**CWPJAC Stakeholders – Special Populations Discussion – August 13, 2019**

**Session 1**

*What are examples from the field of work that supports special populations?*

* Dashboard makes school districts more accountability.
* Certified Pathway Program (SETA)

*How can we better support special populations?*

* Develop awareness -- assess students, empower educators-address student needs
* Various funding streams.
* Braiding funds to place students in experiential learning, “lease to own,” leverage workforce development funds connected to pathways.
* Use equity lens – takes time and follow through- intentional focus needed and broader understanding
* Educating employers re: skills of students
* Navigator/coach/mentor for students facing barriers
* Wage supports, 3rd party systems help employers take on students
* Adopt Student-Centered approaches
* Need to understand what does student need for Access?
* Field Support

*How do industry partners engage special populations and what more can they do?*

* Relationship building and educating business owners.
* Training, partnering with K-12.
* Connect workforce boards to K-12 and post-secondary work with teachers – identify students
* AB 1111 - Breaking barriers – serving students who are most disconnected, prison to employment. State funding supports training, job placement, etc.
* Apprenticeships.
* Certified pathway programs.

*What are the specific barriers and obstacles for including students who are members of a defined special population? Identify as local, state, institutional, or policy barriers.*

* Workabililty, scheduling and transportation issues
* Broader understanding and data collection.
* All special populations need to be on list such as incarcerated students, or electricity such as tribal schools).
* Incarcerated youth = umbrella population
  + Students with a crime record = barrier in workforce
  + Limited access to internet and technology
  + VERY important to have access to apprenticeships, digital literacy, etc.
* Isolated communities
  + 2-3 hour drive – transportation issues
  + Example: 2021 Klamath River Dam -- Rejuvenating land, taking dam out
  + Basic needs, how to pay for rent, food, when education is far away
* Access to training.
* Basic needs how to pay for these items.
* Need more counselors per ratio to students. Need alternative ways to get information to students if ration is too high
* Lack of training for teachers (credentials) at all levels.
* Workers comp and now it is with business taking responsibilities such as molesters or workers who may expose students to danger.
* How we refer to “these students.” Students looked at as “charity” and they need to be fixed-how we look at students. System issues-institutional.

**Session 2**

What are examples from the field of work that supports special populations?

* Organizations that help navigate system
* Early work experience and continued work experience
* San Diego funds out of school youth -- helps students with untraditional expenditures
* Fresno Unified – students get adult certification and get immediate access to jobs and trade programs
* Academic bridge programs in partnership with community based organizations, include career shadowing, Study skills, math is often the biggest barrier

How can we better support special populations?

* Need to understand – one student has several identities (eg homeless and with a disability).
* Need better alignment across state agencies/programs.
* Access to workplace experience.
* Leverage hands on activities to uplift the educational part and not lateral part. Relevance on both sides (education and experience), i.e. math education could be linked to cte program as examples and it would help with education. Applicable education to career path. Contextualized skills
* Leverage adult school resources – 18-22-year-old adult transition program.
* Have Student Attendance Review Board @ Adult School
* Skills certification could benefit special populations (short term badge program for someone who can’t finish longer term certification).
* Stackable skills and certificates to enable early employment
* Naturalization services – community-based organizations
* “one stop” to coordinate resources
* Individualize curriculum, rethink the “must do’s” – how a person learns vs. accommodations (e.g. blind needs auditory learning)
* Families need support, must think holistically
* Advocate/Liaison for student
* Student centered
* Dept of Rehabilitation
* Use technology and find ways to engage small businesses
* Infuse “gig” economy jobs – need support to access gig economy jobs (EG partner with employer offering online jobs)
* “Ban the box” law helps, train educators who may steer students away from jobs (system biased)

*How do industry partners engage special populations and what more can they do?*

* Some students have skills suited for employers, but as seen as “disabled” by education system (eg autistic, uniquely-abled)
* Special pops can perform differently but performs great.
* Need support to access job opportunities.
* Tax credit for employers to hire special populations., wage subsidy in job training.

What are the specific barriers and obstacles for including students who are members of a defined special population? Identify as local, state, institutional, or policy barriers.

* Invest in categorizing disabilities and conditions and fit in various sectors that could benefit.
* Students pulled from programs because of remediation
* DSS doesn’t work two-way engagement
* Employer need to understand disability -- need a bridge between employers ands’ education to understand special skills; many small businesses have less time for onboarding – this can hurt special populations who need more individualization.
* Educators and systems may steer students away from jobs because of perceived disabilities.
* Don’t have a good way to assess how students are doing (E.g. if group is less than 10, we can’t get data)
* Some students need basic needs support

**Session 3**

*What are examples from the field of work that supports special populations?*

* Safe zones in school to work with students and also training to students and educators on being inclusive of these students. (LGQBT students)
* Incoming 9th grade girls, stem day hands on lesson
* Initiatives that are coming from chancellor’s office and funding behind these special pops like homeless, etc, and getting support from the state is helping in local areas.
* Food for Thought, Homelessness Initiative
* Professional development for our educators and administrators to address the needs of special populations and address issues of bias, equity, etc.
* Work closely with homeless, and vocational tech ed iplan, homeless liaison required for all LEAs.

*How can we better support special populations?*

* Identify who makes decision on who fits in special populations. Making great relationships with providers and supervisory facility.
* There should be some type of system for representation of populations, especially tend to be overlooked.
* Every school expected to raise bar to help all populations – not just Title I
* Support to complete FAFSA
* Educational resource guide with visuals for every LEA required homeless liaison individually meeting with students in foster and homeless programs
* Representation of students in each pathway needs to reflect student population

*How do industry partners engage special populations and what more can they do?*

* Ban the box- take the box out off of job applications (felony, crimes).
* Employee gets credit tax incentives

*What are the specific barriers and obstacles for including students who are members of a defined special population? Identify as local, state, institutional, or policy barriers.*

* Classes divided by gender
* Juvenile Justice Dept. depends on the probation dept.
* Employer gets tax credit for “categories,” but equal opportunity is not linked to special populations we don’t want to ask and might not pass background check
* Special ed students tend to be put in CTE, but employers won’t take them due to liability issues, and it’s a disservice to students to place them there.
* Need to change mindset or provide supports at community college levels
* CTE teachers don’t understand special education students or how to support them

Session 4

What are examples from the field of work that supports special populations?

* Bus campaign to reach students without Wi-Fi
* Career technical student organizations including leadership development, CTSO, currently 6 in California – lead competitions that demonstrate hard and soft skills: peer modeling, CPR.
* Wraparound of CTE programs and potential can have some knowledge. Having a career tech organization where students can be involved and included and beyond. Realizing in cte pathways may change. job shadows-retooling if changed.
* Dept. of Justice involved and paid internship continual training.
* School stores and catering helps out and gives them training and socializing getting along with other workers.
* Outreach with English learners through title I, and variety of job and career ladder.
* American job centers.
* Farmworker program
* Alternative to diploma in Colorado, includes online high school, GOAL Academy
* Homeless students have gotten jobs and overcome and come in and talk to existing students. Even if cleaned up and cannot find a job. There is a way to get out.
* San Diego a good model of government agencies working together on this issue.

How can we better support special populations?

* Attract and retain teachers who look like students who are intended populations address and figure out how to keep them.
* Have to work and go to school, alternate programs needed.
* Another intended population -veterans.
* Students may need additional academic supports – extended hours, flexible bell schedule, individual aides at secondary
* Need teachers to reflect special pops (ie diversify teaching force)
* Apprenticeships. state level from EDD, printing and employment training panel. Workforce development some sort of connection to Dept. of Rehabilitation, Health and Human Services, intentional students.
* Credentialing is very important and all cte teachers should be have credentials and training, especially when working with special population students.
* Match up when they can go to school and when they could go to work. Flexibility.

How do industry partners engage special populations and what more can they do?

* Success partnership Northrup Grumman and Goodwill 28 unit intensive seven days per week 75% completion rate. Students who take 28 units and pass will get a job interview and could get a job.

What are the specific barriers and obstacles for including students who are members of a defined special population? Identify as local, state, institutional, or policy barriers.

* Not special populations intended populations. Traditional model and make them nontraditional.
* Can’t get funding for pre-at risk because most funds are for at risk students. Funding would prevent students before they get to at risk students.
* Limited support, have only 300 hours of employment but most need more than 300 hours to provide for their families. The liability is great for employers.
* A second language class or directive that takes them out of academic classes may need extended hours.
* Governmental agencies not partnering with agencies, disconnect and working with local agencies on funding and applications. Underutilized with state silo-ing.
* Perkins -easy to get around serving the special populations first, went towards equipment. In Perkins V recommend make it harder.
* American job centers – lack of awareness in communities re: resources