Strategies For Special Populations Success

Special Populations Team Strategies PLC

Special Populations Team / Goal Setting Logistics Expectations

• Please review the information below in preparation for the follow up Goal Setting Conference. Please be prepared to share and present answers and clarification to the following questions during the presentation. It would be helpful to go in the order below during the presentation.

• The goal / purpose of the Special Populations Team Meeting is to increase efficiency in presenting the Annual Quality Review Measures and Comprehensive Local Needs Assessment with a focus on improved student outcomes for all students. Please keep documentation discussed during the Goal Setting Conference to include as part of the Comprehensive Local Needs Assessment and Annual Quality Review Measures.

<u>Members of the Special Populations Team Consists of:</u>

- LEA Special Education Point of Contact
- LEA Multi-lingual Learners (ESOL) Point of Contact
- LEA Career and Technology Education Point of Contact
- LEA School Counselors (Guidance) Point of Contact
- LEA McKinney-Vento Point of Contact
- Local VR Office Point of Contact
- Additional LEA / Stakeholder Staff

Please also include the School Administration Team:
- Lead Administration
- School Counselors
- Work-Based Learning Coordinators
- Career Development Facilitators
- Any other pertinent instructional / employment stakeholders

These members should be provided with opportunities for them to actively participate in the presentation as members of the Administrative Team

Meeting Specifics

Allow 90 minutes for the Part II Goal Setting Conference – the Administrative Team's part of the conference will be limited to <u>60 minutes</u> with the Special Populations Team questions and answers for up to <u>30 minutes</u>. Please ensure the Administrative Team's presentation remains within that one-hour parameter. Preparation with the Administrative Team prior to the Goal Setting Conference is important.

PowerPoint/Google Slides presentations are an effective way to organize and present data, but each school can choose the best method for their needs. Each of the dimensions listed below should be briefly summarized and addressed within the presentation.

Part I: Community Profile by County/District

- [OCTE Website – Community Profiles](#)
  - Select Region
  - Review Economic Data
  - Review Demographic Data
  - Review Industry Data
  - Review Occupational Data

Special Populations

Students with disabilities (*SWD)*

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

Students preparing for non-traditional fields

Single parents, including single pregnant women

Out-of-workforce Individuals

English learners (*Multilingual Learners or ML*)

Students experiencing homelessness

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

Youth with a parent who is a member of the armed forces and is on active duty.

Students With Disabilities

- CTE develops foundational Student Profiles and CTE Pathway Information Documents to share with Special Education.
- CTE shares courses with Special Education teachers and guidance counselors in middle schools.
- Special educators create a process for CTE Stakeholders to have representation at the IEP meeting and access to all IEP documents.
- Special educators provide the CTE teachers with the IEP accommodations and data showing students strengths through reliable transition assessment, student course pathway, and Foundational Student Profiles.
- Special educators ensure CTE instructors understand the needs and services in the IEPS and CTE/SPED collaborate on strategies to provide the accommodations listed in IEP.
- CTE/SPED create a plan to request assistance and monitor progress for students with disabilities.

Students With Disabilities

Provide Professional Development

- Develop a plan to provide virtual or face to face PD on strategies for working with SWDs.

- Possible PD options include:
  - Universal Design Learning Implementation
  - Differentiated Instruction
  - Social and Emotional / Soft Skills
  - Teaching Strategies for Specific Disability Categories
  - Co-Teaching (ensuring core content/services provided)
  - IEP / IGP Alignment
  - VR Services

VICTORY SC
Students with Disabilities

Community Based Supports for CTE Professionals

- Contact your special education department to identify VR stakeholders
- Collaborate with VR Business Development Specialists to build relationships with companies to advocate hiring SWDS and connect CTE with those employers.
- Collaborate with VR about connecting SWDs with Disability Coordinators at Post-Secondary Institutions.
- Collaborate with Local VR offices about providing Pre-Ets Services, WBL, and Job shadowing placements.
- Organize and facilitate a Career Expo utilizing VICTORY SC model.
- Invite VR to participate in CTE Advisory Board.
- Collaborate with VR on collecting Indicator 14 Surveys for Special Education.

Students From Economically Disadvantaged Families, Including Low-income Youth And Adults

- Plan on how to provide free materials, tools, uniforms, internet hot-spots, and other resources necessary for success in a CTE program.
- Plan on how to pay costs for students to participate in Career and Technical Student Organizations (CTSOs).
- Make information regarding financial aid and scholarships easily accessible.
- Provide access to healthy food and nutrition by providing meals at school and all family events.
- Locate and provide information on local food bank distribution sites for families.
- Provide a free-access, business clothes closet for interviews or work (Seek Donations).
- Collaborate with State and Local Agencies who work with economically disadvantaged families, including low-income youth and adults.

Students Preparing For Non-Traditional Fields

- Inform students to nontraditional career options in middle grades to introduce them to what careers are available.
- Recruit professionals from non-traditional fields to share their experiences and build support with other students pursuing a nontraditional career.
- Provide information on civil rights and sexual harassment policies and practices.
- Ensure that safety equipment, clothing, and tools are available and range in small to large sizes.

Single Parents, Including Single Pregnant Women

- Develop a plan to inform teen parents about CTE programs. Providing access to CTE programs leads to employment in an occupation with family-sustaining wages.
- Conduct family-friendly outreach activities and incorporate family into student events.
- Share information on affordable or free licensed childcare.
- Provide parenting/child development classes for teen parents to develop coping skills and stay in school.
- Collaborate with State and Local Agencies who work with Single Parents.

Out-of-workforce Individuals

- Collaborate with the Workforce Investment Opportunity Act (WIOA) programs and services through the SC Workforce Development System's youth program and the American Job Center network.
- Organize and facilitate a Job Fair with local businesses that are looking to hire.
- Create Student Portfolios that contain resumes, transcripts, stackable certifications, credentials, or licensure that have value in the workplace.
- Provide career-planning services such as resume writing, goal setting, interview skills, soft skills, job-shadowing, and work-based learning.
- Identify employment-based training such as work-study, subsidized employment, and apprenticeships that provide wages while attending school.

English Learners (Multilingual Learners or ML)

- Collaboration between CTE and Multilingual Learner instructors.
- Provide access to the Individualized Language Acquisition Plan (ILAP)
- Engage families and community in supporting Multilingual Learners' engagement in CTE and CTSOs.
- Provide interpreters for students and their families.
- Provide technology to students, such as word walls, scannable vocabulary lists, and audio directions. Use technology to facilitate language translation such as visual dictionaries and translation apps.
- Provide instructional / informational materials in multiple languages.
- Connect Students to with ML Coordinators at Post-Secondary Institutions.

Students Experiencing Homelessness

- Have a process in place to identify students experiencing homelessness.
- Provide training and professional development opportunities for staff so they can identify and meet these student's needs.
- Collaborate with your McKinney-Vento District Liaison
- Provide access to free meals, shower and laundry facilities, a secure place to store personal belongings, free school supplies, and access to technology and the internet.
- Coordinate school and community resources that provide trauma-informed wraparound services such as transportation, referrals to health care, shelters, and housing.
- Utilize financial support for dues, activity fees, and transportation resources through the MVHAA for students experiencing homelessness for participation in CTSOs.
- Pair students with mentors who encourage them to attend school every day, and provide accountability through attendance monitoring, and follow-up with students and parents/guardians when students miss school to determine the cause of the absence and how that barrier can be overcome.

Youth Who Are In / Have Aged Out Of, The Foster Care System

- Review the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 as it relates to education.
- Review when foster care benefits terminate in South Carolina.
- Encourage Instructors to build stability for students in foster care. They may have experienced Adverse Childhood Experiences and multiple placements.
- Retain classroom routines and maintain predictable, structured class schedules.
- Communicate with foster parents to know when a student will have a birth parent or biological family member visitation because these times may create emotional unrest.
- Help students who are transitioning out of foster care to develop a transition plan using the Foster Care Transition Toolkit.
- Connect students with federal TRIO programs at Local Institute of Higher Education.

Youth With A Parent Who Is A Member Of The Armed Forces And Is On Active Duty

- Refer a student for counseling who continues to show signs of stress, inability to function in school, or has high levels of emotional response after a family member deploys.
- Provide information and help students access free online tutoring and homework help at military.tutor.com.
- Utilize Student Profile checklists that students can share with their next school, in case their family moves due to deployment or reassignment, to ensure their continued learning in a similar CTE program.
- Collaborate with the education support services available from the military branch your student's parent serve. The Veteran's Administration's Survivors' and Dependents' Educational Assistance program provides education and training opportunities to eligible dependents and survivors of certain Veterans.

Part II: School and Systems Overview Guiding Questions

Vision, Mission, and Learning-Focused Culture

- Summary of steps taken to improve College and Career Readiness percentage. (Examine data on all students including comparisons to Special Populations).

- Summary of how to involve teachers when establishing and discussing the school's vision and goals. (Examine feedback on all students including comparisons to Special Populations).

- Summary of Current Program Enrollment by level and steps taken to promote and retain students in all courses. (Examine data on all students including comparisons to Special Populations).

Improvement Of Instructional Practice

- Summary of the Administrative Team's role in providing evidence, feedback, and primary results of Instructional Observations that the school administration has completed. (Observations of standards-based instruction, relevant curriculum, strategies for Special Populations and safety).

Part II: School and Systems Overview Guiding Questions Cont'd

Effective Management

- Summary of the school's communication structures concerning all students to work with the following:

  - School's faculty & staff (How the instructors receiving information and resources)
  - The sending high school Admin. Teams (if applicable to career center)
  - LEA McKinney-Vento Contact / Specialists
  - LEA Multilingual Learners Services Contact / Specialists
  - LEA Special Education Services Contact / Specialists
  - LEA School Counselor Services Contact / Specialists
  - Local SC Vocational Rehab Contact

- Summary of how school's counselors work with sending high school counselors to recruit and retain all students in each program. (Pathway Information, Foundational Student Profiles, Special Populations information, and IEP/IGP Alignment)

- Summary of how the school's Career Development Facilitator is working with Special Populations in alignment to Duties/Responsibilities of a Career Specialist as defined in _S.C. Code Ann. § 59-59-100_ (Please review and ensure your Career Development Facilitator is in alignment to Duties/Responsibilities)

- Summary of how the local SC Vocational Rehabilitation Counselor / Staff will provide Yearly Pre-ETS through VICTORY SC Initiative.

Part II: School and Systems Overview Guiding Questions Cont'd

Climate

- Summary of initiatives to develop a sense of community with school staff. (Knowing what resources are available for programs, Special Populations, and LEA initiatives)

- Summary of initiatives to develop a sense of community with all students. (Knowing what is available for them / are they connected to someone in the school)

School and Community Relations

- Summary of the outside partnerships developed to give students more opportunities. (Business partnerships, advisory committees, WBL opportunities, SC Vocational Rehab Office Staff, TRIO Programs, Institutes of Higher Education, local community partners, etc.)

Staff Development

- Summary of how the Administrative Team is developing the instructional capacity of faculty / staff. What professional development is needed to ensure that staff excel as both teachers and practitioners serving students? (Is the professional development reflective of the data and include all students?)

- Provide evidence of implemented strategies

- Summary of when the Administrative Team will measure the effectiveness of the professional development. (Set timelines and know what data to collect along the way).

Part III: Goal Setting Presentation

Student performance data (Completer Status, Certifications, Work-Based Learning Opportunities, and Program Enrollment)

- Summarize Completer Status, Certifications, Work-Based Learning Opportunities and Program Enrollment by Program for the last two years. (Examine data on all students including comparisons to Special Populations)

- What are the greatest strengths and areas of opportunity for improvement?

Based on Data Analysis, Present Draft Goals

- Administrative Teams will write goals with a growth model that is based on a two-year trend.

Part III: Goal Setting Presentation Cont'd

What Areas Can Administrative Teams Write School Goals For?

- Administrative Teams should review the data to determine where the highest need for growth resides concerning 2 metrics involving Special Populations.

- The goals should be based on the following metrics:
  - Total Enrollment
  - Career Readiness
  - Specific Program Enrollment
  - WBL Opportunities
  - Total number of certifications
  - Total number of completers
  - Dual enrollment opportunities

- While collecting data on the following metrics, consult / share information and data with LEA Special Education Services and Local SC Vocational Rehabilitation Offices.

Part III: Goal Setting Presentation Cont'd

"Formula" For Writing Goals:

- Goals must be SMARTIE (specific and strategic, measurable, attainable, results oriented, time bound, inclusion, and equity).

- A Goal can be geared more towards any specific "Areas of Focus" from the school's last year's evaluation <u>or</u> the local LEA's initiatives that are in alignment to the metrics listed above.

- Please remember these are draft goals. The Special Populations Team reserves the right to make modifications or suggest increases based on desired growth percentages. (Typically, 10% growth in any given area is an attainable target.)

Writing Special Populations Goals

The following scenario is an example of what writing a school goal could look like:

- Looking at the two-year trends, Sample Career Center performed the lowest relative to Special Population students receiving Certificates in Automotive Tech. and Culinary Arts. The local Labor Market data and review of Special Populations Students' IGPs also showed a need / desire of employment in these pathways. Therefore, goals were written for those two areas based on the data over two years.

Program	2020-2021 Certifications	2021-2022 Certifications	Difference
Automotive Tech	14	17	+17%
Culinary Arts	28	30	+6.6%

- Sample Goal #1 - During the 2022-2023 school year, the number of students in Special Populations earning an industry-standard certification in automotive technology will increase by 15% from 17 to 20 students

Writing Special Populations Goals

Career Center	2020-2021 Completers	2021-2022 Completers	Difference
Sample Career Center	84	106	+21%

- Sample Goal #2 - During the <u>2022-2023 school year</u>, the number of students in Special Populations meeting all the requirements for completer status at Sample Career Center will increase by 10% from 106 to 117

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