

Five of the six required uses of funds are related to special populations.

- Nontraditional career exploration and awareness courses or activities for students as early as Grade 5
- Professional development for teachers, principals, school leaders, administrations, and career and guidance counselors, or paraprofessionals in such topics as:
  - Strategies to close gaps in students participation and performance
  - Pedagogical practices
  - Accommodations and effective teaching strategies for students with disabilities
- Providing CTE for adults or out-of-school youth to complete secondary school education or upgrade technical skills
- Reduce or eliminate out-of-pocket expenses such as transportation, child care and other fees for special populations
- Implement the comprehensive needs assessment.
- Initiatives that provide students with transition-related services
- Programs and activities to increase access for underrepresented students in STEM

*What local practices do you have to support the various special populations?*

# New and Relevant Resources

## NAPE

- [Root Causes and Strategies for Students w/ Disabilities \(SWD\)](#)
- [Strategies for Special Populations Success\(Brief\)](#)

## New Advance CTE Briefs

- [Improving Equity and Access to Homeless Youth](#)
- [Quality CTE Programs for SWD](#)
- [Quality Programs for Youth/Young Adults in the Justice System](#)

## [NCDA Special Populations resources](#)



*What other supports do you need to help improve recruitment and participation of special populations?*

# THANK YOU!

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