

Strategies for Special Population Success

Practical Tips and Tools for Nevada Educators



General resources for all categories of special population students

Nevada Department of Education:
Career and Technical Education

Nevada Department of Health and
Human Services

Nevada Career Explorer

Nevada 211 Health and Human
Services: Helping Nevadans

Communities in Schools Nevada

Jobs for Nevada's Graduates

Nevada Association of Career and
Technical Education

American Civil Liberties Union
Nevada

National Alliance for Partnerships
in Equity

Association of Career and Technical
Education, Resources for Inclusion,
Access, Equity, and Diversity

U.S. Department of Education,
Office for Civil Rights, Guidelines
for Vocational Education Programs

Western Educational Equity
Assistance Center

This resource will help you develop plans to address the equity gaps for special populations that you uncover during your Comprehensive Local Needs Assessment, and it can help connect educators to resources to help them serve Nevada's students. Use this resource with your team to identify potential strategies to address the root causes of your identified gaps in participation and performance. Utilize the recommended Nevada and national organizations to support your efforts and to locate similar local organizations that serve students in your community. Target your strategies to address the needs of each of the special population groups to increase the potential for success. These resources can help educators connect historically underserved students to the right supports so that all students have access to high-quality Career and Technical Education offerings and have the ability to participate in CTE. As a result, all students have the opportunity to achieve incredible results and discover a new world of options.

Special Populations include:

- ✓ 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 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

Common strategies

- Invest in multiple ways for students to access content through offering in-person, blended, and digital learning environments.
- Explore how systems, policies, power, language, social capital, remote learning and internet/technology access reproduce inequalities in your school/college.¹
- Learn and use culturally responsive teaching and leadership skills, such as connecting students' cultural background to instruction and valuing cultural diversity as an asset in the learning environment.^{2,3}
- Incorporate student, family and community voices into equity audits and development of institutional policies and programs.⁴
- Implement professional development that builds educator capacity to understand how gender, race, class, language, ethnicity, and ability differences are perceived and treated in the institution and influenced by implicit bias and micromessaging.⁵
- Use wise feedback⁶ and other strategies to help special populations develop self-determination,⁷ self-efficacy^{8,9,10} and a growth mindset.¹¹
- Use Career Technical Student Organizations (CTSOs) as a way for students to build social capital and networks in which they feel welcome and supported.¹²
- Prioritize and focus on increasing the representation of diverse groups with CTSOs.
- Acknowledge, address, and respond to culturally traumatic or celebratory news and events.¹⁴
- Use role models/mentoring to reinforce student identity and self-efficacy.¹⁵
- Partner with community-based organizations that support each special population group. Give community-based organization and support agencies the opportunity to conduct outreach and provide services on campus so that they are easily accessible and friendly.¹⁶
- Involve caregivers in outreach, decision making, and support for special populations. Remove barriers to student and caregiver participation such as transportation, child care, translation, location, and scheduling.¹⁷
- Implement case management with students who are special populations to ensure that services are coordinated and no one falls through the cracks.¹⁸

Individuals with disabilities

- Create opportunities and ways that parents and students with disabilities can advocate for themselves.¹⁹
- Challenge low expectations.¹⁹
- 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.¹⁹
- Implement Universal Design for Learning and differentiated instruction with all students in all classrooms.¹⁹
- Request and implement approved accommodations when students with disabilities are taking industry-based certification or licensure exams.¹⁹
- Increase Individualized Education Program (IEP) effectiveness by including all individuals who support a student, including career and technical education (CTE) teachers. Train CTE teachers on how to understand a student's IEP, provide appropriate accommodations, raise expectations, and decrease bias.¹⁹
- Build relationships with companies that have successfully employed students with disabilities and ask them to support your outreach to new employers.²⁰
- Use the resources available through the Nevada Department of Employment, Training & Rehabilitation's (DETR) Bureau of Vocational Rehabilitation.²⁰



National Technical Assistance Center on Transition: The Collaborative (NTACT:C) assists State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. Check out their Effective Practices and Predictors of Post School Success resources.

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

- Provide free books, materials, tools, uniforms, computers, internet hot-spots and other resources necessary for success in a CTE program. Pay dues, activity fees, and other costs for students who are low-income to participate in CTSOs.¹⁷
- Make financial aid and scholarships easily accessible online, and systematize assistance into the school day to ensure financial assistance is completed for students.¹⁷
- Provide transportation, transportation vouchers, bus passes, or mileage reimbursement. Ensure that transportation is available at the right time and in the right location so that students are safe.¹⁷
- Ensure that students have access to healthy food and nutrition by providing meals at school and all family events. Locate local food bank distribution sites for families on campus.¹⁷
- Offer affordable or free licensed childcare on-site in coordination with the times and locations of all programs.¹⁷
- Have students manage a free-access, business clothes closet for interviews or work. Seek donations from the community.¹⁷



Southern Poverty Law Center (SPLC) helps teachers and schools educate children and youth to be active participants in a diverse society. Their Teaching Tolerance program provides free resources to educators that emphasizes anti-bias and social justice.

Individuals preparing for nontraditional fields

- Expose students to nontraditional career options early (elementary grades) to broaden their horizons about what careers are available to them. Children develop gender career stereotypes as early as age 3.²¹
- Address math anxiety and spatial visualization skill development for students pursuing nontraditional fields in STEM through instructional scaffolding and tutoring.²²
- 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.¹⁵
- Ensure that safety equipment, safety clothing, uniforms, and tools are available in small to large sizes to accommodate a person of any stature.²⁴
- Form informal virtual support groups in which students can share their experiences and build community with other students pursuing a nontraditional career.¹⁵
- Enroll nontraditional students in cohorts—three or more in the same section—to combat tokenism or gender/racial isolation and encourage peer support and cohort engagement.¹⁵
- Enforce civil rights and sexual harassment policies and practices—ignoring is the same as condoning. Ensure that students are aware of reporting procedures and that their privacy will be protected.²⁵



National Alliance for Partnerships in Equity (NAPE) provides thought leadership and capacity building to implement effective solutions to increase student access, educational equity, and workforce diversity. NAPE has developed resources and professional development programs that address gender equity in career and technical education and workforce development. Check out NAPE's literature review Nontraditional Career Preparation: Root Causes & Strategies.

Resources for individuals with Disabilities

Nevada Department of Education:
Office of Comprehensive Student
Services

Nevada Department of
Employment, Training and
Rehabilitation, Nevada Vocational
Rehabilitation

PIPELine to Career Success for
Students with Disabilities

Making Good on the Promise:
Improving Equity and Access to
Quality CTE Programs for Students
with Disabilities

U.S. Department of Education,
Office for Special Education
Programs

National Center for Learning
Disabilities

National Technical Assistance
Center on Transition: The
Collaborative

National Dropout Prevention
Center for Students with
Disabilities

Resources for individuals from economically disadvantaged families, including low-income youth and adults

Nevada GearUP

Nevada TRIO Programs
University of Nevada, Reno
University of Nevada, Las Vegas
Nevada State College Community
College of Southern Nevada
Truckee Meadows Community
College

Southern Poverty Law Center

National Center for Children in
Poverty

Resources for individuals preparing for nontraditional fields

Nontraditional Career Preparation
ROOT CAUSES & STRATEGIES

Nontraditional Careers for Men

National Center for Women &
Information Technology

National Institute for Women in
Trades, Technology, and Science

National Association of Women in
Construction

National Girls Collaborative Project



Resources for single parents, including single pregnant women

Institute for Women's Policy Research

National Women's Law Center

Resources for out-of-workforce individuals

Nevada Department of Employment, Training and Rehabilitation

Nevadaworks

Workforce Connections

Nevada Job Connect

Nevada Governor's Office of Economic Development: SkillsMatch

EmployNV

Nevada 211 Health and Human Services: Emergency Shelter, Housing, and Rental Assistance

U.S. Department of Labor, Employment and Training Administration

Center for Law and Social Policy

Resources for English learners

Nevada Department of Education: English Language Learners

Nevada WIDA

Sample District Specific Resources

Clark County
Elko County
Washoe County

U.S. Department of Education, Office of English Language Acquisition

National Clearinghouse for English Language Acquisition

EL Achieve

TESOL International Association

Single parents, including single pregnant women

- Do not isolate teen parents in separate programs where access to CTE is not available. Access to CTE programs that lead to employment in an occupation with family-sustaining wages is critical.²⁶
- Allow for attendance flexibility and alternative course completion options, especially for teen parents who may be struggling to manage parenting responsibilities.²⁷
- Provide transportation for the teen parent's child to childcare and the student to school, ideally in the same location.²⁷
- Provide parenting/child development classes for teen parents to develop coping skills and stay in school.²⁷
- Offer affordable or free licensed childcare on-site in coordination with the times and locations of all programs.²⁷
- 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.²⁸
- Conduct family-friendly outreach activities, and incorporate family into student events.²⁸
- Conduct single parent support groups and/or study groups to build a community of support and social networks.²⁸



Institute for Women's Policy Research (IWPR)'s Student Parent Success Initiative conducts research and policy analysis, provides technical expertise and assistance, and communicates its research increase equity in higher education for student parents and other underserved student populations. Check out their briefing paper on Prioritizing Student Parents in COVID-19 Response and Relief.

Out-of-workforce individuals

- Coordinate services with the Workforce Investment Opportunity Act (WIOA) programs and services through Nevada's Workforce System.²⁹
- Help students identify transferrable skills to connect instructional relevance and build opportunity in a high-demand nontraditional career field that supports economic self-sufficiency and offers good benefits.¹⁵
- Organize support groups and study groups that build community and social capital. Hold these virtually or provide transportation, childcare, and food to encourage participation.¹⁷
- Provide career-planning services such as resume writing, goal setting, interview skills, stress management, job-shadowing, and work-based learning.¹⁷
- Identify employment-based training such as work-study, subsidized employment, and apprenticeships that provide wages while attending school.³⁰
- Offer short-term programs with stackable certifications, credentials, or licensure that have value in the workplace.^{31, 32}



Center for Law and Social Policy (CLASP) advocate for federal, state, and local policies to improve access to education and training that lead to better-paying jobs by promoting bridges between adult basic education, workforce skills training, and postsecondary education and leveraging education and training opportunities in public benefits programs. Check out their report on Career Pathways in Career and Technical Education.

English learners

- Engage families and community in supporting English learners' engagement in CTE and CTSOs.³⁸
- Provide interpreters for students and their families.¹⁷
- Support English learners with scannable technology if students have smart phones, such as word walls, scannable vocabulary lists, and audio directions.³⁴ Use technology to facilitate language translation such as visual dictionaries and translation apps.
- Facilitate collaboration between CTE and English as a Second Language (ESL) teachers.³³
- Connect content learning to language acquisition. Position English learners as competent classroom community members by sharing ideas in pairs, using cooperative learning strategies, and engaging in classroom discussion.^{35, 36}
- Provide instructional materials in multiple languages or implement a flipped classroom with prep materials in the English learner's language.³⁷



National Clearing House for English Language Acquisition (NCELA) collects, coordinates, and conveys a broad range of research and resources in support of an inclusive approach to high quality education for English Learners. Check out their practice briefs and podcast episodes on instructional strategies for educators.

Homeless individuals (preferred terminology: People experiencing homelessness)

- Have a process in place to identify students experiencing homelessness, including training and professional development opportunities for staff so they can identify and meet these student's needs.³⁹
- Connect with the State of Nevada Department of Education for administration of the McKinney-Vento Homeless Assistance Act (MVHAA). Ensure that students experiencing homelessness and their families know their rights under the MVHAA.⁴⁰
- Know what support services are available in your district under Title I, Part A of the Every Student Succeeds Act that help students experiencing homelessness maximize credit accrual and complete high school.⁴⁰
- Provide enriched supplemental instruction, tutoring, credit recovery, partial coursework, independent study, and online learning options for students experiencing homelessness to keep up or catch up with their learning.⁵⁹
- Become familiar with Nevada state laws about reporting suspected abuse or neglect, or a suspected runaway to local authorities, Child Protective Services, or the Crisis Support Services of Nevada.⁴¹
- 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.⁴²
- Coordinate school and community resources that provide trauma-informed wraparound services such as transportation, referrals to health care, shelters, housing, and employment.⁴³
- Access financial support for dues, activity fees, and transportation resources through the MVHAA for students experiencing homelessness for extracurricular activities and participation in CTSOs.^{45,46}
- Ensure access to school-based programs such as Upward Bound, Gifted Ed, Special Ed, AP courses, CTE, athletics, band, theater arts, and other programs.^{43,47}
- 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.⁴⁶
- Revise policies that may inadvertently decrease student attendance such as severe penalties for tardiness and/or suspending students from school because of excessive absences.⁴⁷



National Center for Homeless Education (NCHE) provides technical assistance and resources to schools, service providers, parents, and other interested stakeholders to ensure that children and youth experiencing homelessness can enroll and succeed in school. Check out NCHE's Homeless Education Issue Briefs and their joint publication with Advance CTE, *Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness*.

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

- Be familiar with the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 as it relates to education.⁴⁷
- Learn about your students in foster care. They may have experienced abuse, neglect, and multiple placements, so safety is their number one priority—not school. Build a relationship of trust with them and their foster family.⁴⁸
- Be flexible with homework, due dates, and testing, and stay in touch 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.⁴⁹
- Help students who are transitioning out of foster care to develop a transition plan using the Foster Care Transition Toolkit. Nevada funds foster care until age 18 and then independent living supports up to age 21 to youth previously in foster care.
- Connect students with federal TRIO⁵⁰ programs at your local community college. These include Upward Bound⁵¹, Talent Search⁵², Educational Opportunity Centers⁵³, and Student Support Services.⁵⁴



Legal Center for Foster Care & Education serves as a central clearinghouse of information on foster care and education and provides training and technical assistance. Check out their ESSA Implementation Toolkit. Learn more about Supporting Students Living in Foster Care and the U.S. Department of Education Students in Foster Care resources.

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

- Understand the unique needs of a child with a parent in the military on active duty during deployment. Promptly 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.¹³
- Retain classroom routines and maintain predictable, structured class schedules.¹³
- Help students access free, online tutoring and homework help at military.tutor.com.⁵⁶
- Use competency checklists that students can share with their next school to ensure their continued learning in a similar CTE program, if their family moves due to deployment or reassignment.⁵⁷
- Be familiar with the education support services available from the military branch your student's parent(s) serve. Know the local point of contact. The Veteran's Administration's Survivors' and Dependents' Educational Assistance program provides education and training opportunities to eligible dependents and survivors of certain Veterans.⁵⁸



Military Impacted Schools Association (MISA) serves school districts with a high concentration of military children and works with local school leaders and commanders to highlight best practices and partnerships that can meet the needs of military families. Start exploring the MISA resource with their Promising Practices.

Resources for homeless individuals

Nevada Department of Education: Students Experiencing Homelessness

Sample District Specific Resources
Clark County
Humboldt County
Washoe County

National Association for the Education of Homeless Children and Youth

Hidden in Plain Sight - Homeless Students in America's Public Schools

Making Good on the Promise: Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness

Resources for youth who are in, or have aged out of, the foster care system

Nevada Department of Education: Foster Care

Nevada System of Higher Education: Foster Youth Success Initiative

National Foster Youth Institute

Legal Center for Foster Care and Education

Resources for youth with a parent who is a member of the armed forces and is on active duty

Nevada Military Interstate Children's Compact Commission

Nevada Military Children in Our Schools Course

Nevada Purple Star Schools Program

Nellis & Creech Air Force Bases, and Nevada Test and Training Range School Liaison Page

Child Mind Institute Military Families

MilitaryChild.org

MilitaryFamily.org

Military OneSource

DoDEA The Military Interstate Compact

MIC3 Guide for Parents and Schools



Created in 2021 by the National Alliance for Partnerships in Equity Education Foundation and authored by Mimi Lufkin, CEO Emerita. Revised in 2021 for State of Nevada Department of Education (NDE) by Courtney Reed Jenkins. Revised in 2025 by NDE

- ¹ Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory of education. *Psychology*, doi:10.4324/9781315709796-2.
- ² National Alliance for Partnerships in Equity. (2018). Eliminating Barriers through Culturally Responsive Teaching. Retrieved from <https://napequity.org/product/crt-toolkit/>
- ³ Klotz, M. B. (2006). Culturally competent schools guidelines for secondary school principals. *Principal Leadership*, 6(7), 11. Retrieved from <https://safesupportivelearning.ed.gov/resources/culturally-competent-schools-guidelines-secondary-school-principals>
- ⁴ Lac, V. T., & Cumings Mansfield, K. (2018). What Do Students Have to Do With Educational Leadership? Making a Case for Centering Student Voice. *Journal of Research on Leadership Education*, 13(1), 38–58. <https://doi.org/10.1177/1942775117743748>
- ⁵ NAPE Professional Development is available at <https://napequity.org/professional-development/professional-development-curricula/teacher-training/>
- ⁶ Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., ... Cohen, G. L. (2014). Breaking the cycle of mistrust: wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143, 804–824. doi:10.1037/a0033906
- ⁷ Reeve, J. (2002). Self-determination theory applied to educational settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 183–203). Rochester, NY: University of Rochester Press.
- ⁸ Tugsbaatar, U. (2020). Albert Bandura: Self-Efficacy for Agentic Positive Psychology. Retrieved from <https://positivepsychology.com/bandura-self-efficacy/>
- ⁹ Brown, M., Tucker, C., & Pollock, M., for the National Alliance for Partnerships in Equity. (2017). Inspiring Courage to Excel through Self-Efficacy. Retrieved from <https://napequity.org/product/self-efficacy-toolkit/>
- ¹⁰ Chowdhury, M. (2020). 4 Ways to Improve and Increase Self-Efficacy. Retrieved from <https://positivepsychology.com/3-ways-build-self-efficacy/>
- ¹¹ Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Dweck, C.S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature* 573, 364–369. Retrieved from <https://www.nature.com/articles/s41586-019-1466-y>
- ¹² Alfeld, C. et al (June 2007) Looking inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience. National Research Center for Career and Technical Education. Retrieved from <https://eric.ed.gov/?id=ED497343>
- ¹³ US Dept. of Labor's Office of Disability Employment Policy Customized Employment. Retrieved from <https://www.dol.gov/odep/topics/CustomizedEmployment.htm>
- ¹⁴ Wong, M., for the Educational Opportunities Directorate, Department of Defense. Educator's Guide to the Military Child During Deployment. Retrieved from <https://www2.ed.gov/about/offices/list/os/homefront/homefront.pdf>
- ¹⁵ Rhea, L., & Lufkin, M., for the National Alliance for Partnership in Equity. (2014). Nontraditional Career Preparation Root Causes and Strategies. Retrieved from https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf
- ¹⁶ Gault, B., & Zeisler, J., for Stanford Social Innovation Review. (2019). Support Single Mothers in College to Make Education More Equitable for All. Retrieved from https://ssir.org/articles/entry/support_single_mothers_in_college_to_make_education_more_equitable_for_all#
- ¹⁷ Nebraska Career Education. Activities and Strategies to Enhance Student Achievement and Address Perkins Performance Measures. Retrieved from https://www.education.ne.gov/wp-content/uploads/2017/07/Activities_and_Strategies_Guide.pdf
- ¹⁸ Rassen, E.; Cooper, D.; Mery, P. (2010) Serving Special Populations: A Study of Former Foster Youth at California Community Colleges. *Journal of Applied Research in the Community College*, 17-2, 21-31. Retrieved from <https://www.ingentaconnect.com/content/montezuma/jarcc/2010/00000017/00000002/art0003>
- ¹⁹ Burbank, C., & Tilson, G., for the National Alliance for Partnerships in Equity. (2019). PIPEline to Career Success for Students with Disabilities Root Causes and Strategies. Retrieved from <https://napequity.org/pipeline-career-success-students-disabilities/>
- ²⁰ U.S. Rehabilitation Services Administration, State Vocational Rehabilitation Agencies. Retrieved from <https://rsa.ed.gov/about/states>
- ²¹ Martin, C. L., & Ruble, D. N. (2010). Patterns of gender development. *Annual Review of Psychology*, 61, 353–381. doi:10.1146/annurev.psych.093008.100511

- ²² Sorby, S. (1999). Developing 3-D spatial visualization skills. *Engineering Design Graphics Journal*, 63(2), 21–32. Retrieved from <http://www.edgj.org/index.php/EDGJ/article/view/126/122>
- ²³ Froyd, J., for the Foundation Coalition. Students Teams in Engineering. Retrieved from https://napequity.org/wp-content/uploads/R1k-Teams_One_Page_unified.pdf
- ²⁴ Williams, B. (2016) Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity. *Techniques Magazine*, November/December 20-25. Retrieved from https://napequity.org/wp-content/uploads/PIPE-Article_NOV_DEC_ACTE-Techniques-2016_Williams.pdf
- ²⁵ U.S. Department of Education Office for Civil Rights (2016) Dear Colleague Letter on Gender Equity in Career and Technical Education. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201606-title-ix-gender-equity-cte.pdf>
- ²⁶ Zellman, G.; et al, Access to and Use of Vocational Education in Teen Parent Programs. Retrieved from <https://eric.ed.gov/?id=ED349412>
- ²⁷ Neeley, A., Baldwin, M., Beckwith, S., & Williams, H. (2011). Teenage Parents and Their Educational Attainment. Retrieved from <https://www.sedl.org/txcc/resources/briefs/number5/>
- ²⁸ Vyskocil, G. (2018). Challenges Needs and Experiences of Single Parent Student Mothers in Higher Education. *Electronic Theses, Projects, and Dissertations*. Retrieved from <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1686&context=etd>
- ²⁹ U.S. Department of Labor, Services by Location. Retrieved from <https://www.dol.gov/general/location>
- ³⁰ Sack, M. & Allen, L. (2019) Connecting Apprenticeships to the Young People Who Need Them Most: The Role of Community-Based Organizations, Jobs for the Future. Retrieved from <https://eric.ed.gov/?id=ED594044>
- ³¹ Huff-Stevens, A. (2019). What Works in Career and Technical Education? A Review of Evidence and Suggested Policy Directions. Retrieve from <https://assets.aspeninstitute.org/content/uploads/2019/01/1.2-Pgs-40-54-What-Works-in-Career-and-Technical-Education.pdf>
- ³² ACTE (2010). CTE's Role in Worker Retraining. Retrieved from <https://files.eric.ed.gov/fulltext/ED524819.pdf>
- ³³ Hernández-Gantes, V., & Blank, W. (2009). *Teaching English Language Learners in Career and Technical Education Programs*. New York: Routledge. doi:10.4324/9780203894392
- ³⁴ Burns, M. (2014). Support English-Language Learners With Scannable Technology. Retrieved from <https://www.edutopia.org/blog/support-ells-with-scannable-technology-monica-burns>
- ³⁵ Francis, D., & Stephens, A. (2018). *English Learners in STEM Subjects Transforming Classrooms, Schools and Lives*. Washington, D.C.: National Academies of Science, Engineering and Medicine.
- ³⁶ Wichowski, C., & Nunez, F. (2005). An Assessment of the Support Service Needs of Career and Technical Education Teachers and their Students with Limited English Proficiency in Selected Pennsylvania AVTs. Retrieved from <https://nyctecenter.org/english-language-learners>
- ³⁷ Haynes, J. (June 5, 2014). Six Strategies for Teaching ELLs Across the Content Areas. Retrieved from <https://www.tesol.org/blog>
- ³⁸ Indiana Department of Education, Office of English Language Learning and Migrant Education. Helping English Language Learners Understand Content Area Texts. Retrieved from <https://www.in.gov/doe/grants/english-learning-and-migrant-education/>
- ³⁹ National Center for Homeless Education. Retrieved from <https://nche.ed.gov/>
- ⁴⁰ National Center for Homeless Education. (2019). Maximizing Credit Accrual and High School Completion for Homeless Students. Best Practices in Homeless Education Brief Series. Retrieved from https://nche.ed.gov/wp-content/uploads/2019/01/Maximizing-Credit-Accrual-Revised-Feb-2024_FINAL.pdf
- ⁴¹ U.S. Department of Health and Human Services, Child Welfare Information Gateway. Retrieved from <https://www.childwelfare.gov/>
- ⁴² National Center for Homeless Education. (2017 August). Supporting the Education of Unaccompanied Students Experiencing Homelessness. McKinney-Vento Law Into Practice Brief Series August 2017. Retrieved from <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>

- ⁴³ National Center for Homeless Education. (2018 November). Supporting In-School and Out-of-School Youth Experiencing Homelessness Through Education and Workforce Partnerships. Best Practices in Interagency Collaboration Brief Series. Retrieved from <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>
- ⁴⁴ National Center for Homeless Education. (2018 November). Extracurricular Activities and Transportation for Students Experiencing Homelessness. Retrieved from <https://nche.ed.gov/wp-content/uploads/2018/12/extra-curr-trans.pdf>
- ⁴⁵ National Center for Homeless Education. (2017 November). Ensuring Full Participation in Extracurricular Activities for Students Experiencing Homelessness. McKinney-Vento Law Into Practice Brief Series. Retrieved from https://nche.ed.gov/wp-content/uploads/2018/10/extra_curr.pdf
- ⁴⁶ National Center for Homeless Education. (2017 September). In School Every Day: Addressing Chronic Absenteeism Among Students Experiencing Homelessness. Best Practices in Homeless Education Brief. Retrieved from <https://nche.ed.gov/wp-content/uploads/2018/10/chron-absent.pdf>
- ⁴⁷ U.S. Department of Health and Human Services. Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351), Child Information Gateway. Retrieved from <https://www.childwelfare.gov/topics/systemwide/laws-policies/federal/fosteringconnections/#:~:text=The%20Fostering%20Connections%20to%20Success,as%20Public%20Law%20110%2D351.&text=was%20signed%20into%20law%20on%20October%207%2C%202008>
- ⁴⁸ DeGarmo, J. (July 1, 2016) Ten Ways Teachers can Help Students from Foster Care. Retrieved from <https://redtri.com/10-ways-teachers-can-help-students-from-foster-care/slide/1>
- ⁴⁹ U.S. Department of Education. (2016). Foster Care Transition Toolkit. Retrieved from <https://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf>
- ⁵⁰ U.S. Department of Education, Office of Postsecondary Education. Federal TRIO Programs. Retrieved from <https://www2.ed.gov/about/offices/list/ope/trio/index.html>
- ⁵¹ U.S. Department of Education, Office of Postsecondary Education. Upward Bound Program. Retrieved from <https://www2.ed.gov/programs/trioupbound/index.html>
- ⁵² U.S. Department of Education, Office of Postsecondary Education. Talent Search Program. Retrieved from <https://www2.ed.gov/programs/triotalent/index.html>
- ⁵³ U.S. Department of Education, Office of Postsecondary Education. Educational Opportunity Centers Program. Retrieved from <https://www2.ed.gov/programs/trioeoc/index.html>
- ⁵⁴ U.S. Department of Education, Office of Postsecondary Education. Student Support Services Program. Retrieved from <https://www2.ed.gov/programs/triostudsupp/index.html>
- ⁵⁵ Promising Practices, Military Impacted Schools Association. Retrieved from <https://militaryimpactedschoolsassociation.org/promising-practices>
- ⁵⁶ Tutor.com. Set Your Sights on Success. Retrieved from <https://military.tutor.com/home>
- ⁵⁷ National Military Family Association. Military Child Education. Retrieved from <https://www.militaryfamily.org/info-resources/education/>
- ⁵⁸ U.S. Department of Veterans Affairs. Veteran Readiness and Employment, Survivors' and Dependents' Educational Assistance. Retrieved from <https://benefits.va.gov/vocrehab/>
- ⁵⁹ U.S. Department of Education, Office of Postsecondary Education. Upward Bound Program. Retrieved from <https://www2.ed.gov/programs/trioupbound/index.html>