

Maximizing Access and Success for Special Populations: Wraparound Supports

ACTE & Advance CTE

August 13, 2024

Agenda

Introduction to the series

Evidence and examples of wraparound supports

Considerations for wraparound supports

Case studies from Oregon and Shawsheen Valley Tech, MA

Q&A

Guest Panelists



Luis Juárez
Education Specialist
Office of Community Colleges & Workforce
Development
Oregon Higher Education Coordinating
Commission



Kyle Thomas
Program Analyst
Office of Community Colleges &
Workforce Development
Oregon Higher Education Coordinating
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Guest Panelists



Anastasia Campbell
English Language Education Coordinator
Shawsheen Valley Technical High School
(MA)




Danica Johnston
Director of Academics
Shawsheen Valley Technical High School
(MA)

Communicating During Today's Webinar

- **Q&A:** Please ask questions of the panelists or requests for tech support using the Q&A feature
- **Chat:** Please share your strategies and successes and network with your colleagues using the Chat feature

Brief Series



INTRODUCTION

MAXIMIZING ACCESS AND SUCCESS FOR SPECIAL POPULATIONS in Career Technical Education

Among the most critical elements of the federal law governing Career Technical Education (CTE), the Carl D. Perkins Career and Technical Education Act (Perkins V), are the provisions in the law that prioritize expanding access to and supporting success within CTE programs for the following nine special populations:

SPECIAL POPULATIONS IN PERKINS V

LEARNER GROUPS DEFINED AS SPECIAL POPULATIONS IN PERKINS V:

- Out-of-workforce individuals
- English learners
- Individuals experiencing homelessness
- Individuals with disabilities
- Single parents, including single pregnant women
- Youth who are in/have aged out of the foster care system
- Individuals preparing for careers that are non-traditional for their gender
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals from economically disadvantaged families, ex. low-income youth and adults

CTE educators are developing strategies to support learner groups who, while not special populations under the law, may need additional supports, including migrant and undocumented, LGBTQ+ and justice-involved learners

ADVANCE >> CTE
State Leaders Connecting Learning to Work

ACTE

- Introduction
- 13 briefs on special populations and other underserved learner groups
- Definitions, strategies and examples

Webinar Series

Webinar Topic	Date/Time
Data	View recording
Collaboration	View recording
Instructional supports	TBD
Accelerated and flexible learning	October 8, 2pm ET
Career exploration and planning	November 12, 2pm ET

Special Populations

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

Individuals 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

Other Learner Groups

Justice-involved learners

LGBTQ+ learners

Migrant and undocumented learners

Tribal learners and communities

...holistic support to ensure a student's full range of needs are addressed. This can include academic, health, socioemotional, familial, financial, and logistical support.

<https://hunt-institute.org/wp-content/uploads/2022/04/final-A4A-brief-april-22.pdf>

Evidence

- One evidence-based model of integrated student support has been found to significantly improve student academic and social-emotional outcomes, particularly for low-income, Black, Latino, and immigrant students.
- Wraparound services for community college students increased full-time enrollment by 13% and increased retention from one term to the next by 11% to 16%.

<https://www.brookings.edu/articles/small-investments-for-big-gains-transforming-wraparound-services-into-an-engine-of-opportunity/>

<https://hunt-institute.org/wp-content/uploads/2022/04/final-A4A-brief-april-22.pdf>

Types of Wraparound Supports

Financial supports

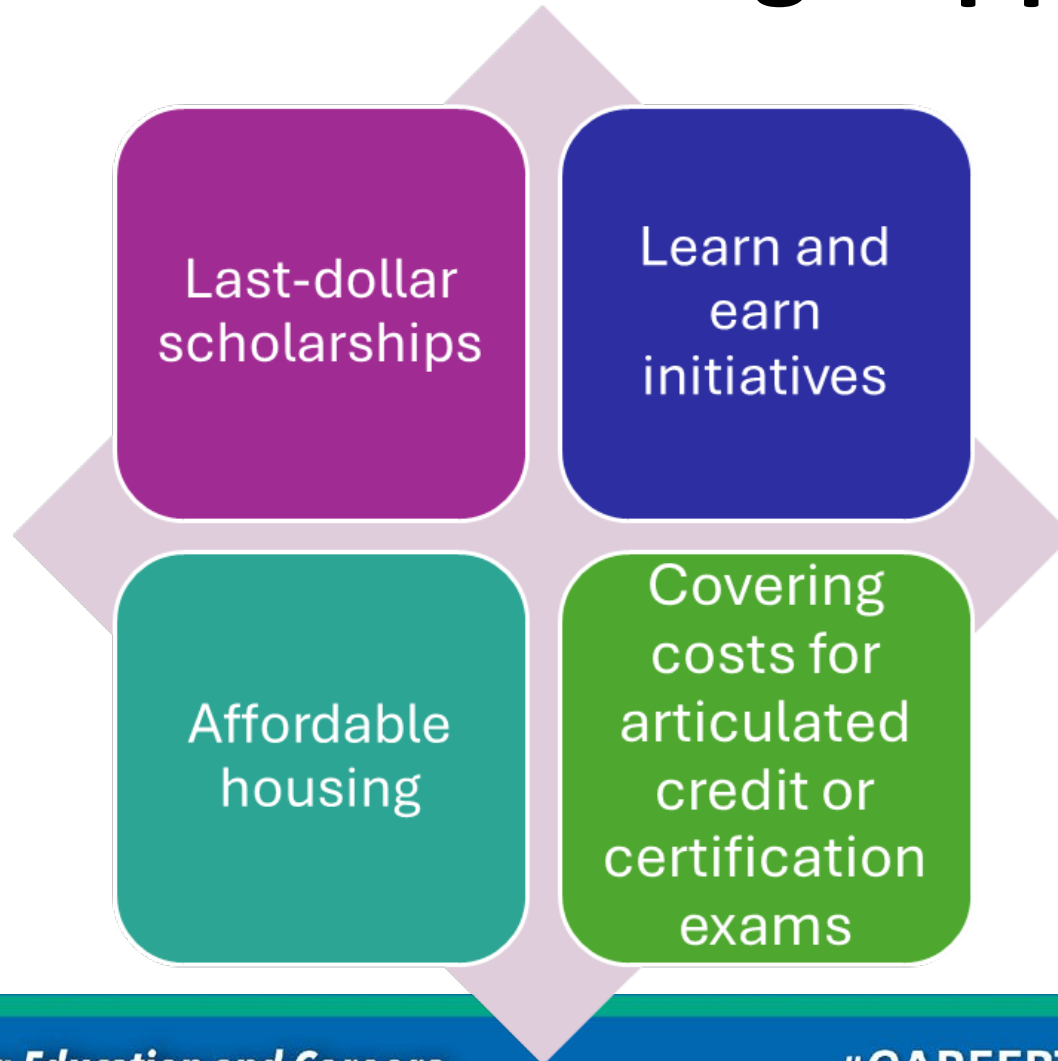
Tangible supports

Logistical supports

Advising

Socioemotional supports

Financial and Housing Supports



Tangible and Logistical Supports

- Food pantries
- Dress for success closets
- Transportation
- Child care

Advising and SEL

Tutoring

Mentoring

Career advising and guided pathways

Ambassadors and liaisons

Mental and behavioral health supports

Family and cultural engagement

Integrated Supports

- Passport to Careers
- Career Pathway Initiative
- HopeTech @ East Valley Institute of Technology



Considerations

- Population(s) of focus
- Ease of access
- Learner voice
- Dedicated staff
- Collaboration
- Braided funding

CASE STUDY: Oregon Higher Education Coordinating Commission



Maximizing Access and Success for Special Populations:

Oregon's Community College CTE and Career Pathways Wraparound Supports

OREGON'S VISION FOR CTE

“Oregon will reimagine and transform learner experiences to enhance learner’s future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy”.

2024 – 2027 Oregon CTE State Plan

Oregon CTE 2022 - 2023

Oregon Career and Technical Education 2022-23

Secondary
184,360 Participants, including
44,574 Concentrators

01

02

Graduation
95% on-time graduation rate
for CTE Concentrators

03

Postsecondary
42,150 Participants, including
14,562 Concentrators

04

Credentials
7,185 Postsecondary
Associate Degrees and
Certificates Awarded

Careers
81% of
Postsecondary
CTE Graduates
Employed 6
Months After
Program
Completion



Wraparound Support Services for CTE Focal Populations

FOCAL POPULATIONS (as defined by Perkins V):

- ❖ Individuals with disabilities.
- ❖ Individuals from economically disadvantaged families, including low-income youth and adults.
- ❖ Individuals preparing for nontraditional fields.
- ❖ Single parents, including single pregnant women.
- ❖ Out-of-workforce individuals.
- ❖ English Learners
- ❖ Homeless individuals.
- ❖ Youth who are in, or who have aged out of, the foster care system.
- ❖ Youth with Parent in Active Military
- ❖ *Individuals from Migrant Families

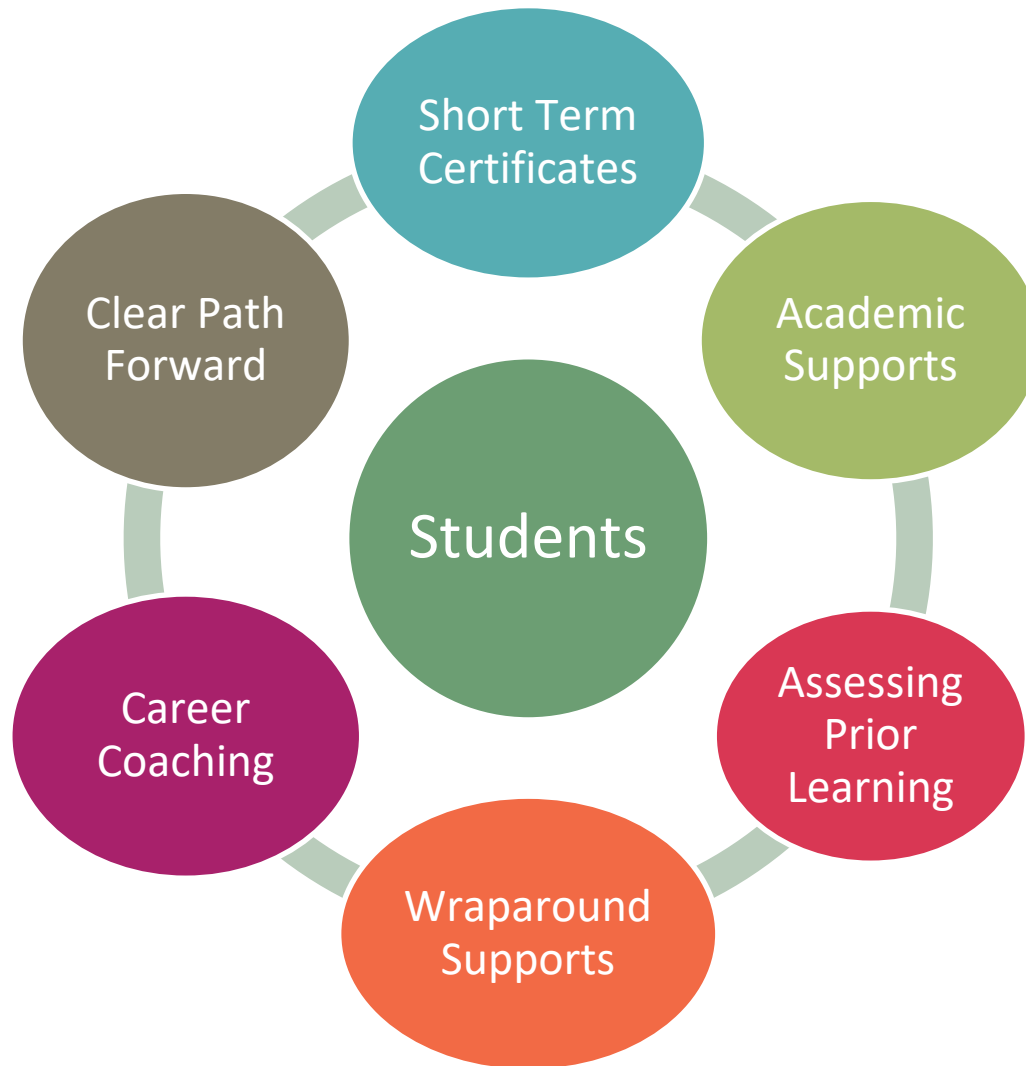
Oregon Community College Career Pathways

- State grant every biennium to all 17 Oregon community colleges
- Development of postsecondary career pathway training programs that provide individuals from priority populations with opportunities to obtain the necessary skills for securing a job or career advancement in high-wage, high-demand occupations.

Oregon Community College Career Pathways

- Designed to be **flexible** and provide “gap funding” for individuals to succeed in postsecondary education and training in CTE programs
- Wraparound supports
 - Tuition and fees
 - Textbooks
 - Training supplies, tools and equipment
 - Basic needs – transportation, housing, utilities, childcare
- Tailored to student’s individual needs

Oregon's Career Pathways Ecosystem

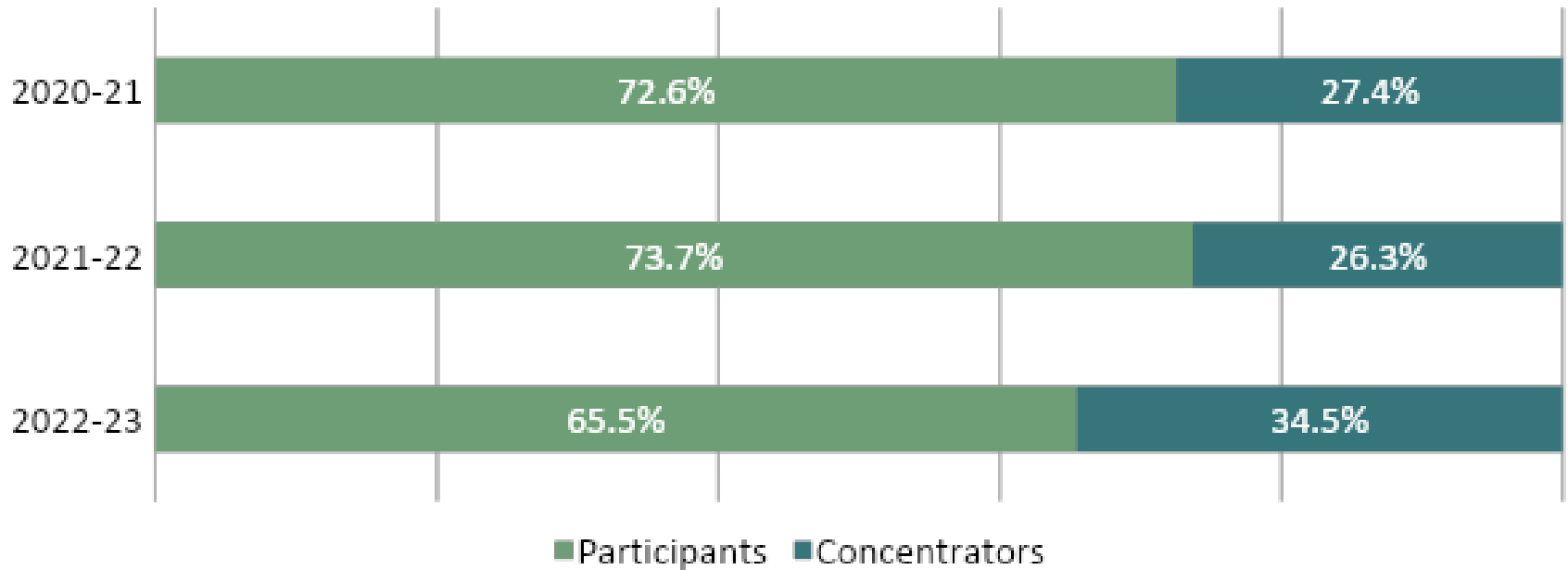


Oregon Community College Career Pathways

- Future Ready Oregon (2022) - \$14.9 million for colleges to expand career pathways programs
- Priority populations
 - Communities of color
 - Women
 - Low-income
 - Rural and frontier communities
 - Veterans
 - Persons with disabilities
 - Incarcerated or formerly incarcerated individuals
 - Members of Oregon's nine federally recognized Indian tribes
 - Individuals who disproportionately experience discrimination in employment on the basis of age
 - Individuals who identify as members of the LGBTQ+ community

Investments in Career Pathways programs are bolstering success in other closely aligned pathway programs.

Student persistence in postsecondary Career and Technical Education (CTE) programs significantly increased in 2022-23.



Note: In Oregon, a postsecondary CTE Participant is defined as a) a student with fewer than 12 credits completed and/or fewer than 9 credits that are CTE-specific in a program offering at least 12 credits, or b) a student who has not completed a CTE program that is fewer than 12 credits. An Oregon postsecondary CTE Concentrator is defined as a student who has earned at least 12 credits, with a minimum of 9 CTE-specific credits within a career and technical education program or program of study or b) completed the program if it is fewer than 12 credits. Source: HECC CCWD analysis of Oregon community college student-level and completion data.

College Examples – Basic Needs

- **Klamath CC**

- Hired a career coach with Career Pathways funds
- Also braided SNAP E&T funds for low-income students
- Provide individualized services/strategies for success: mandatory advising, new student orientation, summer bridge program

- **Linn-Benton CC**

- Using CP funds to hire their dedicated advisor for students
- Provided supports services – laptops, housing, tuition/fees, supplies
- Works with faculty to ensure that all students with disabilities have accommodations to be successful; funds made available to students who can't pay for gas, need car repairs, or childcare

- **Portland CC**

- Strengthening partnerships with high schools and intentional alignment for dual credit and accelerated learning options
- Develop outreach materials for high schools to show connection to college CTE programs
- Provides holistic, student-centered, and equitable support to reduce financial insecurity, including food, and housing; provides resources for transportation and childcare; works with community-based organizations to serve students

College Examples – Access to CTE

- **Klamath CC**

- Connecting students with career navigation through the career center; assigned academic advisor based on CTE program choice;

- **Linn-Benton CC**

- Advise and counsel students within their own departments, allowing instructional staff to really know their students' needs;

- **Portland CC**

- Developed career pathways certificates, includes twenty-one (21) Perkins-eligible CTE programs.
- Improved quality and access by empowering students to stack certificates toward a degree while gaining entry-level and specialized industry skills
- Providing additional wraparound support for eligible students, including students who are part of Perkins focal populations. Student learners not yet enrolled in a Perkins program may access opportunities that provide exposure to sector-based education/training opportunities; these include on-ramp and discovery courses in healthcare, technology, and manufacturing.

College Examples - Emotional Support

- **Linn-Benton CC**

- Over 80 students participated in “CTE Signing Day”, students committed to attending LBCC in the fall and enrolling in one of the many CTE programs offered. Events such as this instill confidence, a sense of belonging, and increase the chances for persistence and completion.
- To stay focused on their education and career goals, students need comprehensive wraparound supports, whether they are in-person or technology-enabled, to help them navigate hurdles and manage multiple commitments and competing priorities.

- **Building Emotional Support Strategies**

- Scholarship funds to cover tuition and fees.
- Dedicated advisors to guide students’ progress through completion.
- Funding to pay for textbooks.
- Transportation assistance in the form of free bus passes.
- Special registration options that offer greater flexibility.
- Networking opportunities with other students.
- Access to career development counseling services.

Support Services – Academic Planning

- Expose students to nontraditional career options early (elementary grades) to broaden their horizons about what careers are available to them.
- Offer informal, low-risk, hands-on, skill-development experiences for students to try skills in a nontraditional program, especially for girls who need to develop skills before expressing interest. These activities can include a virtual mentoring, brown-bag online lunch, after-school workshop, maker space experience, or summer camp
- Offer courses in many ways—asynchronous online, synchronous online, face-to-face, hybrid—at different times of the day and in different locations to accommodate single parenting responsibilities and schedules.
- Offer short-term programs with stackable certifications, credentials, or licensure that have value in the workplace.
- Pair students with mentors who encourage them to attend school every day;
- Help students who have transitioned out of foster care to develop an academic/career plan with an academic advisor.
- Allow for attendance flexibility and alternative course completion options, especially for teen parents who may be struggling to manage parenting responsibilities.

Support Services – Campus Connections

- Provide parenting/child development classes for teen parents to develop coping skills and stay in school.
- Offer affordable, timely and/or free licensed childcare on-site.
- Provide professional development with faculty on strategies for providing accommodations for students with disabilities in virtual and face-to-face learning environments, including how to protect privacy and reduce stigma.
- Connect students with federal TRIO programs at your local community college, if appropriate. These include Upward Bound, Talent Search, and Student Support Services.
- Provide free books, materials, tools, uniforms, computers, internet hot-spots and other resources necessary for success in a CTE program.
- Facilitate collaboration between CTE and English as a Second Language (ESL) teachers.
- Provide access to free meals, shower and laundry facilities, a secure place to store personal belongings, quiet place to study, free school supplies, and access to technology and the internet.
- Pay dues, activity fees, and other costs for students who are low-income to participate in CTSOs.
- Provide career-planning services such as resume writing, goal setting, interview skills, stress management, job-shadowing, and work-based learning.

Support Services – Other Strategies

- Have a process in place to identify students experiencing homelessness, including training for staff to identify and meet these student's needs.
- Connect with your State's Office of Education of Homeless Children and Youth authorized by the McKinney-Vento Homeless Assistance Act (MVHAA). Ensure that students experiencing homelessness and their families know their rights under the MVHAA.
- Identify employment-based training such as work-study, subsidized employment, and apprenticeships that provide wages while attending school.
- Provide instructional materials in multiple languages.
- Provide interpreters for students and their families.
- Coordinate services with the Workforce Investment Opportunity Act (WIOA) programs and services through your State's Workforce Development System's adult/dislocated worker program, and/or youth program.

CASE STUDY: Shawsheen Valley Tech, MA

Opportunities for Multilingual Students 2.0

Danica Johnston: Academic Director
djohnston@shawtech.org

Anastasia Campbell: English Learner Education Coordinator
acampbell@shawtech.org

Objective

Leverage multilingual students as assets to create cultural shifts and build stronger, more inclusive school communities.



2023 – Present: Focus on School Culture Shift

Changing the mindset QUICKLY
(don't have 5 –7 years)



Faculty Cultural Shift: The Exiting MYTH

WIDA | ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample-grade
Test sample-id
DISTRICT ID: XXXXXXXXXXXXXXXXXX | STATE ID: XXXXXXXXXXXXXXXXXX
SCHOOL: sample-school
DISTRICT: sample-DISTRICT
STATE: sample-state

Individual Student Report 2016

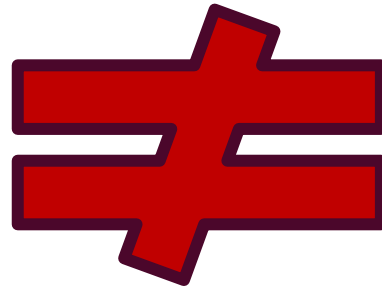
The report provides information about the student's access to the state's English language proficiency test. Minimums based on the WIDA English language proficiency standards and performance student progress monitoring goals are presented in language proficiency standards tables.

Language Domain	Performance Level	Scale Score Ranges and Confidence Band				
		2016	2017	2018	2019	2020
Listening	4.0	200-210	210-220	220-230	230-240	240-250
Speaking	3.0	180-190	190-200	200-210	210-220	220-230
Reading	4.0	200-210	210-220	220-230	230-240	240-250
Writing	3.0	180-190	190-200	200-210	210-220	220-230
Overall Language Proficiency - 50% Speaking	3.0	180-190	190-200	200-210	210-220	220-230
Overall Language Proficiency - 60% Writing	3.0	180-190	190-200	200-210	210-220	220-230
Overall Language Proficiency - 70% Speaking & 30% Writing	3.0	180-190	190-200	200-210	210-220	220-230

Performance standards for each of the domains are listed below. See the tables.

Domain	Performance Level	Students exhibiting proficiency...
Listening	4	understand all language in English in the grade-level context in which they participate in classroom activities. For example, during instruction and discussion in class. (When speaking and writing based on oral information.)
Speaking	3	understand all oral and written information in English in the grade-level context in which they participate in classroom activities. For example, during instruction and discussion in class. (When speaking and writing based on oral information.)
Reading	3	understand all oral and written information in English in the grade-level context in which they participate in classroom activities. For example, during instruction and discussion in class. (When speaking and writing based on oral information.)
Writing	3	understand all oral and written information in English in the grade-level context in which they participate in classroom activities. For example, during instruction and discussion in class. (When speaking and writing based on oral information.)

For more information on the test, visit www.wida-ed.org.



Fluency

Faculty Cultural Shift: PD

English Learner "Food for Thought"



25,000

"Come up with a game plan"
 "Proof is in the pudding"
 "Ball is in your court"
 "Slippery slope"
 "Dog and pony show"
 "Take off and thrive"
 "Put it to bed"
 "Get it off your plate"
 "Deep end of a pool w/out a floating device"



"I never realized how much I speak in idioms and use slang"

Larry Retelle – Machine Shop

Fāngxiàng:

Dì yī bù: Hùxiāng héngliáng

Dì èr bù: Cóng dà dào xiǎo páiliè



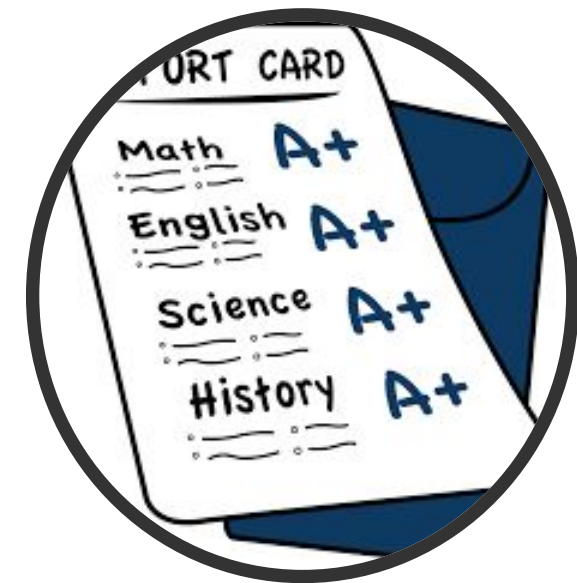
"I get it now. I understand why you did that because that's what their going through...It's eye opening"

Todd Karkane - Math

Student Cultural Shift: FEL Academic Seminar

“I don’t want to pass ACCESS because I’ll have to leave, Miss.”

- Support their learning while giving them an Academic Seminar at least in year 1 of monitoring if needed (more if needed).
- Students want to pass ACCESS because they know they will still be supported
- Coaching – Coaching - Coaching
- AGENDA: Daily grade/homework check ins. Students emails teachers
 - (cc AS Teacher) for support



Student Cultural Shift: Mentor Program



“People are always talking about how great Massachusetts is, but we don’t know what the American Revolution even really means or why it’s such a big deal around here.”

Steve: Venezuela 9th Grade

“The first week I felt like I didn’t belong here, and I told my mom I wanted to go somewhere else then you came and got me.”

Valentina: El Salvador – 9th Grade



Student/Schoolwide Cultural Shift: Seal of Biliteracy



Students came out of the woodwork

Bulgarian Center – Portuguese School

Student inquiry

Rosetta Stone

Family engagement

Parent emails/class/commercials

Generational language support

Rosetta Stone

Faculty/Staff buy in

Sticker removal/return

Translations and responses

Class participation

2023-2024: Arabic (Egyptian/Moroccan), Arminian, Bulgarian, Brazilian Portuguese, Greek, Hindi, Haitian Creole, Korean, Polish, Portuguese, Russian, Spanish, and Turkish, and Twi

Student Cultural Shift: Seal of Biliteracy



“ The Seal tells people who you are, and you can show yourself and your family that you are not losing the language...it shows who you are about and what you can do.”

Ralph: Haitian Creole – 10th Grade



“It’s nice to know what these kids really bring to the table. I had no idea, and I would totally hire someone that had the Seal over someone who didn’t.”

Mr. Howell – Carpentry Teacher

Schoolwide Cultural Shift: Seal of Biliteracy Cord Ceremony



"I've been here (Shawsheen) for four years and never felt like I really belonged until now. I wish we did this a long time ago."

Gabe - 12th Grade



Schoolwide Cultural Shift: Flags



“They (the flags) represent our cultural heritage and diversity is important and it adds fun. It’s what the U.S. is now after we stole it from the Native Americans.”

“I feel like they are hearing us finally.”

Kaan: Turkey – 10th Grade

Schoolwide Cultural Shift: Culture Fair



TURKEY



INTRODUCTION

Modern Turkey was founded in 1923 from the remnants of the defeated Ottoman Empire by national hero Mustafa KEMAL, who was later honored with the title Atatürk or "Father of the Turks." Under his leadership, the country adopted radical social, legal, and political reforms. Turkey joined the UN in 1945, and in 1952 it became a member of NATO. It began accession talks with the EU in 2005.

GOVERNMENT

Chief of State
President Recep Tayyip ERDOGAN

Head of Government
President Recep Tayyip ERDOGAN

Government Type
presidential republic

Capital
Ankara

Legislature
unicameral Grand National Assembly of Turkey or Turkey Büyük Millet Meclisi (600 seats)

Ambassador to US
Chargé d'Affaires Halime Digidem BUNER

US Ambassador
Ambassador Jeffrey L. FLAKE

GEOGRAPHY

Area
Total: 783,562 sq km
Land: 769,632 sq km
Water: 13,930 sq km

Climate
temperate; hot, dry summers with mild, wet winters; harsher in interior

Natural Resources
coal, iron ore, copper, chromium, antimony, mercury, gold, bauxite, borate, celestite (strontium), emery, feldspar, limestone, magnesite, marble, perlite, pumice, pyrites (sulfur), clay, arable land, hydropower

ECONOMY

Economic Overview
upper middle-income, heightened inflation as expansionary monetary policy now being reversed; it agricultural base

GDP (Purchasing Power)
GDP per capita (Purchasing Power)
Industries - textiles, food processing, steel, petroleum
Agricultural products - barley, maize, potatoes
Exports \$343.7 billion (2022)
Imports \$383.5 billion (2022)
partners: Germany 8%, China 13% (2022)

PEOPLE & SOCIETY

Population
83.6 million (2023 est.)
Population Growth
0.64% (2023 est.)

Ethnicity
Turkish 70-75%, Kurd

Language
Turkish (official), Kurd

Religion
Muslim 99.8% (mostly Sunnis)

Urbanization
urban population: 77.5% (2023 est.)
rate of urbanization: 1.1%

Literacy
96.7% (2019)

INTRODUCTION

In 1697, Spain ceded to the French the western third of the island of Hispaniola, which later became Haiti. The French colony, based on forestry and sugar-related industries, became one of the wealthiest in the Caribbean. Currently the poorest country in the Western Hemisphere, it continues to experience bouts of political instability.

GOVERNMENT

Chief of State
Acting President Aniel HENRY

Head of Government
Prime Minister Aniel HENRY

Government Type
semi-presidential republic

Capital
Port-au-Prince

Legislature
bicameral legislature or le Corps Legislatif ou parlement consists of le Senat or the Senate (30 seats) and la Chambre de deputes or the Chamber of Deputies (119 seats)

Ambassador to US
Ambassador Bocchit EDMOND

US Ambassador
Chargé d'Affaires Eric W. STROMAYER

GEOGRAPHY

Area
Total: 27,750 sq km
Land: 27,580 sq km
Water: 190 sq km

Climate
tropical; semiarid where mountains in east cut off trade winds

Natural Resources
bauxite, copper, calcium carbonate, gold, marble, hydropower, arable land

as of May 2023

HAITI



ECONOMY

Economic Overview
small Caribbean island

Imports net 20% (2022 est.)
Exports net 3%, (2022 est.)

PEOPLE & SOCIETY

Population
11.5 million (2023 est.)
Population Growth
1.18% (2023 est.)

Ethnicity
Black 96%, mixed and White 5%

Language
French (official), Creole (official)

Religion
Catholic 55%, Protestant 29%, Vodou 2.1%, other 4.6% (2018 est.)

Urbanization
urban population: 59.7% of total population (2023)

rate of urbanization: 2.47% annual rate of change (2023 est.)



COUNTRY

CONTINENT

GOVERNMENT

AGRICULTURAL PRODUCTS AND INDUSTRY

POPULATION:

NATURAL RESOURCES

IMPORTS:

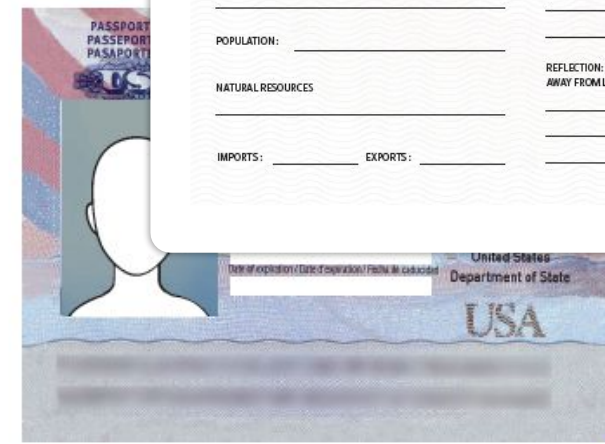
EXPORTS:

INTERVIEW QUESTIONS

WHAT CONNECTION CAN YOU MAKE BETWEEN THIS CULTURE AND UNITED STATES?

IN YOUR VIEW, WHAT SETS THIS CULTURE APART FROM OTHERS?

REFLECTION: BASED OFF YOUR RESEARCH, WHAT DID YOU TAKE AWAY FROM LEARNING ABOUT THIS COUNTRY?



Schoolwide Cultural Shift: Summary

- **Student Led Faculty/Staff PD and Flags**
- **Mentor Program and FEL monitoring**
- **Seal of Biliteracy**
 - **Rosetta Stone Pilot (Languages staff selected)**
- **SEI Course**
- **Culture Fair**
- **COACHING – Push In**
- **POST – EXITING Support**
- **Sending Communities and targeted recruiting**



Resources

MA Department of Education: <https://www.doe.mass.edu/>

Grant Funding (mass.edu)

Education Week

National Center for ED Statistics



Q&A

Next Webinar

*Maximizing Access and Success for Special
Populations: Instructional Supports
TBD*

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