This is not an all-inclusive list, but rather some examples of the types of activities local education agencies may be engaged in relative to identified barriers.

**Examples of ways school districts address barriers to CTE participation by Special Populations (SP)**

1. District will put a process in place for school counselors to identify students who are members of SP
2. All students will participate in career awareness and exploration via academic curriculum in 7th and 8th grade along with hands-on experiences
3. Ensure that every student participates in skill and interest assessments
4. Coordinate with special population personnel to assess student abilities, interests, aptitudes, unique learning needs, and styles
5. Expand CTE opportunities through after school and summer programs for those unable to participate during school year.
6. Design programs to breakdown career stereotypes related to gender, race/ethnicity and disability status
7. Work with students and parents to ensure that each student participates in a wide range of career exploration activities both within and outside of school
8. Involvement of career specialists and school counselors to ensure every student is on an appropriate path to college an career readiness
9. Identify students who need additional adult support and connect them to programs and mentors who can assist them and their parents in the processes for career and college planning
10. Work with community agencies and organizations, including the Division of Vocational Rehabilitation (DVR) or English as Second Language, to ensure that all students and parents can access career and college planning resources
11. Expand dual-credit curriculum across a broad range of career fields including…
12. Expand work-based learning opportunities for broad range of careers and abilities and NTO
13. Professional development related to addressing barriers to student success
14. Professional development on how to engage community in supporting SP
15. Professional development related to implicit bias
16. Ensure access to vital support services, including transportation, flexible scheduling, financial assistance for fees, books and tutoring, preparatory training and support groups for subpopulations and develop a plan to address gaps in services
17. Facilitate connections between CTE, academic and special education instructors; school counselors; ESL personnel; Workforce Investment Opportunity Act; and Health and Human Services personnel
18. Ensure adaptive equipment when needed for classroom or work for students with disabilities
19. Identify businesses willing to train and prepare SP students and organize transition planning group to work with learners who have disabilities
20. Create a mentoring program enabling students to meet/talk with others who have had similar circumstances
21. Provide information, written and oral in the parent’s native language
22. Use of bilingual staff to serve as interpreters when involving parents. Consider engaging a nearby college to ask students to assist as translators
23. Offer meetings and activities at a variety of times and locations
24. Put learners in work opportunities that capitalize on their strengths
25. Development of self-advocacy skills SP students to access opportunities/services

**(over)**

**Examples of ways that districts describe how support for students who are members of SP will be addressed:**

1. Professional development on personal bias awareness, in order to seek a more balanced perspective regarding members of special populations
2. Ensure student voice in Academic and Career Plan development and activities
3. Assess student assessments for implicit bias
4. Consultation with experts schooled in the various areas of special populations
5. Use of bilingual staff to serve as interpreters when needed for parent night or student/parent meetings
6. Offer and activities and meetings at a variety of times and locations to make them easily accessible
7. Collaborate with organizations… (xyz) that already evidence commitment to equitable activities and practices

**Examples of how NTO training and activities could be supported, encouraged and promoted.**

1. Work with stakeholders to design training to breakdown career stereotypes related to gender, race/ethnicity and disability status
2. Arrange workplace experiences in at least one NTO as part of an academic and/or CTE class
3. Organize support groups for NTO learners in technology or advanced math and science courses
4. Expose learners to NTO careers and role models (of varying race or gender) a few times a year (more than twice) through field trips, guest speakers, partnerships with business and career shadowing
5. Develop dual-credit curriculum across a broad range of career fields, especially NTO
6. Expand work-based learning opportunities for broad range of careers and abilities
7. Connect students with NTO mentors that understand the challenges that come with working in NTO setting