**Resource Guide:**

**Publications and Electronic Resources Relating to *Special Populations***

**Section 1: Individuals with Disabilities**

\****Many of the resources listed below can be accessed through the*** [***Professional Development tab on the ACTE website***](https://www.acteonline.org/professional-development/high-quality-cte-tools/access-and-equity/#tab-id-4)***.***

[**CTE for Students with Disabilities: Guidance for West Virginia Schools and Districts**](https://wvde.state.wv.us/osp/cte_swd_guidebook.pdf) **West Virginia Department of Education, 2013**

Addresses the importance of coordinated services for students with IEPs, collaboration between CTE and special education case managers, and transition plans for students with IEPs. Provides information about the Individual Work Readiness Certificate which is designed for “students with disabilities with academic deficits who are enrolled in a CTE concentration.”

**PIPEline to Career Success for Students with Disabilities**

**National Alliance for Partnerships in Equity (NAPE), 2019**

* [PIPEline to Career Success for Students with Disabilities: Root Causes and Strategies](https://napequity.org/wp-content/uploads/NAPE_Students_wDisabilities_RootCauses_2019-04-05_cac.pdf)

Comprehensive literature review of the root causes and barriers facing students with disabilities in accessing quality education, including CTE, as well as strategies to address these causes and barriers.

* [PIPEline to Career Success for Students with Disabilities: Root Causes and Strategies](https://napequity.org/wp-content/uploads/NAPE_Students_wDisabilities_RootCauses_Table_2019-04-04_cac.pdf)

Simplified look at root causes and strategies in table format.

* [PIPEline to Career Success for Students with Disabilities Proposal](https://napequity.org/wp-content/uploads/PIPELINE-to-Career-Success_Proposal_Final_6-4-2018.pdf)

An explanation of NAPE’s Program Improvement Process for Equity™, which is a professional development and technical assistance model focused on supporting the performance of students with disabilities. The model is designed to identify root causes for performance gaps and potential solutions.

**Pursuit of Equity Webinar**

**College & Career, Readiness & Success Center (CCRS Center), 2018**

Series webinars focused on supporting college and career readiness opportunities for students with disabilities

* Webinar 1: [Pursuit of Equity: Leveraging Career and Technical Education for Students with Disabilities](https://ccrscenter.org/products-resources/ccrs-center-webinars-events/pursuit-equity-leveraging-career-and-technical)

Representatives from Washington state present strategies to use CTE to support career readiness in students with disabilities. May 2018

* Webinar 2: [Pursuit of Equity: Aligning Transition Planning From the State, District, and School Levels](https://ccrscenter.org/products-resources/ccrs-center-webinars-events/pursuit-equity-aligning-transition-planning-state)

Presenters from the Georgia Department of Education and the Georgia Vocational Rehabilitation Agency present about transition planning for students. June 2018

* Webinar 4: [Pursuit of Equity: Teacher Preparation for the Inclusion of Students with Disabilities in Career and Technical Education](https://ccrscenter.org/products-resources/ccrs-center-webinars-events/pursuit-equity-teacher-preparation-inclusion-students)

Presenters speak about preparing CTE teachers to instruct and support students with disabilities. October 2018

[**CTE and IEPs Making the System Work for All**](about:blank)

**ACTE Techniques, October 2014**

Practices to help CTE instructors support and advocate for students with IEPs and participate in planning for their success.

[**Webinar Series: CTE for Students with Disabilities**](https://www.acteonline.org/professional-development/online-learning/webinar-series-cte-for-swd/)

**ACTE, Penn State University’s Workforce Education program, and the National Technical Assistance Center on Transition (NTACT), 2019**

A series of five webinars that look at the programs, practices and collaboration between CTE and special education professionals.

* **Webinar 1: CTE for Students with Disabilities: A Framework for Understanding**  
  Learn about legislation related to students with disabilities and about appropriate CTE placement strategies for these students.
* **Webinar 2: Effective Partnerships: Communication, Collaboration and Professional Practice**  
  A look at building effective relationships between special education and CTE professionals through collaboration, communication and professional development.
* **Webinar 3: Classroom Supports: Universal Design for Learning, Differentiated Instruction**

A look at how to implement Universal Design for Learning and differentiated instruction to meet the needs of students.

* **Webinar 4: Classroom Management: Behavioral Supports, Motivation, Reflective Teaching**  
  Overview of reflective teaching and effective behavior management and classroom climate.
* **Webinar 5: Toward Best Practices: Programs that Work, Models Toward Success**  
  Practical examples of programs in Pennsylvania and Ohio that support CTE students with disabilities.

[**Improving Equity and Access to Quality CTE Programs for Students with Disabilities**](https://cte.careertech.org/sites/default/files/files/resources/AdvanceCTE_Making_Good_on_Promise_Students_Disabilities_07212020.pdf)

**Advance CTE, 2020**

Part of Advance CTE’s *Making Good on the* Promise series, this brief details five actions CTE leaders can take to help students with disabilities succeed in high-quality CTE programs.

[**Connecting CTE and Special Populations**](http://coloradostateplan.com/wp-content/uploads/2019/07/Connecting-CTE-and-Special-Populations-CCSD-CCIS.pdf)

**Laurie Allyn - Cherry Creek Schools, CTE Specialist, SPED CCIC**

**Connie Cook - Cherry Creek Schools SPED, (Transitions Moderate Needs) Work-Based Learning Program**

A presentation on the tools and strategies used by Cherry Creek Schools in Colorado to meet the needs of students with IEPs or 504s.

[**Alternative Cooperative Education: Special Populations**](http://coloradostateplan.com/educator/ace/)

**Colorado**

An Overview of Colorado’s Alternative Cooperative Education (ACE) Career & Technical Education (CTE).

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596126352386-d102c768-58c4)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

[**National Technical Assistance Center on Transition (NTACT)**](https://transitionta.org/)

Organization focuses on helping secondary students with disabilities. Provides resources on education services and capacity building. There are several CTE-specific resources available on this site.

**Section 2: Individuals from Economically Disadvantaged Families, Including Low-income Youth and Adults**

[**Making an Impact: How CTSOs Support Students in Poverty**](https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-September2017-HowCTSOsSupportStudentsInPoverty.pdf)

Emily Saed and Eva Scates-Winston, **ACTE *Techniques* Magazine, September 2017**

The article describes efforts in Minnesota to address barriers to CTSO participation among special population students, including those identified as economically disadvantaged. Related reading includes:

* [**Overcoming Barriers: Supporting Nontraditional and Underserved Populations**](http://mnfso.org/pdf/Overcoming_Barriers.pdf)

The Minnesota Foundation for Student Organizations, August 2014

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596127383840-b1ccd62b-9378)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

**Section 3: Individuals Preparing for Non-traditional Fields**

**Nontraditional Career Preparation Root Causes and Strategies**

**National Alliance for Partnerships in Equity (NAPE)**

* [**Nontraditional Career Preparation Root Causes and Strategies**](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf)

Easy-to-reference chart that provides a look at the root causes of low participation rates and the theories related to increasing student participation in nontraditional careers. The chart also provides an overview of strategies used to increase the number of students participating in nontraditional careers.

* [**Nontraditional Career Preparation Root Causes and Strategies**](https://www.napequity.org/nape-content/uploads/Root-Causes-Document.pdf)

More extensive guide to root causes of low participation rates.

[**Strategies to Increase Access and Success for Underrepresented Students in Career and Technical Education & STEM**](https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/6-15-17.pdf)

**REL Northwest Webinar Series, 2017**

**Presenter: Ben Williams Director of Special Projects NAPE**

Presentation on how to apply NAPE’s PIPE™ to improve access and equity, the impact of micromessages, and strategies to increase access and success for students from underrepresented groups (with a focus on Native American students).

[**Increasing Access, Equity and Diversity: NAPE’s Program Improvement Process for Equity**](https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-NovDec2016-NAPEProgramImprovementProcessEquity.pdf)

**Ben Williams, ACTE *Techniques* Magazine, November/December 2016**

Explanation of NAPE’s Program Improvement Process for Equity (PIPE) model which is an institutional change approach that aims to increase the participation and achievement of underrepresented students in nontraditional CTE programs.

[**The Power of Micromessages in Marketing, Recruitment and Success in CTE**](https://napequity.org/wp-content/uploads/Power-of-Micromessages-in-Marketing_NAPE_Williams_ACTETechniques_Feb18-web.pdf)

**ACTE Techniques, Ben Williams, NAPE. February 2018**

Insight into how marketing and recruitment messages resonate with students and the extent to which the messages reinforce stereotypes or broaden the career narrative.

[**Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion**](https://napequity.org/wp-content/uploads/Guide-for-Program-Improvement-Perkins-IV.pdf)

**National Alliance for Partnerships in Equity (NAPE). September 2006**

Provides tools for state-level and local data analysis of student participation in and completion of nontraditional CTE programs to meet the requirements of Perkins IV. The guide also includes a suggested improvement plan process.

[**Four Strategies to Address Equity in CTE**](about:blank)

**By Austin Estes and Brianna McCain**

**National Association of State Boards of Education – The State Education Standard journal, September 2019 – Vol. 19, No. 3**

Strategies to increase access and equity in CTE.

[**Driving Gender Diversity in Computer Science**](https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-October2017-DrivingGenderDiversityComputerScience.pdf)

**Chartier, Jessi ACTE *Techniques* Magazine, October 2017**

Details six strategies to increase female participation in computer science field.

[**STEM Equity Program Evaluation Rubric**](https://napequity.org/stem/stem-equity-project/imstem/stem-equity-program-evaluation-rubric/)

**National Alliance for Partnerships in Equity Education Foundation, 2019**

Designed for program leaders to evaluate the extent to which their STEM programs meet standards of equity.

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596127719794-1af5b549-490b)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

[**Intention to Action: Recruiting Women in CTE**](https://www.iwitts.org/images/media/ACTE_techmagazine_milgram.pdf)

**Donna Milgram, ACTE *Techniques* Magazine, November/December 2019**

Presents several strategies for increasing recruitment of women into nontraditional programs. (Examples are from colleges but applicable to high school CTE programs.)

[**How to Recruit Women and Girls to the Science, Technology, Engineering, and Math (STEM)**](http://www.iwitts.org/images/media/How-To-Recruit.pdf)

**Donna Milgram, Technology and Engineering Teacher, November 2011**

Concrete strategies to increase the number of female students enrolling in STEM programs.

**Section 4: Single Parents, Including Single Pregnant Women**

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596127968518-2fe9b7e3-07f1)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

**Section 5: Out-of-Workforce Individuals**

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596128325010-90adcc2a-48f4)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

**Section 6: English Learners**

[**Integrating Employability Skills with Classroom Instruction to Support English Learners**](https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/employability-skills-English-learners)

**College & Career Readiness & Success Center at American Institutes for Research**

An interactive module that covers the Employability Skills Framework, the importance of these skills and strategies to differentiate instruction to teach these skills to English language learners. The module includes PowerPoint slides, a [**Facilitator’s Guide**](https://ccrscenter.org/sites/default/files/EmployabilitySkills_ELL_FacilitatorsGuide.pdf)(2016)and[**Handouts**](https://ccrscenter.org/sites/default/files/EmployabilitySkills_ELL_Handouts.pdf) (2016).

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596128325010-90adcc2a-48f4)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

**Section 7: Homeless Individuals Described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)**

[**Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness**](https://cte.careertech.org/sites/default/files/files/resources/AdvanceCTE%20Making%20Good%20on%20Promise%20Homeless%2009302020.pdf)

**Advance CTE, 2020**

Part of Advance CTE’s *Making Good on the* Promise series, this brief details five steps CTE and homeless education leaders can take to better serve students experiencing homelessness.

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596128462411-7a5c8ff2-c755)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

[**Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students**](https://nche.ed.gov/wp-content/uploads/2018/11/eff_teach_mh.pdf)

**Leslie W. Grant, Ph.D. and Mary Patricia A. Popp, Ph.D. and Mary James H. Stronge, Ph.D.**

**Prepared for the National Center for Homeless Education**

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

[**Research Summary: Teaching and Classroom Strategies for Homeless and Highly Mobile Students**](https://nche.ed.gov/wp-content/uploads/2018/11/res-summ-teach-class.pdf)

**National Center for Homeless Education, Jan Moore, August 2013**

Strategies related to teacher perceptions, classroom environment/culture, academic performance, curriculum and social engagement designed to support homeless and highly mobile students.

[**ESSA and Supporting College and Career Readiness and Success for Youth Experiencing Homelessness**](https://ccrscenter.org/products-resources/ccrs-center-webinars-events/essa-and-supporting-college-and-career-readiness-and)

**Sponsored by College & Career Readiness & Success Center at American Institutes for Research**

**And the American Youth Policy Forum, April 2017**

Details the requirements of the Every Student Succeeds Act (ESSA) as they relate to supporting students experiencing homelessness and provides examples of how states and districts are preparing these students to be college and career ready.

[**Webinar: Recognizing and Supporting Students Experiencing Homelessness**](https://all4ed.org/webinar-event/recognizing-and-supporting-students-experiencing-homelessness/)

**Presented by the Alliance for Excellent Education, November 2019**

A panel of experts discuss the challenges facing students experiencing homelessness and how educators can help them address these challenges.

**Section 8: Youth Who are in, or Have Aged Out of, the Foster Care System**

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596128899230-d15f3440-137e)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

[**Webinar: Role of Data to Support College and Career Readiness and Success for Students in Foster Care**](https://ccrscenter.org/products-resources/ccrs-center-webinars-events/role-data-support-college-and-career-readiness-and)

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

A look at how to use data to help students in foster care achieve positive educational outcomes and college and career readiness.

**Section 9: Youth with a Parent Who is a Member of the Armed Forces and is on Active Duty**

[**Strategies for Special Populations Success**](https://www.education.ne.gov/nce/nontraditional-special-populations/#1596129096752-63e652ff-4db4)

**Nebraska Department of Education**

Quick tips for supporting students in this special population category.

**Section 10: General Special Populations Resources**

[**Strategies for Special Population Success: Practical Tips and Tools for Nebraska Educators**](https://cdn.education.ne.gov/wp-content/uploads/2020/07/NE-Special-Populations-Brief-FINAL-WEB.pdf)

A list of strategies and practices educators can used to address equity gaps for special populations. Strategies are organized by special population categories.

[**Making Good on the Promise**](https://careertech.org/resource/series/making-good-promise)

**Advance CTE, 2018 – 2020**

This series of nine briefs “confronts the negative aspects of Career Technical Education's (CTE) legacy and defines the key challenges learners face today, providing promising solutions to help state leaders close equity gaps in CTE.”

* [**Advance CTE’s Statement on Equity in Career Technical Education, 2018**](https://careertech.org/career-technical-education-equity-statement)
* [**Understanding the Equity Challenge in CTE, 2018**](https://cte.careertech.org/sites/default/files/files/resources/Making_Good_Promise_Understanding_Equity_Sept2018.pdf)
* [**Examining Access and Achievement Gaps, 2018**](https://cte.careertech.org/sites/default/files/files/resources/Making_Good_Promise_Examining_Gaps_Sept2018.pdf)
* [**Building Trust to Promote Equity in CTE, 2019**](https://cte.careertech.org/sites/default/files/files/resources/Building_Trust_Promote_Equity_CTE_Jan_2019.pdf)
* [**Expanding Access to Opportunity, 2019**](https://cte.careertech.org/sites/default/files/files/resources/Equity_Brief_4_Final_1.pdf)
* [**Ensuring Equitable Success Through CTE, 2019**](https://cte.careertech.org/sites/default/files/files/resources/Ensuring_Learner_Success_CTE_2019.pdf)
* [**Improving Equity and Access to High-Quality CTE for Youth and Young Adults in the Justice System, 2020**](https://cte.careertech.org/sites/default/files/files/resources/AdvanceCTE_Making_Good_on_Promise_Youth_in_Justice_System_05282020.pdf)
* [**Improving Equity and Access to Quality CTE Programs for Students with Disabilities, 2020**](https://cte.careertech.org/sites/default/files/files/resources/AdvanceCTE_Making_Good_on_Promise_Students_Disabilities_07212020.pdf)
* [**Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness, 2020**](https://cte.careertech.org/sites/default/files/files/resources/AdvanceCTE%20Making%20Good%20on%20Promise%20Homeless%2009302020.pdf)

[**Special Populations Resource Guide**](https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources/documents/SpecialPopsProgramWeb18240.pdf)

**Oklahoma Department of Career and Technology Education (CareerTech),**

Provides resources to help serve students across all special population categories.

[**Make a Difference for Special Population Students: Practical Tips and Tools for Educators**](http://www.jspac.org/files/u/af/61/makeadifferencespecialpopsbrief.pdf)

**Developed by California Community Colleges Chancellor’s Office, 2010**

A guide for supporting community college, special populations students. Although the guide focuses on community college students, there are some resources and strategies that may be applied to secondary CTE students.