Strategies for Special Population Success
Practical Tips and Tools for Nebraska Educators

General resources for all categories of special populations

National Alliance for Partnerships in Equity

Intercultural Development Research Association

American Civil Liberties Union Nebraska

Nebraska Department of Education, Career and Technical Education

Nebraska Department of Health and Human Services

Aksarben Foundation

Nebraska Children

AIM Institute

University of Nebraska - Lincoln's Center on Children, Families, and the Law

CTE®

Learning that works for Nebraska

This resource will help you develop plans to address the equity gaps for special populations that you uncovered during your Perkins V reVISION process. Your Perkins V Indicator Report provides you with performance data disaggregated by gender, race, and each of the nine special population groups. 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 state 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. With the right support, your students who are members of a special population can achieve amazing results and discover a new world of opportunities.

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

- Explore how systems, policies, power, language, and social capital 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 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 feedback[6] and other strategies to help members of special populations develop self-determination,[7] self-efficacy[8, 9, 10] and a growth mindset.[11, 12]
- Use Career and Technical Student Organizations (CTSOs) as a way for students to build social capital and networks in which they feel welcome and supported.[13]
- Ensure that students who are members of special populations participate in work-based learning, supported employment,[14] and apprenticeships leading to economically self-sufficient employment.
- Acknowledge, address, and respond to culturally traumatic or celebratory news and events.[15]
- Use role models/mentoring to reinforce student identity and self-efficacy.[16]
- 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.[17]
- Involve caregivers in outreach, decision making, and support for members of special populations. Remove barriers to students and their care-givers' participation such as transportation, child care, translation, location, and scheduling.[18]
- Implement case management with students who are members of a special populations to ensure that services are coordinated and no one falls through the cracks.[19]

Individuals with disabilities

- Ensure that all physical spaces are accessible, including transportation, parking, reach, curbs, floor resistance, table heights, turn space, door width, and location.[20]
- Provide professional development with faculty on strategies for providing accommodations for students with disabilities, including how to protect privacy and reduce stigma.[21]
- Implement Universal Design for Learning and differentiated instruction with all students in all classrooms.[21]
- Use para-professionals and other special education service providers to support students with disabilities' learning both in and out of the classroom.[21]
- Request and implement approved accommodations when students with disabilities are taking industry-based certification or licensure exams.[21]
- 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.[21]
- Create opportunities and ways that parents and students with disabilities can advocate for themselves and challenge low expectations, such as secure reporting or peer advocates.[21]
- Build relationships with companies that have successfully employed students with disabilities and ask them to support your outreach to new employers.[21] Use the resources available through the Nebraska Office of Vocational Rehabilitation to assist with work-based learning experiences and employment placement.[22]

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

- Develop relationships with students and their families that promote trust, maintain privacy, and build cooperation as a crucial step before introducing content.[23, 24]
- Provide free books, materials, tools, uniforms, 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.[18]
- Make financial aid and scholarships easily accessible, and provide assistance with application processes to ensure their completion.[18]
- 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.[18]
- 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.[18]
- Offer affordable or free licensed child care on-site in coordination with the times and locations of all programs.[18]
- Have students manage a free-access, business clothes closet for interviews or work. Seek donations from the community.[18]

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.[25]
- Address math anxiety and spatial visualization skill development for students pursuing nontraditional fields in STEM through instructional scaffolding and tutoring.[26]
- 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 brown-bag lunch, after-school workshop, maker space experience, or summer camp.[16]
- Review curriculum and guidance policies and practices for bias. Include gender and culturally relevant examples, projects, instructional materials, texts, websites, language, and images.[27, 28, 29]
- Implement equitable cooperative learning strategies that ensure rotation of responsibilities to all group members. Manage grouping configurations to eliminate tokenism or stereotyping.[30]
- Ensure that safety equipment, safety clothing, uniforms, and tools are available in small to large sizes to accommodate a person of any stature.[31]
- Form informal support groups in which students can share their experiences and build community with other students pursuing a nontraditional career.[16]
- 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.[16]
- 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.[32]
- Make it personal. Personally invite students who are underrepresented to enroll in your program so that they feel welcome.[33]

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.[34]
- Allow for attendance flexibility and alternative course completion options, especially for teen parents who may be struggling to manage parenting responsibilities.[35]
- Provide transportation for the teen parent's child to child care and the student to school, ideally in the same location.[35]
- Provide parenting/child development classes for teen parents to develop coping skills and stay in school.[35]
- Offer affordable or free licensed child care on-site in coordination with the times and locations of all programs.[35]
- 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.[36]
- Ensure that faculty are accessible by holding unusual office hours, being available online, and communicating in a timely manner via email.[36]
- Conduct family-friendly outreach activities, and incorporate family into student events.[36]
- Conduct single parent support groups and/or study groups to build a community of support and social networks.[36]
- Help single parents develop skills to balance work/family/school/life and build financial literacy by integrating these skills into the curriculum and supplementing with workshops, online training, and newsletter content.[36]

Out-of-workforce individuals

- Coordinate services with the Workforce Investment Opportunity Act (WIOA) programs and services through Nebraska's Workforce Development System's adult/dislocated worker program, youth program, and the American Job Center network.[37]
- 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.[16]
- Provide support services such as child care, transportation, and financial aid for books, tuition, materials, and tools.[18]
- Organize support groups and study groups that build community and social capital. Provide transportation, child care, and food to encourage participation.[18]
- Provide career planning services such as resume writing, goal-setting, interview skills, stress management, job-shadowing, and work-based learning.[18]
- Identify employment-based training such as work-study, subsidized employment, and apprenticeships that provide wages while attending school.[38]
- Utilize flexible learning approaches including online learning, alternative scheduling in the evening and on weekends, and independent learning.[39]
- Offer short-term programs with stackable certifications, credentials, or licensure that have value in the workplace.[39, 40]

English learners

- Engage families and community in supporting English learners' engagement in CTE and CTSOs.[41]
- Provide interpreters for students and their families.[18]
- Use the gradual release of responsibility model or scaffolded instruction to build student English proficiency.[42]
- Support English learners with scannable technology if students have smart phones, such as, word walls, scannable vocabulary lists, and audio directions.[43] 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.[44]
- 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.[45, 46]
- Provide instructional materials in multiple languages or implement a flipped classroom with prep materials in the English learner's language.[47]
- Use instructional practices that support English learners' understanding, such as providing hands-on demonstrations, visual clues to reinforce spoken or written words, and graphic organizers; increasing wait time when asking questions; allowing students to seek clarification; encouraging English learners' participation in social and academic discussions; and focusing on content of student's response and not on pronunciation or grammatical errors.[48]
- Create student cohorts or learning communities in which students can learn from each other and help older students who have been out of school for a long time and are not familiar with how to navigate the institution.[49]

Resources for single parents, including single pregnant women

Institute for Women's Policy Research

National Women's Law Center

Holland Children's Institute

Nebraska Early Childhood Collaborative

Resources for out-of-workforce individuals

NE Works

Heartland Workforce Solutions

Resources for English learners

National Clearing House for English Language Acquisition

WIDA

E.L. Achieve

TESOL International Association

Nebraska Department of Education's Title III Office

Homeless individuals

- 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.[50]
- Connect with the Nebraska 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.[51, 52]
- 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.[53]
- 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.[53]
- Become familiar with Nebraska state laws about reporting suspected abuse or neglect, or a suspected runaway.[54]
- 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.[55]
- Coordinate school and community resources that provide trauma-informed wraparound services such as transportation, referrals to health care, shelters, housing, and employment.[56]
- Access financial support for dues, activity fees, and transportation resources through the MVHAA for students experiencing homelessness for extracurricular activities and participation in CTSOs.[57, 58]
- Ensure access to school-based programs such as Upward Bound, Gifted Ed, Special Ed, AP courses, CTE, athletics, band, theater arts, and other programs.[55, 58]
- Students experiencing homeless may be chronically absent. Pair at-risk 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.[59]
- Revise policies that may inadvertently decrease student attendance such as severe penalties for tardiness and/or suspending students from school as a result of excessive absences.[59]

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.[60]
- 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.[61]
- 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 will create emotional unrest.[61]
- Be an advocate and role model for your students in foster care.[61]
- Ensure access to school-based programs such as Gifted Ed, Special Ed, AP courses, CTE, athletics, band, theater arts, and other programs.[61]
- Help students who are transitioning out of foster care to develop a transition plan using the Foster Care Transition Toolkit.[62] Foster care benefits terminate at age 21 in Nebraska.
- Connect students with federal TRIO[63] programs at your local community college. These include Upward Bound,[64] Talent Search,[65] Educational Opportunity Centers,[66] and Student Support Services.[67]
- Provide tutoring, counseling, mentoring, cultural enrichment, work-study, and financial literacy training.[68]

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.[15]
- Create support groups for children of military families.[15]
- Retain classroom routines and maintain predictable, structured class schedules.[15]
- Reinforce safety and security by protecting students from exposure to frightening situations and reminders of their parents' deployment. Maintain objectivity by responding to events in a calm and caring manner.[15]
- Participate in outreach activities at a Base Exchange in the summer.[69]
- Help students access free, online tutoring and homework help at military.tutor.com.[70]
- 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.[71]
- 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.[72]

Refer to the Nebraska Department of Education's **Perkins Management Guide** to review what expenses are allowable uses of Perkins Funds. Utilize all available funding sources and programs to support your students who are members of special populations.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

Statement from the Nebraska Department of Education (NDE) **Commitments for Equity in Education**. As a state agency, the NDE will lead for equity in education through intentional and data-informed operationalization of multiple agency roles. These roles include Champion, Regulator, Capacity Builder, Connector, and Change Agent. With this commitment, districts and educational partners are better equipped to advance educational equity, and there will be an increase in the number of Nebraskans who are ready for success in post-secondary education, career, and civic life.

[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] Mindsetworks. Teacher Practices: How Praise and Feedback Impact Student Outcomes. Retrieved from https://www.mindsetworks.com/Science/Teacher-Practices

[13] 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

[14] US Dept. of Labor's Office of Disability Employment Policy Customized Employment. Retrieved from https://www.dol.gov/odep/topics/CustomizedEmployment.htm

[15] 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

[16] 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

[17] 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#

[18] 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

[19] 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/art00003

[20] U.S. Department of Justice, Civil Rights Division. ADA Standards for Accessible Design. Retrieved from https://www.ada.gov/2010ADAstandards_index.htm

[21] 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/wp-content/uploads/NAPE_Students_wDisabilities_RootCauses_2019-04-05_cac.pdf

[22] Nebraska VR, Nebraska Department of Education. Retrieved from http://www.vr.nebraska.gov/

[23] Lexia. Relationships Matter: Advice for Working with Low-Income Students. Retrieved from https://www.lexialearning.com/blog/relationships-matter-advice-working-low-income-students

[24] Grayson, K. (August 2012). Serving Low-Income Students – Applying Research and IDRA's Quality Schools Action Framework. Retrieved from https://www.idra.org/resource-center/serving-low-income-students/

[25] 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

[26] 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

[27] Sadker, D., & Zittleman, K. (2007). Gender in the Classroom: Foundations, Skills, Methods, and Strategies Across the Curriculum, Chapter 8 Detecting and Correcting Gender Bias in Your Classroom. Mahwah, NJ: Lawrence Erlbaum Assoc. Retrieved from https://napequity.org/wp-content/uploads/R1c-Curricular-Detecting-Skills.pdf

[28] Sadker, D. Seven Forms of Bias in Instructional Materials. Retrieved from https://www.sadker.org/curricularbias.html

[29] Riegel, L., Lufkin, M., & Fitzpatrick, K., for the National Alliance for Partnerships in Equity. (2020). Recruiting 1010: Build a Strategy. Retrieved from https://www.napequity.org/nape-content/uploads/MakeTheFuture_JourneyMap.pdf

[30] Froyd, J., for the Foundation Coalition. Students Teams in Engineering. Retrieved from https://napequity.org/wp-content/uploads/R1k-Teams_One_Page_unified.pdf

[31] 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

[32] 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

[33] NAPE (2019) Nine Best Practices, Make the Future: Connecting Girls to Manufacturing. Retrieved from https://nape.courses/downloads/make_the_future/MakeTheFuture_BestPracticesComplete.pdf

[34] Zellman, G.; et al, Access to and Use of Vocational Education in Teen Parent Programs. Retrieved from https://eric.ed.gov/?id=ED349412

[35] 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/

[36] 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

[37] Nebraska Department of Labor. Local Workforce Development Areas. Retrieved from https://www.dol.nebraska.gov/EmploymentAndTraining/LCRWP/WIOA/LocalWorkforceDevelopmentAreas

[38] 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

[39] 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

[40] ACTE (2010). CTE's Role in Worker Retraining. Retrieved from https://files.eric.ed.gov/fulltext/ED524819.pdf

[41] Hernández-Gantes, V., & Blank, W. (2009). Teaching English Language Learners in Career and Technical Education Programs. New York: Routledge. doi:10.4324/9780203894392

[42] Macias, E. (2017). Increasing English Learners Academic Language: Gradual release in content-area classes. Retrieved from https://www.elachieve.org/2016-07-08-03-13-50/increasing-english-learners.html

[43] Burns, M. (2014). Support English-Language Learners With Scannable Technology. Retrieved from https://www.edutopia.org/blog/support-ells-with-scannable-technology-monica-burns

[44] 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.

[45] 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

46 Haynes, J. (June 5, 2014). Six Strategies for Teaching ELLs Across the Content Areas. Retrieved from http://blog.tesol.org/six-strategies-for-teaching-ells-across-the-content-areas/

47 Indiana Department of Education, Office of English Language Learning and Migrant Education. Helping English Language Learners Understand Content Area Texts. Retrieved from https://in01001403.schoolwires.net/cms/lib02/IN01001403/Centricity/Domain/166/IDOE-Helping%20ELL%20Understand%20Content%20Area%20Texts.pdf

48 Haro, A. Instructional Strategies for ELL Students. Retrieved from https://www.esc19.net/cms/lib/TX01933775/Centricity/Domain/99/Instructional%20Strategies%20for%20ELL%20Students%20PDF.pdf

49 Jacobson, L., Focarazzo, L., Sacchetti, M., & Benus, J., for IMPAQ International. (2011). Improving America's Workforce Through Enhanced Collaboration between the Public Workforce System and Community Colleges. Retrieved from https://www.dol.gov/sites/dolgov/files/OASP/legacy/files/FINAL_REPORT_improving_america_workforce_through_enhanced_collaboration.pdf

50 National Center for Homeless Education. Retrieved from https://nche.ed.gov/

51 Nebraska Department of Education. Title VII-B McKinney-Vento Homeless Assistance Act. Retrieved from https://www.education.ne.gov/federalprograms/title-vii-b/

52 National Center for Homeless Education. (2017 December). Supporting the Education of Immigrant Students Experiencing Homelessness. Best Practices in Homeless Education Brief Series. Retrieved from https://nche.ed.gov/wp-content/uploads/2018/10/imm_lia.pdf

53 National Center for Homeless Education. (2017). 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.pdf

54 Nebraska Department of Health and Human Services. Child Abuse. Retrieved from http://dhhs.ne.gov/Pages/Child-Abuse.aspx

55 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

56 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

57 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

58 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

59 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

60 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

61 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

62 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

63 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

64 U.S. Department of Education, Office of Postsecondary Education. Upward Bound Program. Retrieved from https://www2.ed.gov/programs/trioupbound/index.html
65 U.S. Department of Education, Office of Postsecondary Education. Talent Search Program. Retrieved from https://www2.ed.gov/programs/triotalent/index.html

66 U.S. Department of Education, Office of Postsecondary Education. Educational Opportunity Centers Program. Retrieved from https://www2.ed.gov/programs/trioeoc/index.html

[67] U.S. Department of Education, Office of Postsecondary Education. Student Support Services Program. Retrieved from https://www2.ed.gov/programs/triostudsupp/index.html

[68] Felder, V. (2017) Assisting Students in Special Populations to be Successful in Career and Technical Education. Journal of Modern Education Review 7-3, 197-200. Retrieved from http://www.academicstar.us/issueshow.asp?daid=1993

[69] Promising Practices, Military Impacted Schools Association. Retrieved from https://militaryimpactedschoolsassociation.org/promising-practices

[70] Tutor.com. Set Your Sights on Success. Retrieved from https://military.tutor.com/home

[71] National Military Family Association. Military Child Education. Retrieved from https://www.militaryfamily.org/info-resources/education/

[72] U.S. Department of Veterans Affairs. Veteran Readiness and Employment, Survivors' and Dependents' Educational Assistance. Retrieved from https://www.benefits.va.gov/VOCREHAB/Dep_Edu_Assist_Chapter_35.asp