

Special Populations

**Everything You Wanted To
Know But Was Afraid To Ask!**

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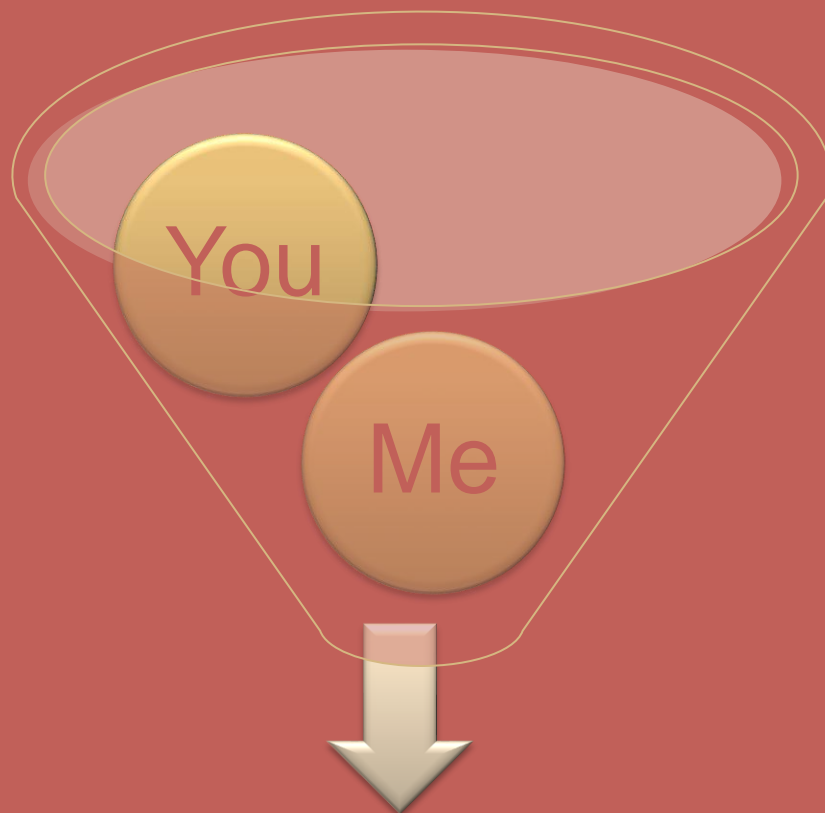


South Carolina Special Populations Operational Manual

Parts 1-3



We're in This Together!



Introductions!



Special Populations Students

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Students Enrolled in Career and Technology Education





**Prior to
1984**

**Students enrolled
in vocational
education
programs and
receiving
supplementary
services were
considered to be**

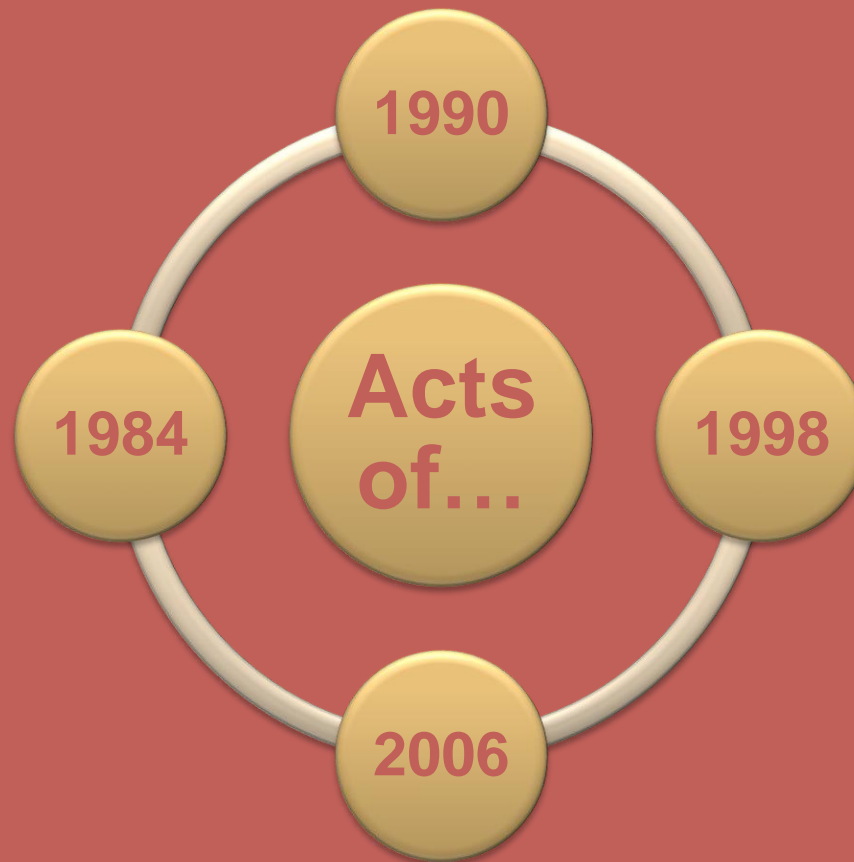
Identification



**“Disadvantaged”
or
“Handicapped.”**

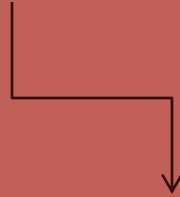
The Laws

Carl Perkins Vocational Education



Act of 1984

Mandated:



That States develop performance indicators to measure the success of different populations of students.



Act of 1984

Mandated:

That these indicators include information on:

Academic Achievement

Vocational Attainment

Occupational Skills and Employment Outcomes

Student training between secondary and post secondary levels



Act of 1984 Results...

Supplementary Services included:

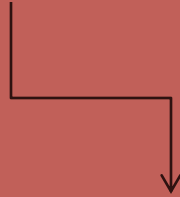
- **Identifying students with special needs as being members of special populations.**
- **Assessing special needs to include learning styles, career interests and abilities.**
- **Provide support services by funding Special Populations Coordinators positions.**



Act of 1990



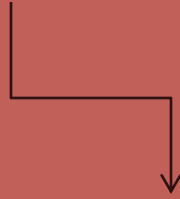
Mandated:



That States develop and implement a statewide system of core standards and measures of performance for secondary and post secondary vocational education programs.



Mandated:



That States develop incentives and adjustments to targeted groups of special populations students.







Act of 1990 Results...

- States developed core indicators in order to ensure equal access, progress and the success of special populations students in targeted programs or sites.



Act of 1990 Results...

Supplementary Services would include:

-  **Identifying students with special needs.**
-  **Assessing special needs of students including learning styles, career interests and abilities.**
-  **The Career Development Plan.**
-  **Providing support services including Special Populations Coordinators.**

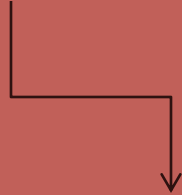


Act of 1998



Act of 1998

Mandated:

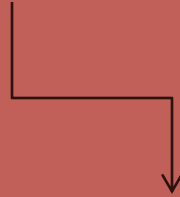


That States promote continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet the challenging academic standards and industry-recognized skill standards to prepare for post-secondary education, further learning and a wide range of opportunities in high-skill, high-wage careers.



Act of 1998

Mandated:



**That the focus of Federal
investment would be in programs
that:**



- **Support the alignment of vocational and technical education with state and local efforts to reform secondary schools and improve post-secondary education.**
- **Promote the integration of academic and vocational education.**
- **Facilitate challenging academic, vocational and technical standards for students.**
- **Offer assistance to students in understanding all aspect of an industry.**







- **Meet the needs of individuals of special populations.**
- **Provide strong linkage between secondary and post-secondary education.**
- **Develop, improve and expand the use of technology.**
- **Provide professional development for teachers, counselors and administrators.**



Act of 1998 Results...

Supplementary Services included:

-  **Identifying of students with special needs.**
-  **Assessing the special needs of students including learning styles, career interests and abilities.**
-  **The Career Development Plan.**
-  **Providing support services.**



Act of 1998 Results...

Supplementary Services would:

- Assist members of special populations entering vocational education and fulfill transition requirements under IDEA.
- Provide guidance, counseling, and career development instructional services to facilitate transition to employment.



Act of 2006




**Most fundamental change
from previous laws is in the
area of**

Accountability!



Focus of Accountability...

 **States and local programs will report on separate core performance indicators for secondary and post-secondary students.**



Focus of Accountability...

 States will develop Secondary Student Indicators -

1. Academic content and achievement standards attained under NCLB.
2. Career and technical skill proficiencies acquired, including technical assessments aligned with industry recognized standards.



Focus of Accountability...

 States will develop Secondary Student Indicators -

3. Attainment rates for students receiving secondary-school diploma, GED or other State recognized standards for individuals with disabilities, proficiency credential, or degree in conjunction with a secondary school diploma.



Focus of Accountability...

 States will develop Secondary Student Indicators -

4. Graduation rate as defined by NCLB.

5. Placement in post secondary education or advanced training, military service, or in employment.

6. Participation in and completion of career and technical education programs leading to non-traditional careers.




How?

- **States and local programs will report annually the performance of career and technical education students by the collection of data disaggregated by special populations and by subgroups under NCLB.**




How?

 **Improvement Plans - state and local programs that fail to meet at least 90% of any adjusted level of performance for any core performance indicator will develop a program improvement plan immediately following the year that it failed to meet its target.**



Improvement Plans

 **Sanctions - all or a portion of State and local Perkins funds may be withheld if the State or local programs -**



- 1. Fail to implement an Improvement Plan.**
- 2. Fail to make any improvement in the State adjusted levels of performance for the core indicators identified within the first year of implementation of Improvement Plan.**
- 3. Fail to meet at least 90% of the state adjusted level of performance for the same core indicator of performance for three consecutive years.**




Local Plans concerning Special Populations

 **Must include:**

- 1. Planned activities preparing members of Special Populations including single parents and displaced homemakers, for high-wage, high-demand occupations that will lead to self-sufficiency.**




Required Use of Funds

 Provide activities to prepare members of Special Populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.




Special Populations Services

- 
- Services and activities should include –
1. Equal access to recruitment, enrollment, and placement activities.
 2. Equal access to career and technical education programs available to individuals who are not members of special populations.
 3. Career guidance and counseling activities.
 4. Effective instruction methods to ensure a positive classroom environment.
 5. Career and technical education programs provided in the least restrictive environment and included as a component of the Individual Education Plan (IEP).



Supplementary Services

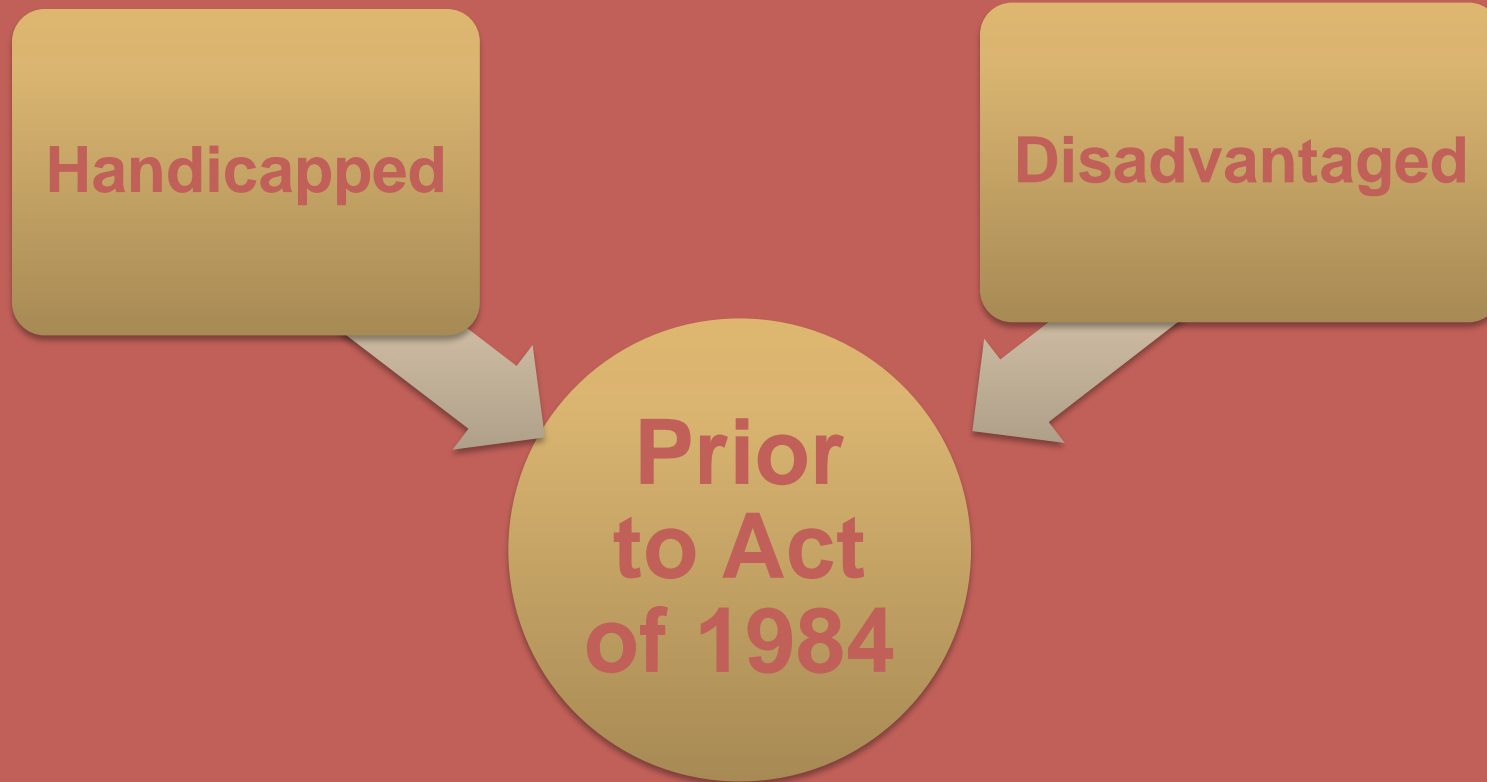
 **Special Populations may need supplementary services to assist them in becoming successful in their chosen career and technical education program and in the core performance indicators.**

 **These services may include:**

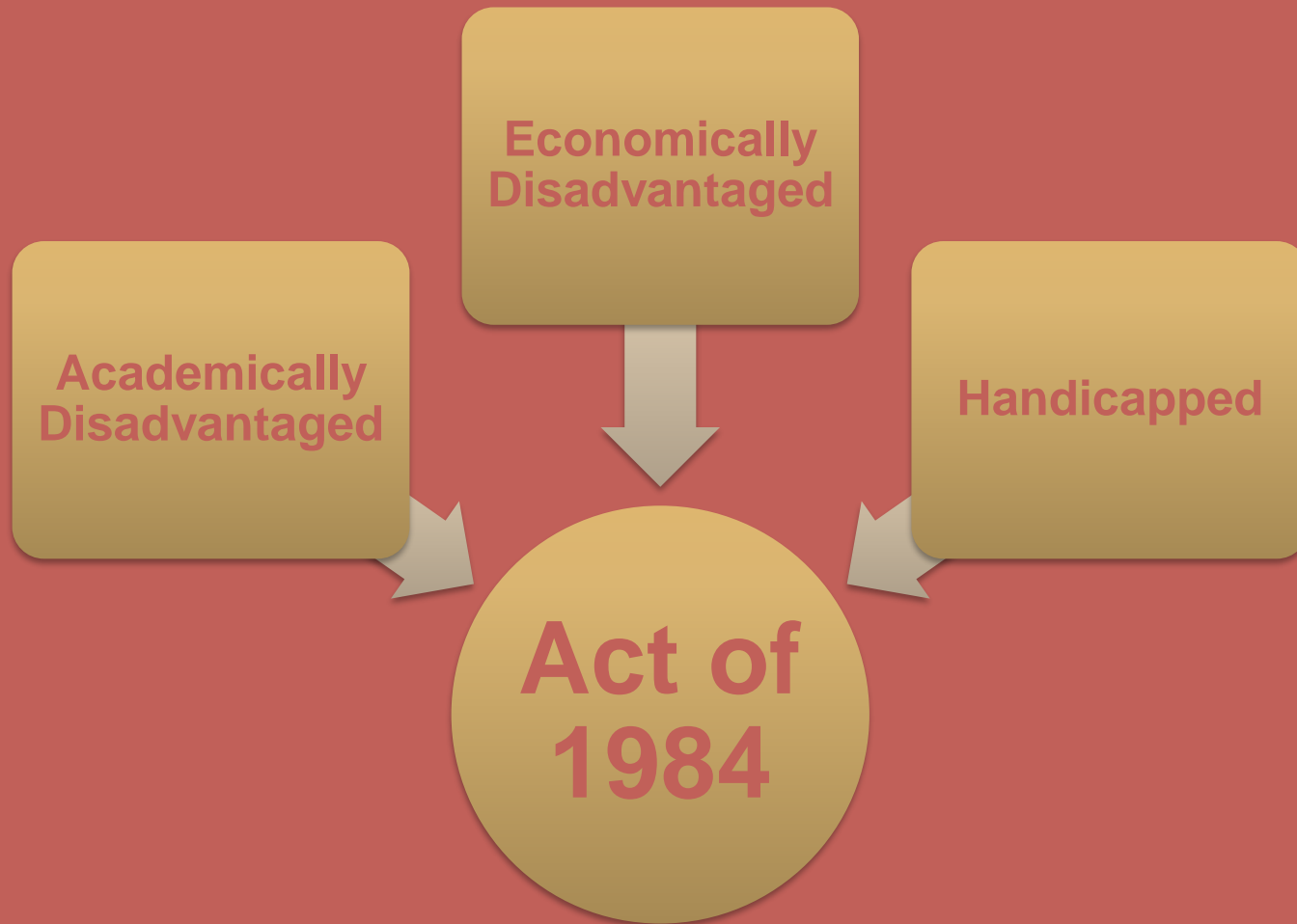
- 1. Curriculum Modification**
- 2. Equipment Modification**
- 3. Instructional Modification**
- 4. Supportive Personnel**
- 5. Instructional Aids and Devices**



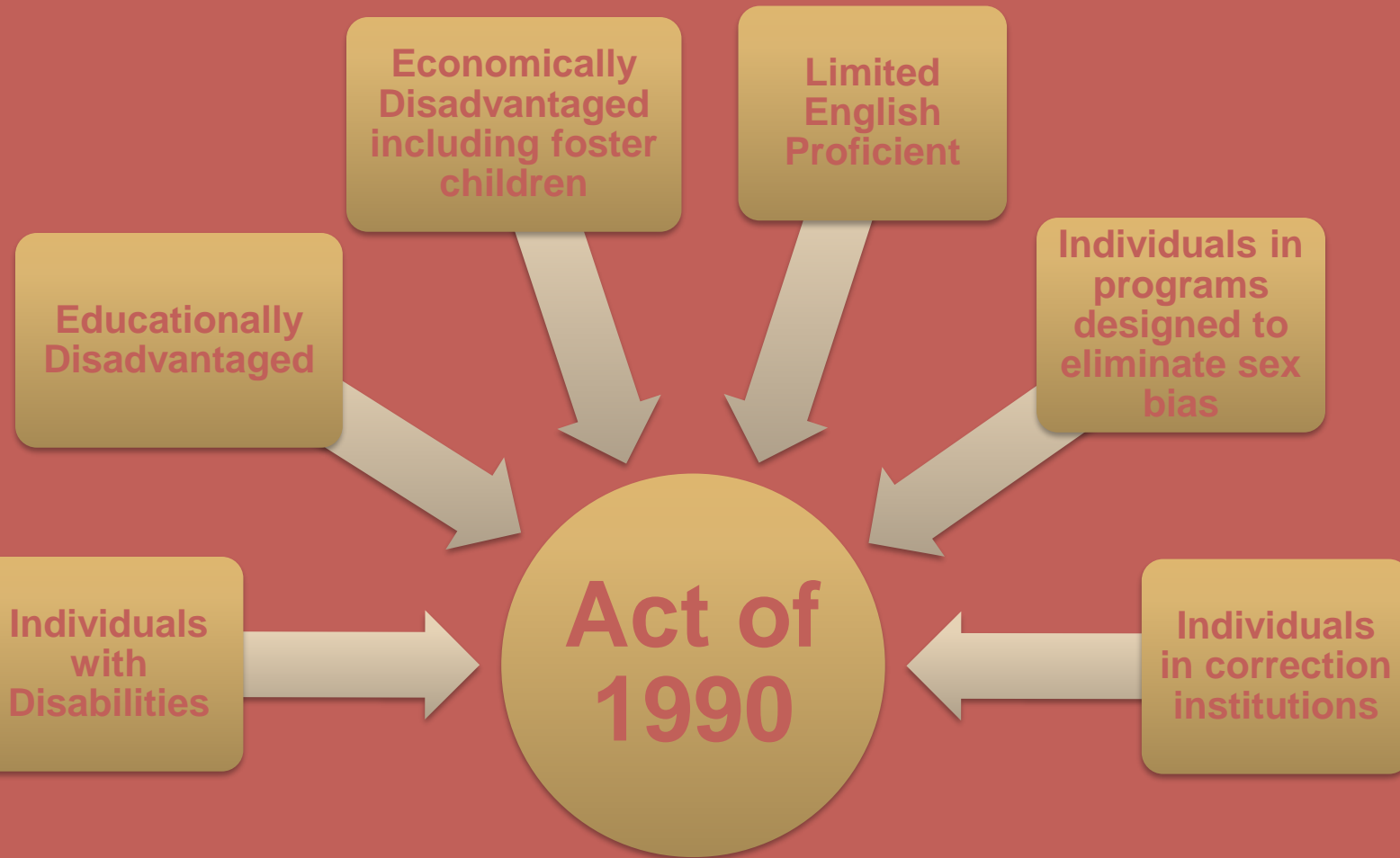
Who are Members of Special Populations?



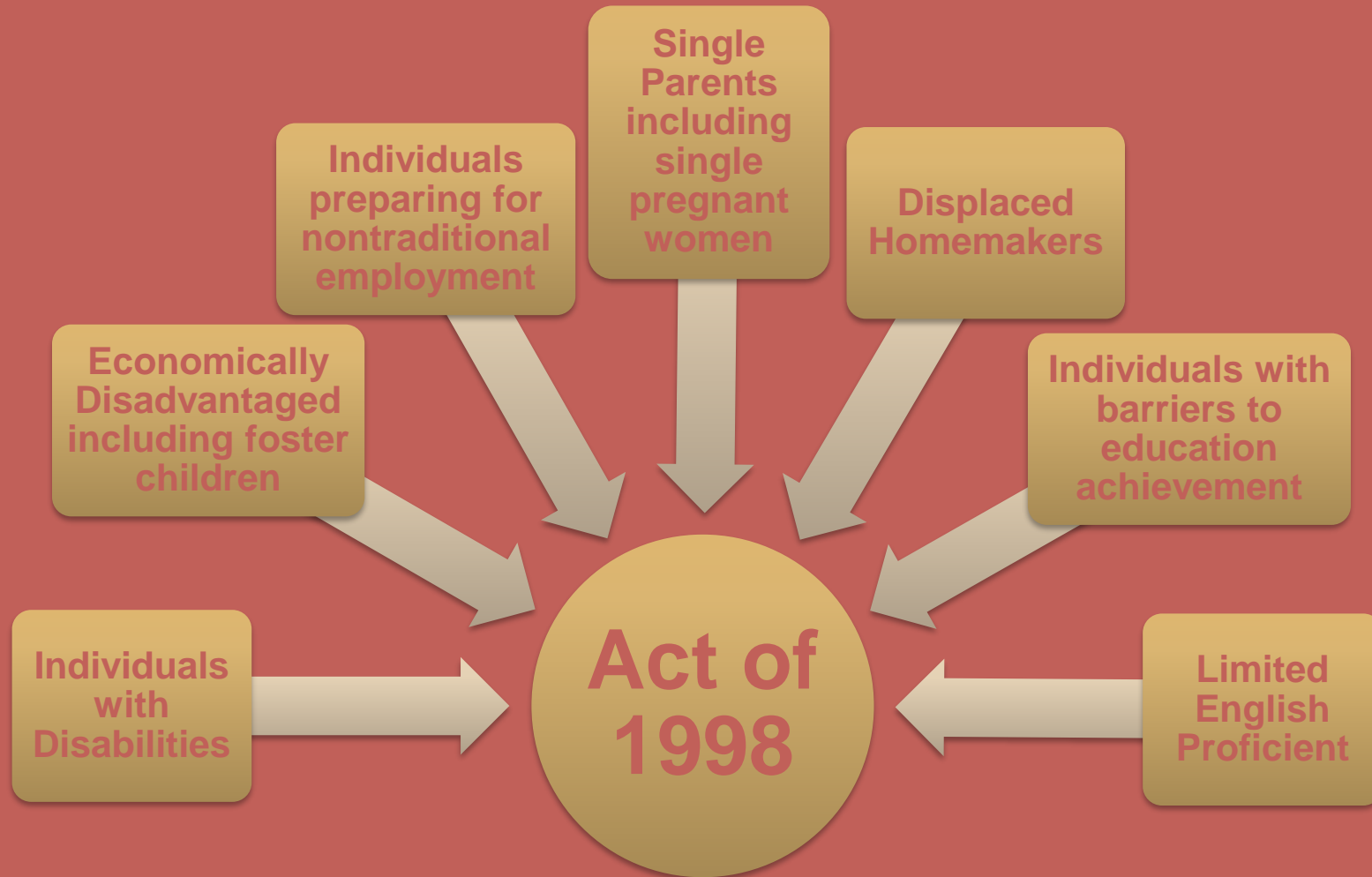
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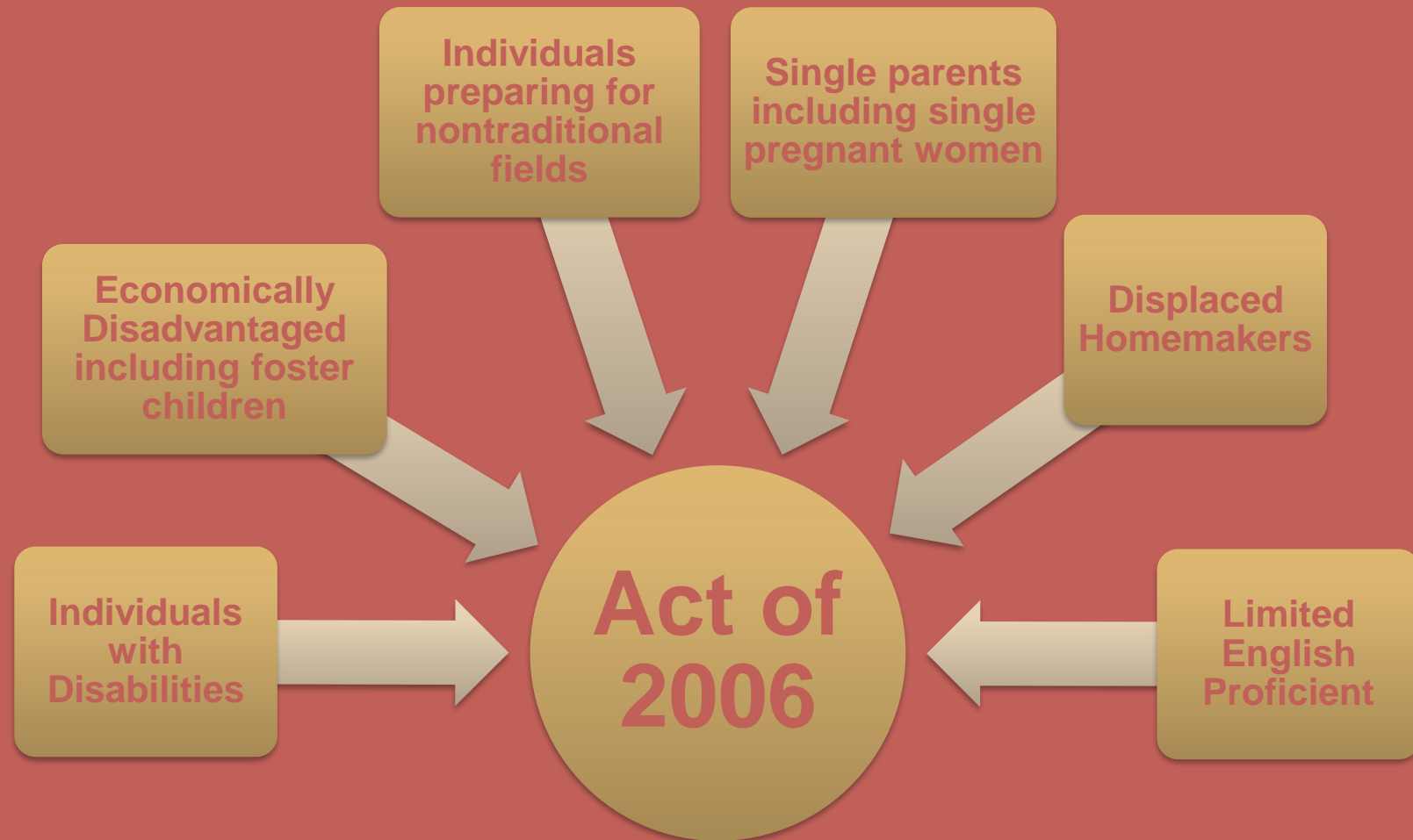
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Who are Members of Special Populations?



Did You Know That...

Members of Special Populations	2007-08 Enrollment in South Carolina
Individuals with Disabilities	13,090
Economically Disadvantaged	59,727
Single Parents	563
Displaced Homemakers	30
Limited English Proficient	2,825
Migrant Status	53
Nontraditional Enrollees	861



Mirror, Mirror in my hand, “Now
That I Know the Laws ... I”

