Special Populations

RESOURCE GUIDE

- Disabilities
- Economically Disadvantaged
- Non-Traditional Fields
- Single Parents
- Homeless
- English Learners
- Out-of-Workforce
- Foster Care
- Parent in Armed Forces

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Special Population

TABLE OF CONTENTS

Disabilities....2

Economically Disadvantaged....10

Non-Traditional Fields....17

Single Parents....24

Homeless....30

English Learners....37

Out-of-Workforce....43

Foster Care....48

Parent in Armed Forces....55

DEFINITIONS

The term "special populations" means the following:

- individuals with disabilities.
- individuals from economically disadvantaged families, including low-income youth and adults.
- individuals preparing for non-traditional fields.
- single parents, including single pregnant women.
- out-of-workforce individuals.
- English learners.
- homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).
- youth who are in, or have aged out of, the foster care system.
- youth with a parent who is both of the following:
    - a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code).
    - on active duty (as such term is defined in section 101(d)(1) of such title).

Source: Oklahoma Carl Perkins V.

Disabilities

Individual With A Disability

- The term "individual with a disability" means an individual with any disability, as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
- The term "individuals with disabilities" means more than one individual with a disability. Source: Oklahoma Carl Perkins V Definitions

TERMS

504 Plan – A written plan that identifies and explains accommodations and services that a student with a disability will receive.

Accessible Educational Materials – Educational materials and technologies usable for learning across the widest range of individual variability, regardless of format or features.

Accommodation – Adjustments to curriculum, instruction or procedures to enable students with disabilities to participate and have access to content and instruction. An accommodation does not alter the content or expectations.

Assistive Technology – Any item, piece of equipment or product that is used to increase, maintain or improve the ability or potential of a student with a disability.

Attention Deficit Disorder – A disorder that has characteristics of short attention span, distraction, difficulty staying on task and following directions.

Attention Deficit Hyperactivity Disorder – A disorder that has characteristics of short attention span, distraction, difficulty staying on task and following directions with hyperactivity and impulsivity.

Behavioral Intervention Plan – A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques; methods of teaching replacement behaviors; methods of responding to or resolving behaviors; and crisis management.

Braille – A tactile system of reading and writing used by students who are blind or visually impaired. Characters consist of various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.

Change of Placement – The removal of a student with a disability from the current educational placement.

Education Record – A student's record maintained by an educational agency or institution or by a party acting for the agency or institution.

Family Educational Rights and Privacy Act – A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential.

Functional Behavioral Assessment – An assessment that describes the student's behaviors, identifies the contexts that predict when behavior will and will not occur and identifies consequences that maintain the behavior. The information is used to determine the function the behavior serves for the student, appropriate replacement behavior, positive reinforcement and consequences.

Individualized Education Program – A legal document that outlines the special education program for a student with a disability. This document is developed, reviewed and revised annually by a team including the parent, teacher, special education teacher, school administrator and others as determined appropriate by the team.

Individuals with Disabilities Education Act – First enacted in 1975 as the Education for All Handicapped Children Act, this comprehensive law governs the education of students with disabilities. The current version of the law was amended in 2004.

Interim Alternative Educational Setting – A setting that can be used for a student with a disability if, while on the premises or at a school function, the student carries a weapon or possesses a weapon; possesses, uses, sells or solicits the sale of drugs or controlled substances; or inflicts serious bodily injury upon another person. Interim alternative educational setting is limited to no more than 45 school days.

Interim IEP – A short-term IEP (30 school days or fewer) with all the components of a standard IEP developed by the IEP team, it may be used for students transferring from other districts pending the development of the standard IEP.

Least Restrictive Environment – A requirement in the Individuals with Disabilities Education Act that a student who has a disability should have the opportunity to be educated with nondisabled peers to the greatest extent appropriate.

Manifestation Determination – A process in which the behavior of a student with a disability is considered to determine if the actions of the student were a manifestation of the disability. This process is used when the student is being suspended or placed in an alternative setting because of a behavioral concern. The IEP or Section 504 plan team conducts the manifestation determination.

Modifications – Changes that provide a student access to a program, but with lower expectations.

Office of Civil Rights – A federal agency that enforces equal access and nondiscrimination.

Positive Behavioral Supports – Positive reinforcers, rewards or consequences provided to a student for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Serious Bodily Injury – Bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of bodily member, organ or mental faculty.

Special Education Paraprofessional – A person who is trained in accordance with state standards to assist with special education and services under the direction and supervision of a certified or licensed professional staff.

Supplementary Aids and Services – Accommodations and adaptations that must be made to the general education classroom and/or curriculum to ensure the satisfactory participation of a student with a disability, including supports to the general education teacher.

Transition Services – Activities and services that assist students with disabilities in transitioning from the school environment to the postschool environment, such as employment, postsecondary education or vocational training. These services can include adult education, independent living and community participation.

Universal Design – A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. It includes products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Weapon – A device, instrument, material or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade less than 2.5 inches long.

ETIQUETTE

Frequently people with good intentions can be offensive when communicating or offering assistance to people who have disabilities. Treat them as independently as possible. Only offer assistance when the person appears to need it.

Speak directly to the person with a disability. Speaking to the person's companion, rather than the person with the disability, can be very offensive. Use people-first language to emphasize the person, not the disability.

Hurtful	Respectful
Able-bodied	Student who does not have a disability
ADD student	Student who has attention deficit disorder
ADHD student	Student who has attention deficit hyperactivity disorder
Autistic student	Student who has autism spectrum disorder
Birth defect	Student who has a congenital disability
Blind student	Student who is blind
Brain damaged	Student with a brain injury
Confined to a wheelchair	Student who uses a wheelchair
CP Student	Student who has cerebral palsy
Crazy	Student with an emotional or mental disability
Crippled	Student with a physical disability
Developmentally delayed	Student who has a developmental delay
Disabled	Student with a disability
Downs	Student who has Down syndrome
Dumb	Student who is unable to speak
Dyslexic	Student who has dyslexia
Emotionally disturbed	Student with an emotional disability
Epileptic	Student who has epilepsy
Fits	Seizures
Handicapped	Student with a disability
Handicapped parking	Accessible parking
Insane	Student with an emotional or mental disability
Intellectually disabled	Student who has an intellectual disability
Learning disabled	Student who has a learning disability
Mentally handicapped	Student with an intellectual or cognitive disability
Mentally retarded	Student with an intellectual or cognitive disability
Moron	Student with an intellectual or cognitive disability
Mute	Student who is unable to speak
Nuts	Student with an emotional or mental disability
Paraplegic	Student who has paraplegia
Quadriplegic	Student who has quadriplegia
Retard	Student with an intellectual or cognitive disability
Retarded	Student with an intellectual or cognitive disability
Schizophrenic	Student who has schizophrenia
Spastic	Student who has spastic cerebral palsy
Special Ed student	Student who receives special education services
Stutterer	Student who stutters
Student in special education	Student who receives special education services
Wheelchair bound	Student who uses a wheelchair

CATEGORIES OF DISABILITY
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT & RESOURCES

Autism
Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences.

Resources:
Autism Society of America - www.autism-society.org
Autism Speaks – https://www.autismspeaks.org
National Autism Association – nationalautismassociation.org
National Autism Center – www.nationalautismcenter.org/
Oklahoma Autism Alliance – okautism.org
Tulsa Autism Foundation – www.autismtulsa.org

Deaf-Blindness
Deaf-blindness involves simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that students cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Resources:
American Association of the Deaf-Blind – www.aadb.org
Helen Keller National Center for Deaf-Blind Youths & Adults – https://www.helenkeller.org/hknc
I Can Connect – www.icanconnect.org
National Center on Deaf-Blindness – https://nationaldb.org
Oklahoma Deaf-Blind Technical Assistance Project – www.ou.edu.content/education/edpy/special-education/deaf-blind-project.html
Project IDEAL – http://www.projectidealonline.org/v/deaf-blindness/

Deafness
Deafness is a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Resources:
American Society for Deaf Children – www.deafchildren.org
The Deaf Resource Library – www.deaflibrary.org
Liberty Braille – www.libertybraille.com
National Institute on Deafness and Other Communication Disorders – https://www.nidcd.nih.gov/
Oklahoma Association of the Deaf – www.ok-oad.org/
Oklahoma School for the Deaf – www.osd.k12.ok.us

Developmental Delay
For children from birth to age 3 (under IDEA Part C) and children from ages 3 through 9 (under IDEA Part B), the term developmental delay, as defined by each state, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

Resources:
American Academy of Pediatrics – https://www.aap.org/en-us/Pages/Default.aspx
Centers for Disease Control and Prevention – https://www.cdc.gov/ncbddd/actearly/index.html
Developmental Delay Resources – www.devdelay.org
National Association for the Education of Young Children – http://naeyc.org
Project IDEAL – http://www.projectidealonline.org/v/non-categorical-developmental-delay/
Understood – https://www.understood.org/en/learning-attention-issues/treatments-approaches/early-intervention/what-you-need-to-know-about-developmental-delays

Emotional Disturbance
Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have emotional disturbances.
Resources:
Council for Children with Behavioral Disorders – www.ccbd.net/
INTEGRIS Mental Health Oklahoma – www.integrisok.com/mental-health-oklahoma-ok
Mental Health Services of Southern Oklahoma – www.mhsso.org/
National Alliance on Mental Illness – www.nami.org
Oklahoma Department of Mental Health and Substance Abuse Services – www.ok.gov/odmhsas/
Project IDEAL – http://www.projectidealonline.org/v/emotional-disturbance/

Hearing Impairment
Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness.
Resources:
Liberty Braille – https://libertybraille.com
Oklahoma School for the Deaf – www.osd.k12.ok.us
Project IDEAL – http://www.projectidealonline.org/v/hearing-impairments/

Intellectual Disability
Intellectual disability is significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
Resources:
Center for Parent Information & Resources – www.parentcenterhub.org/repository/intellectual/
Down Syndrome Association of Oklahoma – https://www.dsaco.org
National Down Syndrome Society – www.ndss.org
National Down Syndrome Congress – www.ndsccenter.org
Oklahoma Special Olympics – www.sook.org
Project IDEAL – http://www.projectidealonline.org

Multiple Disabilities
Multiple disabilities are simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
Resources:
Center for Parent Information and Resources – www.parentcenterhub.org/repository/multiple/
Perkins Scout - www.perkinselearning.org/scout/multiple-disabilities-educational-resources
Project IDEAL - http://www.projectidealonline.org/v/multiple-disabilities/
TASH – http://tash.org/
Teaching Students with Disabilities – https://sites.google.com/a/ucdavis.edu/teaching-students-with-disabilities/home/idea-disabilities/multiple-disabilities

Orthopedic Impairment
Orthopedic impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).
Resources:
Cerebral Palsy Guidance – https://www.cerebralpalsyguidance.com
National Association of Special Education Teachers – https://www.naset.org/orthopedicimpairment2.0.html
Orthopedic Impairments – www.orthopedicimpairments.weebly.com/for-teachers.html
Project IDEAL – http://www.projectidealonline.org/v/orthopedic-impairments/
Teaching Students With Disabilities – https://sites.google.com/a/ucdavis.edu/teaching-students-with-disabilities/home/idea-disabilities/orthopedic-impairment
United Cerebral Palsy – http://ucp.org/

Other Health Impairment
Other health impairment involves having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment and meets two criteria:

- It is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia or Tourette syndrome.
- It adversely affects a child's educational performance.

Resources:
CHADD – www.chadd.org
Centers for Disease Control and Prevention – https://www.cdc.gov/asthma/default.htm
Epilepsy Foundation – www.epilepsy.com
National Institutes of Health – https://www.nih.gov/
Project IDEAL – http://www.projectidealonline.org/v/health-impairments/
Tourette Association of America – https://www.tourette.org

Specific Learning Disability
Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantage.
Resources:
Bright Hub Education - http://www.brighthubeducation.com/
Center for Parent Information and Resources – www.parentcenterhub.org/repository/ld/
Center on Instruction – www.centeroninstruction.org
LD Online – www.ldonline.org
Learning Disabilities Association of America – https://ldaamerica.org/educators/
Project IDEAL – http://www.projectidealonline.org/v/specific-learning-disabilities/

Speech or Language Impairment
Speech or language impairment includes communication disorders such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a child's educational performance.
Resources:
American Speech-Language-Hearing Association – http://www.asha.org/
Center for Parent Information and Resources – http://www.parentcenterhub.org/repository/speechlanguage/
Cleft Palate Foundation – http://www.cleftline.org/
Project IDEAL – http://www.projectidealonline.org/v/speech-language-impairments/
The Stuttering Foundation – http://www.stutteringhelp.org/

Traumatic Brain Injury
Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
Resources:
Brain Injury Resource Center – http://www.headinjury.com/
Brainline – http://www.brainline.org/
National Association of Special Education Teachers – https://www.naset.org/traumaticbraininj2.0.html
National Resource Center for Traumatic Brain Injury – http://www.tbinrc.com/
Project IDEAL – http://www.projectidealonline.org/v/traumatic-brain-injury/

Visual Impairment Including Blindness
Visual impairments including blindness are impairments in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
Resources:
American Action Fund for Blind Children and Adults – https://actionfund.org
Center for Disease Control Facts About Vision Loss – https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/VisionLossFactSheet.pdf
Liberty Braille – libertybraille.com
New View Oklahoma – www.newviewoklahoma.org
Oklahoma Library for the Blind and Physically Handicapped – http://www.library.state.ok.us
Oklahoma School for the Blind – osb.k12.ok.us
Perkins School for the Blind – www.perkins.org
Project IDEAL – http://www.projectidealonline.org/v/visual-impairments/
Source: http://www.parentcenterhub.org/repository/categories/

GENERAL RESOURCES:
Why Diversity and Inclusion
https://www.okcareertech.org/about/diversity
CareerTech outlines the guiding principles behind diversity and inclusion.

Oklahoma ABLE Tech
https://www.okabletech.org/
Oklahoma ABLE Tech provides assistive technology services, including loan of equipment, services and accessible educational materials.

Special Education Resolution Center – https://www.okabletech.org/education-services/serc/
The Special Education Resolution Center offers innovative programs that assist school districts and parents in settling disputes regarding the individualized education programs of students with disabilities. The programs are provided at no cost through a partnership with the Oklahoma State Department of Education.

U.S. Department of Labor, Disability Resources https://www.dol.gov/general/topic/disability
It provides resources for people with disabilities who are in the workforce and includes laws, regulations, job search, responsibilities and rights.

OKLAHOMA SCHOLARSHIPS

Casy Cundiff Scholarship

The Oklahoma Association of Career and Technology Education/Education Services Special Populations offers a student a financial scholarship award to acknowledge the achievement of a career and technology student(s) who is a person with a disability and has overcome barriers to achieve his/her highest potential for success. The purpose for this student scholarship is to assist the student in accessing or completing a career and technology education career major or entering into the occupation for which he/she has trained. Up to two scholarship awards between $250 and $500 will be made depending upon funds available and number of scholarship awards presented. Scholarship awards must be used to assist with the cost of tuition, fees, books, tools and/or other expenses connected to employment or training. https://www.okcareertech.org/educators/professional-development/scholarships/okacte-essp-casy-cundiff-outstanding-student-scholarship-1/at_download/file

OK-AHEAD Scholarship

OK-AHEAD offers scholarship money to Oklahoma students with disabilities in postsecondary education. Applications must be postmarked on or before March 1 of the award year. Scholarships can be applied at any Oklahoma technology center or any two- or four-year college or university. Up to three scholarships will be awarded: one to a student who will attend or is attending an Oklahoma two-year institution, one to a student who will attend or is attending a four-year institution and one to a student who will attend or is attending a technology center. If there are no applicants from one of these institutions, the award will not be disbursed. The award amount will be up to $500 based on available OK-AHEAD funds. Scholarship applications (available in Word) must be received from Nov. 1 to March 1 for the subsequent academic year. Please contact Amber Bagwell of the University of Tulsa for additional information.

Economically Disadvantaged

TERMS

Supplemental Nutrition Assistance Program -- Enables low-income families to buy food in authorized stores.

Temporary Assistance for Needy Families -- A program that provides assistance and work opportunities to needy families by granting states the federal funds and wide flexibility to develop and implement their own welfare programs. The focus of the program is to help move recipients into work and to turn welfare into a program of temporary assistance. (Adapted from Office of Family Assistance)

Workforce -- Those individuals who are employed in a given organization or industry. The child welfare workforce includes those employed in either the public or private sector to provide professional services to children and families who are engaged in child abuse prevention programs, child protective services, out-of-home care or adoption or are otherwise served by the child welfare system. While there is a diversity of skills and services provided by these professionals, the purpose of their work is focused on promoting the safety, permanency and well-being of children, youth and families.

FAQ

How is economically disadvantaged status determined for accountability?
The Office of Accountability uses the economically disadvantaged element in the student personal object in the Wave to determine if a student has been identified as economically disadvantaged. This field is often prepopulated by your local SIS based on the lunch eligibility determination element. This field will only be marked yes if the student is individually eligible for free or reduced lunch services.

What is the difference between free/reduced and lunch eligibility determination?
The free/reduced field indicates if a student is receiving a free or reduced lunch, not his or her eligibility. A student could be eligible for free lunch, but refuse it and thus not receive the service. Additionally, a student could attend a community eligible school and receive free lunch, even though individually the student would not qualify.

What if my site is community eligible?
Community eligibility is reflected in the free/reduced status of a student, not the lunch eligibility determination. Even if your site is community eligible, each student will have an individual determination (lunch eligibility determination) that will identify their eligibility had they not been at a community eligible site. Note that even if you are community eligible, it is possible that some of your students would not be identified as economically disadvantaged as they are not individually eligible for free or reduced lunch.

How can I check if my information is sending correctly?
You can view the current eligibility data in the Wave's portal under the myData student tab. This information also can be reviewed during the Oct.1 report and the demographic overlay report.

When will I have the opportunity to review/certify the status of my students?
In April/May 2018, you will have the opportunity to review the status of your students through the demographic overlay report. The demographic overlay will serve as the certified demographic data for all students to be used in accountability. Please review the data sent by your SIS to the Wave prior to certifying the demographic overlay. If your students are not correctly populated, please contact your SIS vendor to identify how your local codes are being translated to the Wave.

Where can I get more help?
The Office of Accountability and Student Information are here to assist you. In many cases, discrepancies in economically disadvantaged status will need to be corrected by your SIS vendor through its mapping to the Wave. As each district has a unique vendor and local eligibility codes, OSDE is here to assist in what should be received, but we are unable to edit or view your local system. Please communicate with your SIS vendor to ensure the appropriate information is being collected and accurately translated to the Wave. OSDE has communicated these requirements to SIS vendors so they are prepared to assist.

Source: Economically Disadvantaged Determination FAQs, Office of Accountability, Oklahoma State Department of Education https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/LED%20FAQs%20all%20edits_0.pdf

GRANT RESOURCES

Calvin K. Kazanjian Economics Foundation Grants
The Calvin K. Kazanjian Economics Foundation is dedicated to increasing economic literacy and awards grants to organizations or groups that work to achieve that goal. Applicants should address the need for economic education, new methods of economic education and the general dissemination of economic education in their proposals. The foundation is more interested in projects with national solutions, rather than local or regional. There is no application form, but applicants should email, fax or mail a proposal following the criteria found on the website. Deadline: Feb. 15 and Sept. 15 annually.

Cornell Douglas Foundation Grants
The Cornell Douglas Foundation offers small grants to nonprofit organizations that work to advocate for environmental health and justice, promote stewardship and encourage respect for sustainability. With grant amounts averaging $10,000, the foundation supports programs in environmental health, sustainability and education for elementary and high school students. Deadline: Rolling.

ecoTech Grants
The Captain Planet Foundation, with support from the Voya Financial Foundation, is sponsoring grants aimed at combining technology and ecology. EcoTech Grants are intended to end an idea that students needed to choose between the screen or the green and can instead combine the two to combat today's challenges. Applicants should have youth-led projects that tackle environmental problems through use of technology. Deadline: Applications accepted year-round in two cycles.

Kinder Morgan Foundation Education Grants
In an effort to support tomorrow's leaders, the Kinder Morgan Foundation funds programs that support the academic and artistic growth of young people. Eligible programs must benefit K-12 youth in communities where Kinder Morgan operates. Areas of focus are academic programming (including tutoring) and arts education, and grant amounts range from $1,000 to $5,000. Deadline: The 10th of every month.

Oriental Trading Co. Education Grants
The Oriental Trading Co. Giving program aims to enrich the lives of children through education, youth programming and health care and human services. Eligible organizations include 501(c)(3) tax exempt organizations and public schools, colleges and universities. Deadline: Rolling.

SPIE Education Outreach and Sustaining Grants
The International Society for Optics and Photonics provides grants to projects relating to optics and photonics, as well as STEM projects involving optics and photonics. Applicants must display potential to impact students and increase optics and photonics awareness and will be judged on that criteria, among others. Organizations that receive education outreach grants twice in five years may only apply for a sustaining grant. SPIE grants have limits on what they can be used for. Deadline: May 31, annually.

Teaching Tolerance Educator Grants
Teaching Tolerance support projects that "create affirming school climates and educate young people how to thrive in a diverse democracy." Ranging from $500 to $10,000, grants fund projects at the school, classroom and district levels. Projects at the school and district levels should focus on improving school climate, responding to and preventing incidents of hate and embracing principles of tolerance and inclusion. At the classroom level, grants should help teachers promote empathy and kindness, positive identity development and critical thinking. Deadline: Rolling.

The Barney Family Foundation Grants
The Barney Family Foundation makes grants of up to $50,000 in the educational field, particularly those that benefit children in grades K-8, with emphasis on creating opportunities for better education. The foundation seeks original ideas with well-outlined plans for project implementation that will lead to tangible, replicable improvements in children's experiences. Grant-seeking organizations may work directly with children and families or may work on research, policy, and advocacy that demonstrably improves the lives of young people. Deadline: Sept. 30, annually.

Waste Management Charitable Contributions
Waste Management Inc. gives to organizations and programs that preserve and enhance natural resources; in particular, grants prioritize programs that emphasize environmental education, through which middle and high schools can learn about the importance of environmental stewardship and responsibility. Examples include environmental and science related projects, science fairs and Earth Day projects. Award amounts vary. Deadline: Rolling.

RECRUITMENT RESOURCES

3 Insights for Program Growth from our 2019 Adult Learner Survey
https://eab.com/insights/blog/adult-learner/3-insights-for-program-growth-from-our-2019-adult-learner-survey/
Recruitment insights from EAB Global.

9 Tips to Attract Gen Z Students
https://www.hanoverresearch.com/reports-and-briefs/9-tips-attract-gen-z-students/
From Hanover Research.

Adult Learning Research
https://www.cael.org/research-counts
Research-based resources from the Council for Adult and Experiential Learning.

Career Development Resources
https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources
Career and academic development resources from the Oklahoma Department of Career and Technology Education Career and Academic Connections staff.

Career Focus Magazine
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/careerfocus2018.pdf
Career Focus is a career exploration and preparation guide. This full-color magazine combines essential guidance with web activities and skill builder opportunities to help prepare users for education and the workplace.

Career Readiness Stakeholder Engagement Tool
https://careertech.org/resource/career-readiness-stakeholder-engagement-tool
This March 2017 tool, developed through the New Skills for Youth initiative, guides users through nine steps in planning effective interactions with specific stakeholders.

CareerTech Champions profiles
https://www.okcareertech.org/news/careertech-champions
CareerTech Champions are profiles of individuals who applied what they learned and became successful employees, entrepreneurs and business leaders.

Creating Entrepreneurship Pathways for Opportunity Youth
https://www.aspeninstitute.org/publications/creating-entrepreneurship-pathways-for-opportunity-youth/
Opportunity youth, the 4.6 million young people who are neither in work nor in school, often encounter significant barriers to education and employment, and entrepreneurship programs may offer solutions to the challenges they face. Entrepreneurship programs have the potential to help these youth gain the business

skills and experience needed to succeed in the working world – whether as entrepreneurs or employees – while also providing wraparound services that help them thrive in their daily lives. This January 2019 report explores the potential for using entrepreneurship to engage and create pathways for opportunity youth by examining existing entrepreneurship programs and sharing emerging models for creating and adapting entrepreneurship programming targeted to the specific needs and aspirations of opportunity youth.

CTE Marketing Best Practices and Campaigns Playbook
https://www.washingtonstem.org/wp-content/uploads/2018/10/CTE-Marketing-Playbook.pdf
The Playbook contains a variety of resource materials to help CTE directors successfully promote their programs, including general marketing best practices, gen Z marketing strategies and sample campaign concepts.

Demand-Driven Training for Youth Employment Toolkit
https://youtheconomicopportunities.org/DDTtoolkit
The goal of the Toolkit is to accelerate the scaling of world-class demand-driven training youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs.

Making the Case for CTE
https://careertech.org/campaign-video
This May 2018 video from Advance CTE provides an overview of how CTE prepares learners for their futures while closing the skills gap for employers across the country.

OK Career Guide
https://www.okcareertech.org/educators/career-and-academic-connections/ok-career-guide
Ok Career Guide system offers opportunities users need to be successful in career planning adventures:
- Set career goals.
- Develop individual career plans.
- Create personal portfolios and 3-portfolios to aid in job searching.
- Take assessments that link interests, skills and values to careers.
- Explore careers, including military occupations.
- Research and link to schools.
- Locate scholarships.
- Connect to business and industry.
- Build resumes and cover letters.
- Learn how to interview and use social media in the job search process.

Pathways to High-Quality Jobs for Young Adults
https://www.brookings.edu/research/pathways-to-high-quality-jobs-for-young-adults/?utm_campaign=Metropolitan%20Policy%20Program&utm_source=hs_email&utm_medium=email&utm_content=67354979
This 2018 report from the Brookings Institution examines two main questions: the quality of jobs (as measured by wages, benefits, hours and job satisfaction) held by 29-year-olds who experienced disadvantage in adolescence and whether particular employment, education and training experiences in adolescence and early adulthood predict higher quality jobs for 29-year-olds from disadvantaged backgrounds.

Role of Adults in Postsecondary CTE
https://nationalskillscoalition.org/news/blog/as-states-gear-up-for-perkins-planning-advocates-can-help-shed-light-on-role-of-adults-in-postsecondary-cte2
This is a blog post from the National Skills Coalition.

Strategies for Strengthening the Technical Workforce
https://www.cpre.org/sites/default/files/cpre-tc_techworkforce_rr.pdf
In this 2017 report from the Consortium for Policy Research in Education, the authors seek to help policymakers develop strategies to meet workforce challenges. They examine research findings on strengthening skills development through various types of career and technical education and strategies to increase access to this type of programming.

This Is CareerTech video
https://www.youtube.com/watch?v=_CB_y5Uvkcc&feature=youtu.be
The video looks at the various delivery arms of Oklahoma CareerTech and the impact those have on Oklahoma's education and business communities.

Using Social Media for Student Recruitment and Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
This is a blog article from the Pennsylvania Association of Career & Technical Administrators.

Work-Based Learning Manual
https://wbl.fhi360.org/
This is a how-to guide for work-based learning.

Work-Based Learning Model Policy Components
https://www.ecs.org/wp-content/uploads/Work-Based-Learning-Model-Policy-Components.pdf
This 2018 resource comes from the Education Commission of the States.

STUDENT SUCCESS RESOURCES

9 Powerful Practices
http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/Nine-Powerful-Practices.aspx
These nine strategies are designed to help raise the achievement of students living in poverty, from Educational Leadership.

10 Equity Questions to Ask About CTE
https://www.jff.org/points-of-view/10-equity-questions-ask-about-career-and-technical-education/
These questions come from Jobs for the Future.

A Synthesis of Research on What Works in High-Performing/High-Poverty Schools
https://csi.boisestate.edu/wp-content/uploads/2011/08/NSBAApril2010.pdf
This presentation comes from faculty of Boise State University.

Access and Equity Resources
https://careertech.org/resources/access-and-equity
This list of resources comes from Advance CTE.

Best Practices in CTE Program Planning and Evaluation
https://www.hanoverresearch.com/reports-and-briefs/cte-best-practices-program-planning-evaluation/
This list comes from Hanover Research.

Building a Pedagogy of Engagement for Students in Poverty
http://www.edchange.org/publications/PDK-Pedagogy-of-Engagement.pdf
This article comes from the Kappan.

Closing the Achievement Gap: Four States' Efforts
https://www.ecs.org/clearinghouse/01/17/10/11710.pdf
This article comes from the Education Commission of the States.

Connecting Career and Technical Education to Economically Disadvantaged Students
https://www.hawaii.edu/cte/publications/econ_dis.pdf
This guide comes from the University of Hawaii.

Educational Equity Discussion Guide
https://www.hanoverresearch.com/reports-and-briefs/educational-equity-discussion-guide/
This guide comes from Hanover Research.

Engaging Students with Poverty in Mind: The Seven Engagement Factors
http://www.ascd.org/publications/books/113001/chapters/The-Seven-Engagement-Factors.aspx
This is a book chapter from ASCD.

Five Social Disadvantages That Depress Student Performance
https://www.epi.org/publication/five-social-disadvantages-that-depress-student-performance-why-schools-alone-cant-close-achievement-gaps/
This report comes from the Economic Policy Institute.

Focus in CTE Can Boost Grad Rates for Low-Income Students
https://cabinetreport.com/curriculum-instruction/focus-in-cte-can-boost-grad-rates-for-low-income-students
This article comes from K-12 Daily.

How Teachers Can Help Students from Low-Income Households
https://education.cu-portland.edu/blog/curriculum-teaching-strategies/teachers-help-low-income-students/
This blog post is from Concordia University-Portland.

How to Help Low-Income Students Succeed
https://www.theedadvocate.org/how-to-help-low-income-students-succeed/
This blog post is from The Edvocate.

How to Help Low-Income Students Succeed
https://greatergood.berkeley.edu/article/item/how_to_help_low_income_students_succeed
This book review is from Greater Good Magazine.

National Center for Homeless Education
https://nche.ed.gov/resources/
This is a resources web page.

Perkins Data Explorer
https://perkins.ed.gov/pims/DataExplorer
This contains data about student populations, including economically disadvantaged students.

Practices Implemented by Rural High Schools That Produce College and Career Ready Graduates
http://researchcollaboration.org/uploads/StateNeutralRuralPSOReport091814.pdf
This report was developed by the Research Collaboration at the University of Kansas Center for Research on Learning.

Scaling Up Individualized Tutorials
https://www.hamiltonproject.org/papers/improving_academic_outcomes_for_disadvantaged_students_scaling_up_individua
This is a policy proposal from The Hamilton Project.

Strategies for Closing the Achievement Gaps
http://www.nea.org/assets/docs/CAREguide2011.pdf
This is a publication from the NEA.

The Positive Impact of Project-Based Learning on Attendance of an Economically Disadvantaged Student Population
https://docs.lib.purdue.edu/cgi/viewcontent.cgi?referer=https://www.bing.com/&httpsredir=1&article=1496&context=ijpbl
This is a report of a multiyear study.

GENERAL RESOURCES
Department of Labor WIOA Blog
https://blog.dol.gov/
The blog provides information about compliance assistance, education, job training, unemployment and workplace rights.

National Urban League
https://www.nuljobsnetwork.com
The National Urban League offers programs and training for individuals with barriers to job networks. It provides opportunities for individuals to explore jobs, apply for jobs and receive personalized job alerts.

Oklahoma Department of Human Services
http://www.okdhs.org/Pages/default.aspx
It provides assistance family support, respite, child care benefits, emergency financial assistance, help with utility services, SNAP and refugee assistance.

Oklahoma Works
https://oklahomaworks.gov
It provides resources, education and training.

Supplemental Nutrition Assistance Program
866-411-1877
SNAP enables low-income families to buy food with electronic benefits transfer cards.

Temporary Assistance for Needy Families
TANF@okdhs.org
TANF provides temporary support in meeting basic needs, training leading to employment, employment services and child care assistance for qualified families with children

Non-Traditional Fields

TERMS

Nontraditional Career — A job is considered nontraditional if less than 25 percent of the workforce is of the worker's gender.

Nontraditional fields — Occupations or fields of work, such as careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work.

Nontraditional Student — An individual enrolled in a training program in which 75 percent of the enrollment consists of the opposite gender is considered a nontraditional student.

NONTRADITIONAL STUDENTS OR CAREER PATHS

Nontraditional careers can offer exciting options. A diverse workforce can create more innovative and productive work environments for everyone. You can make a difference in students' educational experiences by encouraging them to develop career plans based on their strengths and interests rather than on their genders.

WHY CONSIDER A NONTRADITIONAL CAREER?

People who choose careers based on their interests, skills and abilities rather than on gender stereotypes experience greater rewards and job satisfaction.

NONTRADITIONAL CAREERS FOR WOMEN

Nontraditional career paths for women generally fall into a few broad categories: labor-intensive jobs, science, technology and supervisory.

Architecture & Construction
- Carpenter/Carpentry & Mason/Masonry
- Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician

Information Technology
- Computer & Information Systems Security
- Modeling, Virtual Environments & Simulation

Manufacturing
- Machine Tool Technology/Machinist
- Welder

Science, Technology, Engineering and Math
- Civil Engineer
- Environmental Chemistry
- Fire Protection & Safety Technology/Technician

Transportation, Distribution & Logistics
- Auto Body/Collision & Repair Technician
- Automobile/Automotive Mechanics Technician

NONTRADITIONAL CAREERS FOR MEN

These careers tend to involve education, health and service-related jobs.

Business, Management and Administration
- Administrative Assistant Specialist
- Office Management & Supervision

Education
- Child Care Worker/Provider
- Early Childhood Education & Teaching
- School Librarian
- Special Education Educator

Health Science
- Dental Assisting/Assistant
- Registered Nurse or Nursing Practice
- Therapeutic Massage Therapist

Human Services
- Cosmetologist
- Social Work

Law Public Safety Corrections & Security
- Court Reporting/Legal Assistant/Paralegal

TOP 10 REASONS TO CHOOSE NONTRADITIONAL CAREERS

1. Use abilities and interests to explore job choices.
2. Earn higher wages.
3. Expand the variety of available careers.
4. Offer opportunities for advancement.
5. Offer specialized education and technical skills.
6. Learn based on personal interests.
7. Offer new ways of thinking and interacting.
8. Offer increased job satisfaction and enjoyment.
9. Provide society a chance to think differently.
10. Pave the way for the next generation.

TIPS TO BUILD, RECRUIT AND SUPPORT NONTRADITIONAL CAREER PATHWAYS

Raise Awareness
- Identify careers offered within the community.
- Identify the nontraditional course programs offered in your community.
- Communicate societal benefits of nontraditional careers to boost interest.
- Evaluate school materials for positive images of gender-specific employees.
- Revise school materials to contain gender-neutral language.
- Use gender-neutral language throughout the campus.
- Enforce a clear sexual harassment policy.
- Promote and invite gender-specific role models.

Provide Equal Opportunities
- Engage students with realistic on-the-job activities.
- Discuss how specific fields apply to real-world problems and situations.
- Present instructional content in multiple ways; promote this instructional differentiation in all classrooms.
- Be flexible in how you allow students to work and accomplish tasks.
- Provide tutoring and basic skills instruction to students who may need extra time and support.
- Use a case management approach in which one person monitors and guides a student.
- Provide examples of nontraditional workers who have achieved both small and big gains in their fields.
- Ensure equipment and facilities in all sizes are available for both men and women.
- Make sure all students have opportunities to perform all tasks.
- Clarify performance expectations and do not underestimate students' potential based upon gender.

Connect with the Community
- Build collaborative partnerships.
- Invite successful former students to speak to the class.
- Create curricula that implements criteria specific to jobs in your community.
- Offer field trips so students can meet successful nontraditional workers at their jobs.
- Advertise CTE programs.
- Provide overview of benefits to hiring CTE students.

Connect with Feeder Schools
- Foster various avenues of student referrals.
- Publicize the appeal of CareerTech courses.
- Create partnership recruitment policies, procedures and processes.
- Offer incentives to current program students to recommend new students of specific genders to programs.
- Promote priority registration to specific demographic groups.
- Offer extracurricular opportunities to gender-specific students to visit the program classes.

Connect with Students

- Address stereotypes and debunk the stereotype myths that careers are gender-specific.
- Recognize potential isolation issues.
- Personalize attention to students.
- Reinforce male and female equality.
- Send a "Welcome Letter" to each nontraditional student with support service information.
- Foster self-esteem and self-efficacy in potential nontraditional students.
- Develop nontraditional student newsletter and/or websites.
- Follow up when students leave the program to learn how to better support future students.
- Listen to student enhancement ideas for future students.
- Educate students about sexual harassment issues.

Connect with Colleagues

- Seek learning communities working within nontraditional career paths.
- Share knowledge with others to build nontraditional partnerships.
- Provide supportive collaboration to help create student excitement about job opportunities.
- Develop new approaches that promote effective teaching and student achievement.

Assist Students to Connect with Peers

- Develop student clubs, mentorships or support groups so nontraditional students can meet.
- Hold social gatherings to help nontraditional students integrate into the program and the campus.
- Coordinate training sessions and class activities for peer groups to enhance student emotional support.

Foster Supportive Gateways for families

- Acknowledge that students balance school and family/personal responsibilities.
- Connect students who are parents with resources such as school-based child care.
- Provide opportunities for family members to learn about students' programs, potential salaries, societal benefits and role models in the field to garner family support.
- Inform students of resources such as financial aid, academic and career support services and employment assistance.
- Advise students and families of various school offerings.

Bridge Nontraditional Training with Employment

- Inform students about nontraditional jobs.
- Educate students about the higher pay associated with many nontraditional jobs.
- Host job opening websites or bulletin boards.
- Provide career/job fairs, e-mentoring and job shadowing opportunities.
- Invite employers to present to the class about employment opportunities and expectations.
- Discuss job application and interview processes.
- Facilitate internships to provide students with first-hand experience in the field.

MYTHS

Myth: Certain jobs are men's work and other jobs are women's work.
Fact: Attitudes about which jobs are appropriate for men and which ones are appropriate for women are the result of tradition and socialization. The vast majority of job requirements are unrelated to sex.

Myth: Nontraditional jobs for women always require heavy lifting
Fact: Some do. Many don't. For example, companies and communities are training new workers of all ages for many different jobs in information technology and telecommunications. Train companies recruit for conductors and dispatchers. Women obtain indoor painting, plastering and floor covering jobs. Employers recruit women for historic preservation and forest management.

Myth: Women won't like trade work.
Fact: Many women enjoy working with their hands and working outdoors. They take great pride in knowing that they have helped to build or create something. As a result, researchers have found that most tradeswomen have a high degree of job satisfaction.

Myth: Men are not (or are less) nurturing and thus cannot make good nurses and teachers.
Fact: Many men are nurturing and are successful and effective in careers like nursing and teaching. Many men also want to be active fathers and involved with their families. Sometimes boys and men are discouraged from expressing their nurturing toward others because it is not masculine for men to show their nurturing side and skills. Young boys may get teased for playing with dolls or having a favorite teddy bear. Nurturing is more a matter of personality and skills, not gender.

Myth: A man's place is in the workforce making money as the breadwinner in the family.
Fact: Although more women than men are the main caregivers in their families, more and more fathers are becoming the primary parent for their children. More fathers are staying home and taking care of their children while the wife/mother works, more fathers are participating equally in the housework and child care in their family, and more fathers have sole or shared custody of their children in situations of divorce. With most wives/mothers working full-time, fathers need to participate fully in the important job of raising their children.

Myth: A man can't make enough money if he goes into a nontraditional career or job.
Fact: While it's true that traditionally female jobs and careers often pay less than traditionally male ones, men can make a good living supporting themselves and helping to support their families in nontraditional jobs and careers. Although money is important in deciding what work to pursue, it is not the only (or even the most important) consideration. Just as the women's movement has helped women achieve greater employment opportunities and equal/fair pay, men need the permission to pursue studies and careers based on their interests, skills and satisfaction, not solely on how much money these jobs/careers pay.

Myth: Nontraditional jobs are too dirty, noisy and dangerous for women.
Fact: Nontraditional jobs are often dirty and sometimes dangerous. However, both men and women must weigh the hazards with the benefits of taking certain jobs. In addition, many traditionally female jobs, like mothering and nursing, are dirty and messy, and some also have health hazards, such as computer terminal radiation and carpal tunnel syndrome. Many women do not mind getting dirty when they are paid a good wage, and with proper safety instruction, all workers can minimize the danger they experience on the job.

Myth: Only younger workers can get nontraditional jobs.
Fact: Most trades do not have a maximum age for apprentices or trainees. The U.S. Department of Labor gives grants to groups that help people of all ages get skill training. Many companies are interested in training reliable, mature workers.

Source: University of Hawaii Community Colleges, https://uhcc.hawaii.edu/nontrad/myths_facts.php

RESOURCES

7 Strategies for Recruiting Adult Learners and Non-Traditional Students
https://www.oho.com/blog/marketing-and-recruiting-adult-learners-and-non-traditional-students
These insights from OHO Interactive—Digital Marketing Agency can apply to career and technology education providers as well as to higher education institutions.

Accelerating Opportunity in Rural Regions: Designing Pathway Programs for Adults and Other Non-Traditional Learners
https://www.jff.org/resources/accelerating-opportunity-rural-regions-designing-pathway-programs-adults-and-other-non-traditional-learners/
Learn how to overcome barriers to design systems and pathways that help adults and other nontraditional populations.

Access and Equity Resources
https://careertech.org/resources/access-and-equity
This resource list is from Advance CTE.

American Association of University Women
www.aauw.org
AAUW is a grassroots organization working to improve the lives of women and their families. It provides research, workshops and educational funding and awards.

Association for Women in Science
www.awis.org
AWIS is a global network that inspires bold leadership, research and solutions that advance women in STEM, spark innovation, promote organizational success and drive systemic change.

CareerTech Champions profiles
https://www.okcareertech.org/news/careertech-champions
These are profiles of individuals who applied what they learned and became successful employees, entrepreneurs and business leaders.

Career Development Resources
https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources
These career and academic development resources are from the Oklahoma Department of Career and Technology Education Career and Academic Connections staff.

Career Focus Magazine
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/careerfocus2018.pdf
Career Focus is a career exploration and preparation guide. This full-color magazine combines essential guidance with web activities and skill builder opportunities to help prepare users for education and the workplace.

Career Readiness Stakeholder Engagement Tool
https://careertech.org/resource/career-readiness-stakeholder-engagement-tool
This March 2017 tool, developed through the New Skills for Youth initiative, guides users through nine steps in planning effective interactions with specific stakeholders.

Department of Labor WIOA Blog
https://blog.dol.gov/
The blog provides posts that include information about compliance assistance, education, job training, unemployment and workplace rights.

Educational Equity Discussion Guide
https://www.hanoverresearch.com/reports-and-briefs/educational-equity-discussion-guide/
The guide is from Hanover Research.

Institute for Women in Trades, Technology & Science
www.iwitts.org
The institute provides professional development, proven practices and free resources to increase women in technology classes.

Making the Case for CTE
https://careertech.org/campaign-video
This May 2018 video from Advance CTE provides an overview of how CTE prepares learners for their futures while closing the skills gap for employers across the country.

National Alliance for Partnerships in Equity
www.napequity.org
The National Alliance for Partnerships in Equity is a consortium of state and local agencies, corporations, and national organizations. Through its four lines of business — professional development, technical assistance, research and evaluation and advocacy — NAPE strives to achieve its mission of building educators' capacity to implement effective solutions for increasing student access, educational equity and workforce diversity.

National Urban League – Programs and Training for Individuals with Barriers to Job Network
https://www.nuljobsnetwork.com
The league provides opportunities for individuals to explore jobs, apply for jobs and receive personalized job alerts.

National Women's Law Center
www.nwlc.org
The center includes advocates, experts and lawyers who fight for gender justice, taking on issues that are central to the lives of women and girls.

OK Career Guide
https://www.okcareertech.org/educators/career-and-academic-connections/ok-career-guide
Ok Career Guide system offers opportunities users need to be successful in career planning adventures:

- Set career goals.
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- Research and link to schools.
- Locate scholarships.
- Connect to business and industry.
- Build resumes and cover letters.
- Learn how to interview and use social media in the job search process.

Oklahoma Works – Improving Employment Skills
https://oklahomaworks.gov
It provides resources, education and training.

Pathways to High-Quality Jobs for Young Adults
https://www.brookings.edu/research/pathways-to-high-quality-jobs-for-young-adults/?utm_campaign=Metropolitan%20Policy%20Program&utm_source=hs_email&utm_medium=email&utm_content=67354979
This 2018 report from the Brookings Institution examines two main questions: (1) the quality of jobs (as measured by wages, benefits, hours and job satisfaction) held by 29-year-olds who experienced disadvantage in adolescence; and (2) whether particular employment, education and training experiences in adolescence and early adulthood predict higher quality jobs for 29-year-olds from disadvantaged backgrounds.

Strategies for Strengthening the Technical Workforce
https://www.cpre.org/sites/default/files/cpre-tc_techworkforce_rr.pdf
In this 2017 report from the Consortium for Policy Research in Education, the authors seek to help policymakers develop strategies to meet workforce challenges. They examine research findings on strengthening skills development through various types of career and technology education and strategies to increase access to this type of programming.

This Is CareerTech
https://www.youtube.com/watch?v=_CB_y5Uvkcc&feature=youtu.be
This video looks at the various delivery arms of Oklahoma CareerTech and the impact they have on Oklahoma's education and business communities.

United Nations Educational, Scientific and Cultural Organization – Gender Equality
http://www.unesco.org/new/en/brasilia/social-and-human-sciences/human-rights/gender-equality/
UNESCO works to make an original and holistic contribution to creating an enabling environment for gender equality through coordinated actions in its five distinct major programs:

- In education, UNESCO works to address gender disparities and promotes equality throughout the education system – in participation in education (access), within education (content, context and practices, delivery modes and assessments) and through education (learning outcomes, life and work opportunities)
- In the natural sciences, UNESCO works toward providing strong role models for women, developing women's capacities and supporting knowledge generation and dissemination that contributes to advancing equitable and sustainable development
- In the social and human sciences, UNESCO works to foster the inclusion of gender equality considerations in social inclusion and transformation policies. In its activities targeting young people, the organization places special emphasis on the needs, expectations and aspiration of women in disadvantaged positions. It also develops the capacities of men and boys to become strong gender equality advocates
- Ensuring that women and men equally enjoy the right to access, participate in and contribute to cultural life is a guiding principle for UNESCO's work on culture. The international Cultural Conventions promote the inclusion of all community members in their implementation at the international, national and local levels, encouraging women and men to benefit equally from heritage and creativity
- UNESCO's communication and information program spearheads initiatives to empower women and girls, such as the development of Gender-Sensitive Indicators for Media and the promotion of gender-sensitive open educational resource policies.

United States Department of Labor Women's Bureau
www.dol.gov/wb/
The bureau develops policies and standards and conducts inquiries to safeguard the interests of working women, to advocate for their equality and economic security for themselves and their families and to promote quality work environments.

Using Social Media for Student Recruitment & Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
The blog article is from the Pennsylvania Association of Career & Technical Administrators.

Wider Opportunities for Women
www.wowonline.org
This is a finance website for women.

Single Parents

TERMS

Single Parent – A single male or female parent who cares for dependent children including single pregnant teens.

Displaced Homemaker – An individual who has worked primarily without pay, who cares for a home and family, who has diminished marketable skills and who has been dependent upon another family member but is no longer supported by that income; or a parent who is unemployed or underemployed, who is experiencing difficulty in obtaining or upgrading employment and whose youngest dependent will be ineligible to receive assistance under the Social Security Act no later than two years after the date on which the parent applies for assistance.

CAREER GUIDANCE

- Determine the wages students will need to be self-sufficient.
- Determine the appropriate level of career training students need.
- Determine the financial requirements students will need to be self-sufficient.
- Emphasize nontraditional careers that offer greater earning potential.
- Help displaced homemakers and many students returning from absences in the labor market identify skills that translate into the workplace.

ECONOMIC SUPPORT

- Support students in completing finanical aid forms and scholarship applications.
- Identify and link students with community agencies to provide needed support.
- Assist students with fees, transportation expenses, childcare, books, etc.
- Teach students financial responsibility by offering training and setting budgets.
- Develop class schedules and alternative delivery systems (i.e., distance learning) that allow individuals that work or take care of children to attend school.
- Link students with clothes closets and dress for success programs for interview and work clothes.

INSTRUCTIONAL SUPPORT

- Encourage tutoring or study groups for students.
- Help students with registration for subsequent terms to ensure continued enrollment.
- Provide instructors with training on giving feedback in constructive and sensitive ways.

EMOTIONAL SUPPORT

- Use a case management approach in which one person guides and monitors the student.
- Find role models who overcame economic disadavantages.
- Match mentors with students.
- Provide information on resources available at community agencies.
- Refer single parents to resources for child care.
- Organize support groups.
- Offer stress manamgement classes or workshops.
- Present parenting classes and connect individuals with respite agencies.

FAQ

What are the rights of pregnant students and those who have recently given birth?
Title IX of the Education Amendments of 1972 prohibits any school receiving federal funds from discriminating on the basis of sex — including pregnancy and parental status — in educational programs and activities (with the exception of some religious schools). Students who are pregnant or recovering from childbirth must receive the same accommodations they would receive for any other medical condition, including special services, medically excused absences, reasonable adjustments to facilities and schedules and the ability to participate in extracurricular activities. Schools may not force pregnant students to provide doctors' notes to participate in activities, for example, unless all students with temporary medical

conditions must also provide a doctor's note. The school must provide all students with the name and contact information of a Title IX coordinator, who is responsible for overseeing discrimination complaints. Read more here: https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html.

What are the rights of breastfeeding students?
Students who are breastfeeding have the same rights under Title IX as those who are pregnant or recovering from childbirth — the same rights as any other student with a temporary medical condition. They must be allowed to pump milk on campus and cannot be penalized for time taken from class for pumping, especially if students with other temporary medical needs would not be penalized for missing class time.

What are some of the biggest barriers to pregnant and parenting students?
According to a 2017 study by the National Women's Law Center, the biggest barriers that prevent pregnant and parenting students from obtaining an education are the following:

- Environment of discouragement.
- Lack of support.
- Punitive absence policies.
- Need for accommodations in school.
- Inaccessible homebound instruction.
- Unequal alternatives (such as being forced to leave the regular school and attend an alternative school).
- Lack of child care.
- Need for transportation.
- Stress, insufficient time and the need to work.
- Economic, housing and family instability.
- Stigma, bullying, harassment and violence.

How can teachers and schools help support students who are also single parents?

- Ensure students are aware of their rights.
- Consider homework and outside-of-class projects carefully and give class time to work on projects when possible.
- When scheduling outside-of-class activities, give as much notice as possible. Make a save-the-date announcement even if details have not been finalized.
- Allow for children on-site when possible. This can range from allowing a parent to bring a nursing newborn to class on a regular basis to providing a space for older kids to play or read when parent-students must attend classes, lectures, workshops, etc., outside of their regular class schedules.
- Excuse students who miss class because of a sick child.
- Do not tolerate harassment against students who are pregnant or parenting.
- Develop and publicize policies to help pregnant and parenting students stay in school.

Sources:

- National Women's Law Center
  - o FAQ: Breastfeeding Students
    https://nwlc.org/resources/faq-breastfeeding-students/
  - o Stopping School Pushout for: Girls Who Are Pregnant or Parenting
    https://nwlc.org/resources/stopping-school-pushout-for-girls-who-are-pregnant-or-parenting/
- Pregnant or Parenting? Title IX Protects You From Discrimination At School
  https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html

RESOURCES

10 Things Schools Can Do to Support Single-Parent Families
https://schoolleadersnow.weareteachers.com/10-things-schools-can-do-to-support-single-parent-families/
Samantha Cleaver discusses the importance of creating a culture that acknowledges and provides support for single-parent families.

How Faculty Can Help Student Parents Succeed
https://www.insidehighered.com/advice/2018/11/30/advice-supporting-student-parents-and-other-caregivers-opinion
Larissa M. Mercado-López offers advice for how faculty members can better support student who are parents as well as those who are caregivers in other ways.

National Women's Law Center
The National Women's Law Center fights for gender justice — in the courts, in public policy and in our society — working across the issues that are central to the lives of women and girls.
- FAQ: Breastfeeding Students
  https://nwlc.org/resources/faq-breastfeeding-students/
- Stopping School Pushout for: Girls Who Are Pregnant or Parenting
  https://nwlc.org/resources/stopping-school-pushout-for-girls-who-are-pregnant-or-parenting/

Oklahoma Single Parent Scholarship Program
http://www.okspsp.org
The program awards scholarships to low-income single parents attending postsecondary schools.

U.S. Department of Education
Pregnant or Parenting? Title IX Protects You From Discrimination At School
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html
This document provides information about student's rights related to Title IX and includes information about the following:
- Classes and school activities.
- Excused absences and medical leave.
- Harassment.
- Policies and procedures.
- Helpful tips for pregnant and parenting students.

Supporting the Academic Success of Pregnant and Parenting Students
https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf
This pamphlet has been prepared for secondary school administrators, teachers, counselors, parents and students. It provides the following:
- Background on school retention problems associated with pregnant and parenting students.
- Information on the law's specific requirements regarding pregnancy and parenthood.
- Strategies that educators can use and programs that schools can develop to address the educational needs of students who become pregnant or have children.

Advantage Community Resource
www.acr360.org
Advantage Community Resources is a multifaceted organization, incorporating elements of counseling, education and advocacy.

Boys & Girls Clubs of America
https://www.bgca.org
Boys & Girls Clubs of America's mission is "to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens."

Community Action Agency
www.caaofokc.org
The agency provides income-eligible residents with assistance, services and programs, including the following:
- Emergency
  - o Drug/alcohol treatment programs

- o Emergency home repair
- o Rent/mortgage assistance
- o Utility assistance
- Children and youth
  - o Head Start and Early Head Start
    - Eligibility and how to apply
    - Assessments
    - Parent involvement
- Community
  - o Community venters
  - o Legal assistance
  - o Senior devices
  - o Tax assistance
- Financial
  - o Green home loans
  - o Matched savings program
  - o Money and me
  - o Small business loan assistance
  - o Small business training
- Health
  - o Prescription assistance
  - o Sober living
  - o Turning point
- Housing
  - o Assistance with down payments/closing costs
  - o Homebuyer education
  - o Weatherization

Community Health Centers
https://comunityhealthok.org
Community Health Centers is a federally qualified health center in central Oklahoma that provides primary health care and other health-related services on a sliding scale income basis.

Family Life Learning Centers
www.raisingthegrade.net
Family Life Learning Centers' mission is to identify and deliver strategies, resources and technologies to families in the communities they serve.

Habitat for Humanity
https://www.habitat.org
The organization assists families in achieving long-term homeownership.

National Urban League – Project Ready Mentor
https://nul.org/education
Project Ready Mentor helps students progress academically, socially and intellectually through enrichment opportunities, and develop important skills and attitudes with guidance of a trained mentor.
The program specifically targets 11 to 18-year-old African Americans, and other urban youth, who are particularly vulnerable to disengagement from school, community, and the workforce.

Oklahoma Community Action
https://okacaa.org
Community Action Agencies use a broad range of strategies to address family and community needs.
- Community Coordination: Resident participation, neighborhood and community organization, information and referrals
- Education: Head Start, literacy, adult basic education
- Economic Development: Loans, business planning assistance
- Emergency Services: Food pantries, energy assistance, homeless shelters, natural disaster assistance

- Employment Training: Job training, placement and creation
- Food and Nutrition: Meals on Wheels, congregate meals for elderly people, food banks
- Health Care: Health clinics, prescription assistance, transportation to health care assistance, treatment for substance abuse
- Housing: Homebuyer counseling, self-help housing construction, rental assistance
- Income Management: Individual development accounts, budget counseling, tax counseling
- Transportation: Bus service, transportation to jobs and school

Oklahoma State Health Department
https://www.ok.gov/health/
Family Health Services
- Maternal and Child Health Service
  - o Breastfeeding
  - o Improving infant outcomes
- Dental Health Service
- Family Support and Prevention Service
  - o Office of Child Abuse Prevention
  - o Child Guidance Service
  - o Children First Program
- Infant and Children's Health Advisory Council
- Screening and Special Services
- Women, Infants and Children Program Service
- SoonerStart is Oklahoma's early intervention program. It is designed to meet the needs of families with infants or toddlers with developmental delays and/or disabilities in accordance with the Individuals with Disabilities Education Act). The program builds upon and provides supports and resources to assist family members to enhance infants or toddler's learning and development through every day learning opportunities.

Oklahoma Works – Employment Services
https://oklahomaworks.gov
Oklahoma Works aligns resources, education, training and job opportunities to build Oklahoma's workforce.

Oklahoma Workforce Development Issuance #02-2019
https://oklahomaworks.gov/wp-content/uploads/2019/07/3c.-OWDI-02-2019-Data-Validation-Combined.pdf
The Oklahoma Office of Workforce Development, as the governor's chosen Workforce Innovation and Opportunity Act administrative entity, provides this issuance as guidance to the workforce system on the state of Oklahoma's data validation and source documentation requirements for the WIOA Title I programs and the Wagner-Peyser Employment Services as amended by Title III.

Oklahoma Workforce Development Issuance #19-2017
https://oklahomaworks.gov/docs/2017/10/OWDI-19-2017-Adult-Dislocated-Worker-Programs.pdf
This Oklahoma Workforce Development issuance is intended to provide guidance to the Oklahoma workforce system on providing adult and dislocated worker program services under WIOA Title I to individuals served by Wagner-Peyser, as amended by WIOA Title III.

Project Ready Mentor
http://www.urbanleagueok.org/programs/children-and-families/project-ready-mentoring/
It provides students ages 11 to 18 with weekly activities that promote positive behaviors and academic excellence.

Safe Families
https://safe-families.org
Through host families, family friends and family coaches, Safe Families for Children temporarily host children and provide a network of support to families in crisis while they get back on their feet.

School Age Care and Learning Center
http://www.urbanleagueok.org/programs/children-and-families/school-age-care-and-learning-center/
The School Age Care and Learning Center provides daily academic enrichment activities and homework assistance to students in kindergarten through sixth grade.

Single Parent Network
www.supportforsingleparents.org
The Single Parent Network's mission is "to encourage, educate and empower single parents to rise up and successfully lead their families to become contributing and productive citizens in our communities."

Toys for Tots
https://www.toysfortots.org
Toys for Tots, a 70-year national charitable program run by the U.S. Marine Corps Reserve, collects and distributes toys, books and other gifts to children during the Christmas season.

True Dads
405-418-3888 or www.TRUEdads.com
This organization offers parenting support services.

Upward Transitions
www.upwardtransitions.org
Upward Transitions strives to prevent generational poverty through community collaboration, emergency assistance and empowerment.

Urban League
https://www.urbanleagueok.org
The Urban League's mission is to assist African Americans, other minorities and poor people to achieve social and economic equality. The organization works to accomplish this mission through advocacy, research and program services in four major areas:
- Workforce and career development.
- Education and family development.
- Housing and financial literacy.
- Community convening and social justice.

YMCA
https://www.ymca.net
The Y works to ensure that everyone has the opportunity to become healthier, more confident, connected and secure.

YWCA
https://www.ywca.org
YWCA combines programming and advocacy to generate institutional change in three key areas: racial justice and civil rights; empowerment and economic advancement of women and girls; and health and safety of women and girls.

Homeless

TERMS

Homelessness is defined in a number of different ways. Below are federal definitions and key terms that are used when talking about youth who have run away and/or are experiencing homelessness.

Couch-Surfing – not living at home, skipping from house to house, wherever the individual can find a place to sleep.

U.S. Department of Education

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act defines homeless children and youths as follows:

The term "homeless children and youths"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and

B. includes—

i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) of this title);

iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and

iv. migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

42 U.S.C. § 11434a(2)

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act defines unaccompanied youth as follows:

The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

42 U.S.C. § 11434a(6)

U.S. Department of Housing and Urban Development

HUD defines homelessness for their program into four categories. The categories are as follows:

Category 1: Literally Homeless

Individual or family who lacks a fixed, regular and adequate nighttime residence, meaning:

(i) Has a primary nighttime residence that is a public or private place not meant for human habitation;

(ii) Is living in a publicly or privately operated shelter designated to provide temporary living arrangements (including congregate shelters, transitional housing and hotels and motels paid for by charitable organizations or by federal, state and local government programs); or

(iii) Is exiting an institution where (s)he has resided for 90 days or less and who resided in an emergency shelter or place not meant for human habitation immediately before entering that institution.

Category 2: Imminent Risk of Homelessness

Individual or family who will imminently lose their primary nighttime residence, provided that:

(i) Residence will be lost within 14 days of the date of application for homeless assistance;

(ii) No subsequent residence has been identified; and

(iii) The individual or family lacks the resources or support networks needed to obtain other permanent housing.

Category 3: Homeless Under Other Federal Statutes
Unaccompanied youth under 25 years of age, or families with children and youth, who do not otherwise qualify as homeless under this definition, but who:

(i) Are defined as homeless under the other listed federal statutes;
(ii) Have not had a lease, ownership interest or occupancy agreement in permanent housing during the 60 days prior to the homeless assistance application;
(iii) Have experienced persistent instability as measured by two moves or more during in the preceding 60 days; and
(iv) Can be expected to continue in such status for an extended period of time due to special needs or barriers.

Category 4: Fleeing/Attempting to Flee Domestic Violence
Any individual or family who:

(i) Is fleeing or attempting to flee their housing or the place they are staying because of domestic violence, dating violence, sexual assault, stalking or other dangerous or life-threatening conditions related to violence that has taken place in the house or has made them afraid to return to the house, including:

- Trading sex for housing
- Trafficking
- Physical abuse
- Violence (or perceived threat of violence) because of the youth's sexual orientation;

(ii) Has no other residence; and
(iii) Lacks the resources or support networks to obtain other permanent housing.

U.S. Department of Health and Human Services
The Runaway and Homeless Youth Act
RHYA (42 U.S.C. §5732a) defines homeless youth as individuals who are "less than 21 years of age ... for whom it is not possible to live in a safe environment with a relative and who have no other safe alternative living arrangement." This definition includes only those youth who are unaccompanied by families or caregivers. This definition is used in connection with the **Basic Center Program** and the **Transitional Living Program.**
For the Basic Center Program, the homeless youth is an individual who is younger than 18 years old or is younger than a higher maximum age if the state where the center is located has an applicable state or local law (including a regulation) that permits such higher maximum age in compliance with licensure requirements for child- and youth-serving facilities.
For the Transitional Living Program, the age is defined as 16-21 years old or 22 years old if previously in care, under certain circumstances.
In addition, the Basic Center Program serves the following:

- Runaway Youth — The term "runaway" used with respect to a youth means an individual who is younger than 18 years old and who absents himself or herself from home or a place of legal residence without the permission of a parent or legal guardian.
- Youth at Risk of Separation from the Family — The term "youth at risk of separation from the family" means an individual (A) who is younger than 18 years old; and (B) (i) who has a history of running away from the family of such individual; (ii) whose parent, guardian or custodian is not willing to provide for the basic needs of such individual; or (iii) who is at risk of entering the child welfare system or juvenile justice system as a result of the lack of services available to the family to meet such needs.

  The Street Outreach Program (which attempts to reach and refer youth to the above-mentioned transitional living and runaway youth programs) has this definition of youth who are the target of outreach:
- Street Youth — An individual (A) who is (i) a runaway youth or (ii) indefinitely or intermittently a homeless youth; and (B) who spends a significant amount of time on the street or in other areas that increase the risk to such youth for sexual abuse, sexual exploitation, prostitution or drug abuse.

Source: United States Interagency Council on Homelessness, https://www.usich.gov/resources/uploads/asset_library/Federal-Definitions-of-Youth-Homelessness.pdf

FAQ

What is a homeless youth?

- The Runaway and Homeless Youth Act defines homeless youth as individuals who are "not more than 21 years of age … for whom it is not possible to live in a safe environment with a relative and who have no other safe alternative living arrangement." This definition includes only those youth who are unaccompanied by families or caregivers. (Source: U.S. Department of Health and Human Services, 2008)
- The U.S. Department of Education defines homeless youth as youth who "lack a fixed, regular and nighttime residence" or an "individual who has a primary nighttime residence that is a) a supervised or publically operated shelter designed to provide temporary living accommodations; b) an institution that provides a temporary residence for individuals intended to be institutionalized including welfare hotels, congregate shelters and transitional housing for the mentally ill; or c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings." This definition includes both youth who are unaccompanied by families and those who are homeless with their families.
- The U.S. Department of Housing and Urban Development defines homelessness for their program into four categories:
    - o Individuals and families who lack a fixed, regular and adequate nighttime residence (includes a subset for an individual who lived in an emergency shelter or a place not meant for human habitation and who is exiting an institution where he or she temporarily lived).
    - o Individuals and families who will imminently lose their primary nighttime residence.
    - o Unaccompanied youth and families with children and youth who are defined as homeless under other federal statutes and who do not otherwise qualify as homeless under this definition.
    - o Individuals and families who are fleeing, or are attempting to flee, domestic violence, dating violence, sexual assault, stalking or other dangerous or life-threatening conditions that relate to violence against the individual or a family member.
- Section 725(2) of the McKinney-Vento Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes the following:
    - o Children and youths who are in the following situations:
        - Sharing the housing of other people due to loss of housing, economic hardship or a similar reason (sometimes referred to as doubled-up).
        - Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
        - Living in emergency or transitional shelters.
        - Abandoned in hospitals.
    - o Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
    - o Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
    - o Migratory children who qualify as homeless because they are living in circumstances described above.

Sources:

- Youth.gov, https://youth.gov/youth-topics/runaway-and-homeless-youth/federal-definitions
- U.S. Department of Education, https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidanceupdated082718.docx

ETIQUETTE/SENSITIVITY

- Create a welcoming climate and build trust with all students. Many homeless students hesitate to identify themselves as homeless because of shame, fear of stigma and concern about possible consequences of this identification. By not being identified, however, these students miss out on critical supports. Building a safe and supportive environment in your school or classroom can benefit all students and alleviate these concerns for homeless students.
- Help to identify and support homeless students. It is important to avoid jumping to conclusions about students because of their appearance or performance, but there are often warning signs that a child or youth is experiencing homelessness. For example, a child may fall asleep repeatedly in class, wear the same clothes multiple days in a row, have poor hygiene, fail to complete homework or be regularly late or absent. Instead of punishing a student for these behaviors, it would be beneficial to get to the root cause and find out what supports you may be able to provide.

- Be sensitive and understanding. Many homeless youths experience trauma even before they become homeless, and the experience of homelessness can expose youths to violence, abuse, trafficking and other traumatic experiences (including hunger and illness). Teachers and other school staff who deal directly with children should always employ sensitivity and understanding in conversations with homeless students. School leaders can help by ensuring that all staff members are trained in trauma-informed care.
- Ensure that school and classroom policies and procedures, such as disciplinary policies, are fair to homeless students and do not negatively affect them because of their homelessness. Consider providing extra time or other accommodations for homeless students on homework and projects or extra resources that may be needed, such as access to printers, computers and school supplies. Review attendance policies to ensure that they do not disproportionately punish homeless students, who may face difficulty arriving on time to school.

Source: Homeless Student Guidance Fact Sheet, https://www2.ed.gov/policy/elsec/leg/essa/160315ehcyfactsheet072716.pdf

RECRUITMENT RESOURCES

CTE Marketing Best Practices & Campaigns Playbook
https://www.washingtonstem.org/wp-content/uploads/2018/10/CTE-Marketing-Playbook.pdf
These resource materials can help CTE directors successfully promote their programs and include general marketing best practices, Gen Z marketing strategies and sample campaign concepts.

CareerTech Champions profiles
https://www.okcareertech.org/news/careertech-champions
These are profiles of individuals who applied what they learned and became successful employees, entrepreneurs and business leaders.

Career Development Resources
https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources
These career and academic development resources are from the Oklahoma Department of Career and Technology Education Career and Academic Connections staff.

OK Career Guide Resources
https://www.okcareertech.org/educators/career-and-academic-connections/ok-career-guide
These resources align with OK Career Guide.

Making the Case for CTE
https://careertech.org/campaign-video
This May 2018 video from Advance CTE provides an overview of how CTE prepares learners for their futures while closing the skills gap for employers across the country.

Career Focus Magazine
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/careerfocus2018.pdf
Career Focus is a career exploration and preparation guide. This full-color magazine combines essential guidance with web activities and skill builder opportunities to help prepare users for education and the workplace.

Career Readiness Stakeholder Engagement Tool
https://careertech.org/resource/career-readiness-stakeholder-engagement-tool
This March 2017 tool, developed through the New Skills for Youth initiative, guides users through nine steps in planning effective interactions with specific stakeholders.

Strategies for Strengthening the Technical Workforce
https://www.cpre.org/sites/default/files/cpre-tc_techworkforce_rr.pdf
In this 2017 report from the Consortium for Policy Research in Education, the authors seek to help policymakers develop strategies to meet workforce challenges. They examine research findings on strengthening skills development through various types of career and technology education and strategies to increase access to this type of programming.

This Is CareerTech
https://www.youtube.com/watch?v=_CB_y5Uvkcc&feature=youtu.be
This video looks at the various delivery arms of Oklahoma CareerTech and the impact they have on Oklahoma's education and business communities.

Using Social Media for Student Recruitment & Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
This blog article is from the Pennsylvania Association of Career & Technical Administrators.

Community College Career Education: Scaling a New Approach
https://www.luminafoundation.org/resources/community-college-career-education
This 2019 report of the Lumina Foundation includes strategies for getting the word out and building institutional capacity.

Work-Based Learning Model Policy Components
https://www.ecs.org/wp-content/uploads/Work-Based-Learning-Model-Policy-Components.pdf
This 2018 resource is from the Education Commission of the States.

Work-Based Learning Manual
https://wbl.fhi360.org/
This is a how-to guide for work-based learning.

Demand-Driven Training for Youth Employment Toolkit
https://youtheconomicopportunities.org/DDTtoolkit
The goal of the Toolkit is to accelerate the scaling of world-class demand-driven training youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs.

Making Work-Based Learning Work for Retail: A Guide for Retail Employers
https://center4apprenticeship.jff.org/resources/making-work-based-learning-work-retail-guide-retail-employers/
This guide is designed to provide an overview of work-based learning models and advice on how to implement them to develop stronger talent for the present and the future. It delivers basic background information on work-based learning. The findings in this guide are based on an extensive literature review; focus groups of retail employers, retail employees and training providers; and three in-depth case studies of retailers Best Buy, Gap Inc. and Wegmans, which all have successful work-based learning programs. June 2018.

STUDENT SUCCESS RESOURCES

National Center for Homeless Education
https://nche.ed.gov/
NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth program.

U.S. Department of Education: Education for Homeless Children and Youths Grants for State and Local Activities
https://www2.ed.gov/programs/homeless/index.html
The grants benefit the education of homeless youth.

Youth.gov - Education
https://youth.gov/youth-topics/runaway-and-homeless-youth/education
This information is for those involved in educating homeless youth.

BENEFITS.GOV, Continuum of Care Homeless Assistance Program
https://www.benefits.gov/benefit/5889
This online resource assists those looking for federal benefits.

Family & Youth Services Bureau
https://www.acf.hhs.gov/fysb/grants/fysb-grantees
The bureau provides resources for families and youth who are homeless.

Feeding America
https://www.feedingamerica.org
The organization connects people with food.

Habitat for Humanity
https://www.habitat.org
The organization helps families achieve long-term homeownership.

Heartline
https://suicidepreventionlifeline.org
The lifeline offers resources and support.

Homeless Alliance
405-415-8410
http://homelessalliance.org/
The alliance provides housing resources for those who are homeless.

National Alliance to End Homelessness
https://endhomelessness.org/reources/
The alliance provides toolkits, training materials, videos, data and graphics.

National Human Trafficking Resource Center
888-373-7888
https://humantraffickinghotline.org/
The center connects victims and survivors of human trafficking with social and legal services.

National Runaway Safeline
1-800-RUNAWAY
https://www.1800runaway.org/
The organization provides free runaway prevention curriculum and confidential services.

Northeast OKC Community and Cultural Center
405-401-3350
The center provides food services for families, individuals and children in need.

Oklahoma Department of Mental Health and Substance Abuse Services
https://www.ok.gov/odmhsas/
The agency provides mental health and substance abuse resources.

Salvation Army
https://www.salvationarmyusa.org/usn/provide-shelter/
The Salvation Army provides hot showers, warm meals and clean beds for those living on the streets.

Substance Abuse and Mental Health Services Administration
https://www.samhsa.gov/homelessness-programs-resources
The agency addresses mental and substance use disorders and homelessness and offers resources to help in the community.

TEENline
800-TLC-TEEN
https://teenlineonline.org
The organization provides support from other teens.

USDA, Food and Nutrition Service, U.S. Department of Agriculture
https://www.fns.usda.gov
The agency assists with access to food, a healthful diet and nutrition education.

Volunteers of America
https://www.voa.org/homeless-people
The organization provides support services including eviction prevention, emergency services, transitional housing and permanent affordable housing.

English Learners

ENGLISH LEARNER -- The term "English learner" means one of the following:

- A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965.
- An adult or an out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and meets one of the following criteria:
    - o The person's native language is a language other than English.
    - o The person lives in a family environment or community in which a language other than English is the dominant language.

Source: Oklahoma Carl Perkins V Definitions

TERMS

Bilingual – Individuals who speak two different languages.

Language Fluency – Ability to comprehend, speak, read and write a language.

Native Language – The first language a person learns in life.

Office of Civil Rights – The department of federal government that oversees violations of civil rights laws. Individuals can report violations with regards to ethnicity or language discrimination.

Primary Language – The language the person speaks in day-to-day life.

ACRONYMS

EFL – English as a foreign language
EL – English learner
ELL – English language learner
ELP – English language proficiency
ESL – English as a second language
FEP – Fluent English proficient
L1 – Language 1 or first language
L2 – Language 2 or second language
LEP – Limited English proficient

CULTURALLY RESPONSIVE ENVIRONMENTS

Cultural differences can mean different norms for classroom behavior.
Example: Some cultures consider it disrespectful to ask questions of teachers.
Implication: Students may not be comfortable participating in class discussions and activities.
Make sure students understand the hidden as well as obvious classroom rules. Become familiar with the culture(s) of your students.

Cultural differences can affect students' understanding of content.
New knowledge is built on what is known; reading research shows comprehension is a result of the words on the page and the reader's background knowledge. Students may not understand the text because they lack background knowledge. Provide students with additional explanations and examples.

Cultural differences can affect interactions with others.
Various cultures have different ways of showing interest, respect and appreciation.
Examples:

- Students may show respect by not looking at a person, which may be interpreted as disrespect in the United States.
- In some cultures, public praise is not given; a quiet word is more appropriate.

One Way to Understand Your Students
Meet informally; use translators if needed with a small group of ELs. Have students share what they would like to tell teachers to make learning easier. Record ideas to share with others anonymously. Be sensitive to student reactions while helping other students do the same.

Questions to Ask

- What was school like in your country?
- How can teachers help you learn and understand?
- Do your parents understand the work and school papers you bring home?
- What has helped you feel comfortable and relaxed at school, and what has not?

Source: Adapted from the ELEN Toolkit, 2nd Edition 2007
As published in Guidebook on Designing, Delivering and Evaluating Services for English Learners, Colorado Department of education pg. 211, http://www.cde.state.co.us/cde_english/elguidebook

Some potential difficulties related to language learning or to Special Education needs

Observable behavior	Possible explanation in a language learning context	Possible explanation in a Special Education context
Adds or delete words; uses known words to replace other words	May not yet know the word; may not have internalized the words or requires more rehearsal of words	Has money/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing problem, ADHD, or ADD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory problems
Can complete arithmetic calculations but not solve word problems	Doesn't know vocabulary of the word problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoid writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Else Hamayan, Barbara Marler, Cristina Sanchez-Lopez, and Jack Damico. *Special Education Considerations for English Language Learners: Delivering a Continuum of Serives.* Caslon Publishing, 2007. p.40

As published in "Supporting English Language Learners: A Practical Guide for Ontario Educators," Grades 1 to 8, p. 44

LANGUAGE LEARNING MISCONCEPTIONS

Following are some common misconceptions about second language learners. Understanding the process of learning a second language can help avoid making these faulty assumptions.

1. **A limited English proficient student who appears to speak English well is a fluent speaker.**
   An LEP student who can converse comfortably in English (i.e., social language) is not necessarily fully fluent in English. Oral language skills often precede reading and writing skills. Gaining fluency takes time and exposure to the language in many different contexts.
2. **An LEP student who appears to speak English well is able to read and write at the same level.**
   An LEP student may converse comfortably in English, but not be able to read and write at a similar level. Research suggests that it can take up to five years of English language instruction before an LEP student will be able to read and write proficiently in English (i.e., academic language). Research also indicates that LEP students who have little or no prior education and who may be illiterate in their first language may take seven to 10 years to achieve grade level proficiency (Thomas & Collier, 2002). Achieving academic fluency is a long, gradual process that is strengthened with effective instructional strategies (Cummins, 1979; Peregoy & Boyle, 2005).
3. **An LEP student who is silent in class does not understand anything.**
   An LEP student who does not participate in class discussions is still acquiring an understanding of the English language and its grammatical structures. During this silent period, LEP students are attending to and internalizing the vocabulary and common patterns and structure of the English language.
   Most LEP students bring a wealth of content knowledge and life experiences, as well as reading, writing and thinking skills, to the classroom that transfer from their native language to English (Cummins, 1981). LEP students may know the answer to a question because they have studied the concept in their native language, but they may not have sufficient skills in the English language to produce an answer that can be understood by others. Typically, listening comprehension precedes speaking, reading and writing fluency (Krashen, 1983).
4. **An LEP student who reads aloud well understands everything.**
   An LEP student who can decode (sound out) words while reading aloud may not necessarily understand the meaning of the text. Some LEP students have learned the sound/letter correspondence in English. They may sound as if they understand what they read; informal assessments can be done to ascertain if understanding is occurring.

Source: Newport News Public Schools, http://sbo.nn.k12.va.us/esl/misconceptions.html

ETIQUETTE

Getting It Right: Reference Guides for Registering Students with Non-English Names

https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2016158.pdf

Getting a student's name right is the first step in welcoming him or her to school. Staff members who work with student-level data also know the importance of accurately and consistently recording a student's name to track student data over time. This set of naming conventions reference guides can help you accurately enter names for students with home languages of Arabic, Chinese, Hindi, Korean, Russian, Somali, Spanish, Tagalog, Ukrainian, Urdu and Vietnamese. It also helps school staff address and greet parents and other family members in a culturally responsive and respectful fashion.

RECRUITMENT RESOURCES

7 Strategies for Recruiting Adult Learners and Nontraditional Students

https://www.oho.com/blog/marketing-and-recruiting-adult-learners-and-non-traditional-students

These insights from OHO Interactive — Digital Marketing Agency can apply to career and technology education providers as well as to higher education institutions.

CTE Marketing Best Practices & Campaigns Playbook

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This March 2017 tool, developed through the New Skills for Youth initiative, guides users through nine steps in planning effective interactions with specific stakeholders.

Strategies for Strengthening the Technical Workforce
https://www.cpre.org/sites/default/files/cpre-tc_techworkforce_rr.pdf
In this 2017 report from the Consortium for Policy Research in Education, the authors seek to help policymakers develop strategies to meet workforce challenges. They examine research findings on strengthening skills development through various types of career and technology education and strategies to increase access to this type of programming.

This Is CareerTech
https://www.youtube.com/watch?v=_CB_y5Uvkcc&feature=youtu.be
This video looks at the various delivery arms of Oklahoma CareerTech and the impact they have on Oklahoma's education and business communities.

Using Social Media for Student Recruitment & Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
This blog article is from the Pennsylvania Association of Career & Technical Administrators.

Community College Career Education: Scaling a New Approach
https://www.luminafoundation.org/resources/community-college-career-education
This 2019 report of the Lumina Foundation includes strategies for getting the word out and building institutional capacity.

Work-Based Learning Model Policy Components
https://www.ecs.org/wp-content/uploads/Work-Based-Learning-Model-Policy-Components.pdf
This 2018 resource is from the Education Commission of the States.

Work-Based Learning Manual
https://wbl.fhi360.org/
This is a how-to guide for work-based learning.

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The goal of the Toolkit is to accelerate the scaling of world-class demand-driven training youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs.

Making Work-Based Learning Work for Retail: A Guide for Retail Employers
https://center4apprenticeship.jff.org/resources/making-work-based-learning-work-retail-guide-retail-employers/
This guide is designed to provide an overview of work-based learning models and advice on how to implement them to develop stronger talent for the present and the future. It delivers basic background information on work-based learning. The findings in this guide are based on an extensive literature review; focus groups of retail employers, retail employees and training providers; and three in-depth case studies of retailers Best Buy, Gap Inc. and Wegmans, which all have successful work-based learning programs. June 2018.

Ready to Work: Understanding Immigrant Skills in the United States to Build a Competitive Labor Force
https://www.luminafoundation.org/resources/ready-to-work
This January 2018 report details the unique attributes of foreign-born workers, including their sociodemographic characteristics, geographic distribution, current education levels and training. To provide context, the analysis compares immigrant workers to categories of native-born workers.

STUDENT SUCCESS RESOURCES

5 Key Strategies for ELL Instruction
https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/
These strategies contain video links from Teaching Channel.

Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably
https://educationnorthwest.org/resources/culturally-responsive-teaching-guide-evidence-based-practices-teaching-all-students
This August 2016 guide from Education Northwest "provides a wide range of practices — supported by research — that can help prepare educators become more culturally responsive in their approach to teaching."

Education Northwest — English Learners Resources
https://educationnorthwest.org/areas-of-work/english-learners
Resources include the following:
- What the Research Says on Instruction for English Learners across Subject Areas.
- What All Teachers Should Know About Instruction for English Language Learners.
- Parent Guide for English Learners.

English Language Learners
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf
This policy research brief is from the National Council of Teachers of English.

ESL Services
https://www.okcareertech.org/about/state-agency/divisions/adult-basic-education/esl-english-as-a-second-language
This describes services provided through Oklahoma adult education centers and literacy councils.

Guidelines for Working with Interpreters & Simultaneous Interpretation Equipment
https://learningstore.extension.wisc.edu/products/guidelines-for-working-with-interpreters-simultaneous-interpretation-equipment-p1357
This four-page guide from University of Wisconsin-Extension "is designed primarily for educators and other individuals who might make use of interpreters and interpretation equipment to present information to a group of people."

In the Loop: A Reference Guide to American English Idioms
https://americanenglish.state.gov/resources/loop
From the U.S. Department of State, this guide will not only help students learn the meaning of American idioms, but also give them an understanding of the history, culture, values and beliefs these idioms reflect. In addition to the idioms themselves, the book contains lists of idioms by theme, some ready-to-use classroom activities and an index that identifies the original listing and any cross-references to the idiom.

Montgomery Coalition for Adult English Literacy
https://www.mcael.org/sites/default/files/mcael.instructortoolkit_fin.pdf
This publication is intended to provide a day-to-day resource to teachers of adult ELLs. It presents an overview of topics in key instructional areas. It includes principles of teaching and learning; second language acquisition concepts; an instructional design model; and research-based ideas on effective instruction, instructional strategies and best practices.

Newcomer Tool Kit, Office of English Language Acquisition, U.S. Department of Education
https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html
The Newcomer Tool Kit is designed to help U.S. educators: elementary and secondary teachers, principals and other school staff who work directly with immigrant students -- including refugees and those granted asylum -- and their families.

Parent Guide for English Learners — English and Spanish versions
https://educationnorthwest.org/resources/parent-guide-english-learners-english-and-spanish-versions
This guide will provide the parent with basic information about identifying students and supporting them along their paths while learning English.

Vocabulary Building Workbook
http://publications.gc.ca/site/eng/472495/publication.html
The 24 lessons contain a variety of exercises to help learn new words.

Who Do I Call? English Learner Supports
https://sde.ok.gov/sites/default/files/documents/files/WhoDoICall-onesheet.pdf
This is a quick reference guide for English learner services.

Out-of-Workforce

TERMS

Out-Of-Workforce Individual —The Term "Out-Of-Workforce Individual" Means The following:

(A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(B) an individual who (i)(I) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills or (II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Source: Oklahoma Carl Perkins V

Returnship — A form of internship for adult workers who are returning to the workforce after an extended absence

ETIQUETTE

The following are some potential behaviors of adult learners and possible responses from trainers:

Arriving late
- Set an example by always starting on time.

Shyness
- Stand next to these learners as you teach.
- Call on shy learners by name and offer nonverbal encouragement as they speak.

Dominating discussions
- Acknowledge comments and then ask for others' contributions.
- Move away from the person who is dominating and focus your vision on something else.

Arguing
- Acknowledge the positive points and then redirect to other learners.

Rambling
- Refocus by restating the main point.
- Ask the learner to clarify.
- Ask the learner to summarize.
- Write the learner's comments on the board.

Putting the trainer on the spot
- Admit that you do not know the answer, but that you will research the issue and have an answer by the next session.
- Redirect the question to others in the group.

Showing obvious hostility or anger
- Remain calm and polite.
- Do not disagree, but build around what has been said.
- Maintain eye contact.
- Give the person the opportunity to retreat gracefully from the confrontation; speak to the person privately after the session.

Griping
- Listen politely and then ask for suggestions.
- Request the learner to visit you afterward so you can give more time and attention to the stated concerns.

Packing up early
- Say something like, "You have five more minutes for which you have paid good money; I promise to end promptly."

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3 Insights for Program Growth from EAB Global's 2019 Adult Learner Survey
https://eab.com/insights/blog/adult-learner/3-insights-for-program-growth-from-our-2019-adult-learner-survey/
These recruitment insights are from EAB Global.

Council for Adult & Experiential Learning Adult Learning Research
https://www.cael.org/research-counts
These research-based resources are from the Council for Adult & Experiential Learning.

Creating Entrepreneurship Pathways for Opportunity Youth
https://www.aspeninstitute.org/publications/creating-entrepreneurship-pathways-for-opportunity-youth/
This January 2019 report explores the potential for using entrepreneurship to engage and create pathways for opportunity youth by examining existing entrepreneurship programs and sharing emerging models for creating and adapting entrepreneurship programming targeted to the specific needs and aspirations of opportunity youth.

STEM Re-entry Task Force
https://reentry.swe.org/
The Society of Women Engineers, in partnership with re-entry firm iRelaunch, promotes employment opportunities to engineers who are interested in resuming their technical careers.

CTE Marketing Best Practices & Campaigns Playbook
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OK Career Guide Resources
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The Oklahoma Career Guide, featuring Kuder Navigator, is an online education and career planning system that gives secondary students the tools they need to build a foundation for lifelong career success. Navigator also provides resources to help parents and educators support the career development process.

RESOURCES THAT ALIGN WITH OK CAREER GUIDE

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Pathways to High-Quality Jobs for Young Adults
https://www.brookings.edu/research/pathways-to-high-quality-jobs-for-young-adults/?utm_campaign=Metropolitan%20Policy%20Program&utm_source=hs_email&utm_medium=email&utm_content=67354979
This 2018 report from the Brookings Institution examines two main questions: (1) the quality of jobs (as measured by wages, benefits, hours and job satisfaction) held by 29-year-olds who experienced disadvantage in adolescence; and (2) whether particular employment, education and training experiences in adolescence and early adulthood predict higher quality jobs for 29-year-olds from disadvantaged backgrounds.

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STUDENT SUCCESS RESOURCES

Leveraging Universal Design for Learning to Support Special Populations in CTE Programs
http://www.cast.org/binaries/content/assets/cast/downloads/career-technical-education-21st-century.pdf
CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through the Universal Design for Learning framework.

Facilitating Adult Learning Resources
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools
Understanding Adult Learners and Managing the Instructional Environment are free publications from the Resource Center for CareerTech Advancement.

How to Re-Enter the Workforce After a Lengthy Break
https://www.recruiter.com/i/how-to-re-enter-the-workforce-after-a-lengthy-break/
This is a blog article from Recruiter.com.

A Returnship Can Get You Back to Work
https://www.thebalancecareers.com/returnship-re-entering-the-workforce-4174696
This is a blog article from The Balance Careers.

Path Forward blog
https://www.pathforward.org/blog/
Path Forward is a nonprofit organization on a mission to empower people to restart their careers after time spent focused on caregiving. It fulfills this mission by working with companies to create and run mid-career internships — also known as returnships — that give women and men a jump-start back to a professional career while giving companies access to a diverse, untapped talent force.

Reentering the Workforce After Kids—Tips & Ideas
https://www.moneycrashers.com/reentering-workforce-after-kids/
This is a blog article from MoneyCrashers.com.

The Return to Work Syndrome: The Unique Challenges Women Face Reentering the Workforce
https://www.tlnt.com/the-return-to-work-syndrome-the-unique-challenges-women-face-reentering-the-workforce/
This is a blog article from TLNT talent management and HR.

Dislocated Workers - U.S. Department of Labor
https://www.dol.gov/general/topic/training/dislocatedworkers
The Department of Labor's Employment and Training Administration provides information on training programs and other services that are available to assist workers who have been laid off or are about to be laid off.

Workforce Services – Oklahoma Department of Commerce
https://okcommerce.gov/business/workforce/
The agency provides training and job placement services.

Oklahoma Employment Security Commission
https://www.ok.gov/oesc/Job_Seekers/Workforce_Services/
Workforce Services at OESC is responsible for administering labor exchange programs and services to employers and job seekers through local Workforce Oklahoma centers located throughout the state. Its mission is to provide a smooth transition to self-sufficiency and economic stability for all Oklahoma residents.

Oklahoma Works
https://oklahomaworks.gov/find-a-job/
Explore education, training and career options at Oklahoma Works.

Goodwill Industries of Central Oklahoma
www.okgoodwill.org
Goodwill Industries of Central Oklahoma's mission is to help people overcome challenges to employment.

Upward Transitions
http://www.upwardtransitions.org/
Upward Transitions strives to prevent generational poverty through community collaboration, emergency assistance and empowerment -- inspiring hope for people experiencing housing instability.

Workforce Innovation & Opportunity Act, U.S. Department of Labor
https://www.doleta.gov/wioa/
This is a source for what is required by law.

Workforce GPS
https://www.workforcegps.org/
This website offers TA resources and peer-to-peer connection and supplements other guidance provided by ETA's national and regional staff to help the public workforce system, education professionals and business ensure successful WIOA outcomes.

Foster Care

TERMS

Abandonment – A situation in which the child has been left by the parent(s), the parent's identity or whereabouts are unknown and the child suffers serious harm as a result of his/her desertion or a situation in which the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

Adjudicatory hearing – A hearing held by the juvenile and family court to determine if there is enough evidence to prove that a child was actually abused, neglected or abandoned or whether another legal basis exists for the state to intervene to protect the child. Also referred to as a fact-finding hearing.
Age out – Refers to the termination of court jurisdiction over foster care youths.

Child abuse and neglect – Defined by the Child Abuse Prevention and Treatment Act as, at a minimum, any recent act or failure to act on the part of a parent or caretaker that results in death, serious physical or emotional harm, sexual abuse or trafficking or an act or failure to act that presents an imminent risk of serious harm.

Child welfare agency – The state, tribal or local agency responsible for the placement and care of children and youth in foster care.

Court-appointed special advocate – A person, usually a volunteer appointed by the court, who serves to ensure that the needs and interests of a child in child protection judicial proceedings are fully protected.

Children's Health Insurance Program – Provides health coverage to eligible children through both Medicaid and separate CHIP programs. CHIP is administered by states according to federal requirements. The program is funded jointly by states and the federal government.

Educational neglect – Involves the failure of a parent or caregiver to enroll a child of mandatory school age in school or provide appropriate homeschooling or needed special education training, thus allowing the child or youth to engage in chronic truancy.

Emancipate – To age out and leave the foster care system. Emotional/psychological neglect – A pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats or rejection, as well as withholding love, support or guidance.

Foster care – A 24-hour substitute care for children who are placed away from their parents or guardians and for whom the state agency has placement and care responsibility. This includes placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes.

Foster child — A child who has been placed in the state or county's legal custody because the child's custodial parents/guardians are unable to provide a safe family home because of abuse, neglect or an inability to care for the child.

Foster parent — Adults who provide a temporary home and everyday nurturing and support for children who have been removed from their homes. The individual(s) may be relatives or nonrelatives and are required to be licensed to provide care for foster children.

Legal guardian — An adult to whom the court has given parental responsibility and authority for a child. Appointment as guardian requires the filing of a petition and approval by the court and can be done without terminating the parental rights of the child's parents.

Medicaid – Free or low-cost health coverage to millions of Americans, including some low-income people, families and children, pregnant women, elderly people and people with disabilities. Medicaid is run by federal and state governments, and details vary among states.

Medical neglect – Failure to provide or to allow needed care as recommended by a competent health care professional for a physical injury, illness, medical condition or impairment and/or the failure to seek timely and appropriate medical care for a serious health problem that any reasonable person would have recognized as needing professional medical attention.

Physical abuse – Generally defined as any nonaccidental physical injury to the child and can include striking, kicking, burning or biting the child or taking any action that results in a physical impairment of the child. In approximately 38 states and certain territories, the definition of abuse also includes acts or circumstances that threaten the child with harm or create a substantial risk of harm to the child's health or welfare.

Physical neglect – Failure to provide for a child's basic survival needs, such as nutrition, clothing, shelter, hygiene and medical care. Physical neglect may also involve inadequate supervision of a child and other forms of reckless disregard of the child's safety and welfare.

Protective custody – A form of custody required to remove a child from his or her home and place him or her in out-of-home care. Law enforcement may place a child in protective custody based on an independent determination that the child's health, safety and welfare is jeopardized. A child can also be placed in protective custody via court order.

Sexual abuse – According to the Child Abuse Prevention and Treatment Act, the employment, use, persuasion, inducement, enticement or coercion of any child to engage in or assist any other person to engage in any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution or other form of sexual exploitation of children; or incest with children.

Shared family care – A type of foster care in which both the birth parents and the host caregivers simultaneously care for the child and work toward reunification and independent care by the parents. The intent of shared family care is to maintain parent-child bonds, enable children to participate in their parents' treatment as appropriate and provide an opportunity for staff to work closely with the parent on improving parenting skills.

Termination of parental rights – Voluntary or involuntary legal severance of the rights of a parent to the care, custody and control of a child and to any benefits that by law would flow to the parent from the child, such as inheritance.

Therapeutic foster care – Intensive care provided by foster parents who have received special training to care for a wide variety of children and adolescents, usually those with significant emotional, behavioral or social problems or medical needs. Therapeutic foster parents typically receive additional supports and services.

Transition plan – A transition plan describes an individual's goals as well as the actions and supports required to achieve those goals as the person transitions out of foster care.

Visitation – Scheduled contact between a child in out-of-home care and his or her family members. The purpose of visitation is to maintain family attachments, reduce the sense of abandonment that children may experience during placement and prepare for permanency.

Wraparound services – An arrangement of individualized, coordinated, family-driven care to meet complex needs of children and families who are involved with several child- and family-serving systems (such as mental health, child welfare, juvenile justice and special education). The children may experience emotional, behavioral or mental health difficulties and be at risk of placement in institutional settings. Wraparound services aim to emphasize the strengths of the child and family and to deliver coordinated, unconditional services to achieve positive outcomes.

Sources:

- Child Welfare Information Gateway
  https://www.childwelfare.gov/glossary/glossarya/
- Foster Care Transition Toolkit
  https://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf

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Using Social Media for Student Recruitment & Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
This blog article is from the Pennsylvania Association of Career & Technical Administrators.

Community College Career Education: Scaling a New Approach
https://www.luminafoundation.org/resources/community-college-career-education
This 2019 report of the Lumina Foundation includes strategies for getting the word out and building institutional capacity.

Work-Based Learning Model Policy Components
https://www.ecs.org/wp-content/uploads/Work-Based-Learning-Model-Policy-Components.pdf
This 2018 resource is from the Education Commission of the States.

Work-Based Learning Manual
https://wbl.fhi360.org/
This is a how-to guide for work-based learning.

Demand-Driven Training for Youth Employment Toolkit
https://youtheconomicopportunities.org/DDTtoolkit
The goal of the Toolkit is to accelerate the scaling of world-class demand-driven training youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs.

Making Work-Based Learning Work for Retail: A Guide for Retail Employers
https://center4apprenticeship.jff.org/resources/making-work-based-learning-work-retail-guide-retail-employers/
This guide is designed to provide an overview of work-based learning models and advice on how to implement them to develop stronger talent for the present and the future. It delivers basic background information on work-based learning. The findings in this guide are based on an extensive literature review; focus groups of retail employers, retail employees and training providers; and three in-depth case studies of retailers Best Buy, Gap Inc. and Wegmans, which all have successful work-based learning programs. June 2018.

STUDENT SUCCESS RESOURCES

Oklahoma Fosters
https://okfosters.org
This information from the Oklahoma Department of Human Services for those involved in foster care includes the following resources:

- Education
  https://okfosters.org/resources/education/
- Best Interest Determination
  https://okfosters.org/wp-content/uploads/2019/07/DHS-Best-Interest-Determination-Form.pdf
- Foster Care Point of Contact
  https://okfosters.org/foster-care-point-of-contact/
- Frequently Asked Questions for Foster Parents
  http://www.okdhs.org/services/foster/pages/faqs2.aspx
- Support Groups
  https://okfosters.org/supportgroup/
- Youth Crisis Mobile Response
  https://okfosters.org/youth-crisis-mobile-response/

U.S. Department of Education – Students in Foster Care
https://www2.ed.gov/about/inits/ed/foster-care/index.html
Title J, Part A (Title I) of The Elementary and Secondary Education Act includes provisions that promote educational stability for children in foster care. These provisions require that state educational agencies and local educational agencies collaborate with state and local child welfare agencies to ensure school stability for children in foster care.

- **Guidance and Regulatory Information**
  The protections for children in foster care under ESSA apply to all children in foster care enrolled in public schools. This joint guidance builds upon a new focus in ESSA on the unique needs of foster youth and will equip local partners with an essential tool for successfully implementing the foster care provisions in ESSA.
- **Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care**
  (http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf) – This guide addresses educational stability; school of origin; best interest determination; dispute resolution; transportation; immediate enrollment and records transfer; state and local points of contact; student data and privacy; and collaboration.
- **Foster Care Transition Toolkit**
  https://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf
  The U.S. Department of Education, in partnership with the U.S. Department of Health and Human Services, the U.S. Department of Housing and Urban Development, the U.S. Department of Transportation and the U.S. Department of Labor as well as foster youth and practitioners, developed this toolkit to inspire and support current and former foster youth pursuing college and career opportunities. The toolkit includes tips and resources intended to help foster youth access and navigate social, emotional, educational and skills barriers as they transition into adulthood.

What Teachers and Educators Can Do to Help Youth In Foster Care
http://fosteringsuccessmichigan.com/library/what-teachers-and-educators-can-do-to-help-youth-in-foster-care
As an educator, you can assist students from foster care in a number of ways. This guide includes student academic history, classroom behavior and achievement, learning disabilities, learning relationships, support system collaboration, preparation for postsecondary education and additional resources.

Child Welfare for Educators Toolkit
http://fosteringsuccessmichigan.com/library/child-welfare-for-educators-toolkit
This toolkit provides educators with a number of useful resources and tips to use when working with students from foster care.

Getting to Know…Child Welfare for K-12 Educators
http://fosteringsuccessmichigan.com/library/getting-to-knowchild-welfare-for-educators
This guide can be used by anyone involved in education who is interested in learning how to support students from foster care in grades K-12. This includes educators, educational administrators and staff, school counselors, school social workers, para-educators and school psychologists.

Foster Care, Special Education and Learning and Attention Issues: What You Need to Know
https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/foster-care-special-education-and-learning-and-attention-issues-what-you-need-to-know
Working closely with the school is key to getting the best help for kids with learning and attention issues. But foster parents don't have the same legal rights as biological or adoptive parents and may be limited in how involved they can be with the school and in how much they can advocate for their foster child. This document covers legal rights and limitations for those with special needs children in the foster care system.

Transportation for Students in Foster Care: A Legal and Practical Reference Tool
https://www.schoolhouseconnection.org/transportation-for-students-in-foster-care-a-legal-and-practical-reference-tool/
This two-page brief reviews requirements for child welfare agencies and educational agencies; provides considerations in developing foster care transportation procedures; and includes links to sample transportation guidelines and procedures.

CHILD WELFARE INFORMATION GATEWAY RESOURCES

Child Abuse
Childhelp
Phone: 800.4.A.CHILD (800.422.4453)
People they help: Child abuse victims, parents, concerned individuals

Child Sexual Abuse
Darkness to Light
Phone: 866.FOR.LIGHT (866.367.5444)
People they help: Children and adults needing local information or resources about sexual abuse

Family Violence
National Domestic Violence Hotline
Phone: 800.799.SAFE (800.799.7233)
TTY: 800.787.3224
Video phone only for deaf callers: 206.518.9361
People they help: Children, parents, friends, offenders

Help for Parents
National Parent Helpline
Phone: 855.4APARENT (855.427.2736) (available 10 a.m. to 7 p.m. PST, weekdays)
People they help: Parents and caregivers needing emotional support and links to resources

Human Trafficking
National Human Trafficking Hotline
Phone: 888.373.7888
People they help: Victims of human trafficking and those reporting potential trafficking situations

Mental Illness
National Alliance on Mental Illness
Phone: 800.950.NAMI (800.950.6264) (available 10 a.m. to 6 p.m. ET, weekdays)
People they help: Individuals, families, professionals

Missing/Abducted Children
Child Find of America
Phone: 800.I.AM.LOST (800.426.5678)
People they help: Parents reporting lost or abducted children, including parental abductions

Child Find of America—Mediation
Phone: 800.A.WAY.OUT (800.292.9688)
People they help: Parents (abduction, prevention, child custody issues)

National Center for Missing and Exploited Children
Phone: 800.THE.LOST (800.843.5678)
TTY: 800.826.7653
People they help: Families and professionals (social services, law enforcement)

Rape/Incest
Rape, Abuse and Incest National Network
Phone: 800.656.HOPE (800.656.4673)
People they help: Rape and incest victims, media, policymakers, concerned individuals

Substance Abuse
National Alcoholism and Substance Abuse Information Center
Phone: 800.784.6776
People they help: Families, professionals, media, policymakers, concerned individuals

Suicide Prevention
National Suicide Prevention Lifeline
Phone: 800.273.TALK (800.273.8255)
TTY: 800.799.4TTY (800.799.4889)
People they help: Families, concerned individuals

Youth in Trouble/Runaways
National Runaway Switchboard
Phone: 800.RUNAWAY (800.786.2929)
People they help: Runaway and homeless youth, families

Project Ready Mentor
http://www.urbanleagueok.org/programs/children-and-families/project-ready-mentoring/

Sunbeam Family Services
Counseling services
405-528-7721
www.sunbeamfamilyservices.org

TEENline
https://teenlineonline.org

ETIQUETTE/SENSITIVITY
Use inclusive language. Instead of using phrases like "foster kid," say "student with experience in foster care" to help students and others recognize that foster care is only part of who they are, rather than their defining characteristic.

FAQ
See Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf.

Parent in Armed Forces

TERMS

- **Army Community Services –** provides a range of services to military families.
- **Army Emergency Relief –** a private nonprofit organization funded by donations providing emergency assistance to Army members and families in need.
- **Air Force Aid Society –** a private nonprofit organization funded by donations providing emergency assistance to military families in need.
- **Casualty Assistance Calls Officer –** provides assistance to family members in case of the death of a military member.
- **Exceptional Family Member Program –** a program designed to provide support to military families who have members with disabilities or other special needs.
- **Family Readiness Group –** an officially sanctioned organization of officer and enlisted personnel and their family members; this group provides information and acts as a support network for families and Guard members during their association with the unit, especially during periods of separation, e.g., weekend drills, annual training, deployments and/or mobilization.
- **Family Readiness Officer –** the commander's staff officer assigned to work on family-related matters.

Source: MilitaryByOwner Advertising Inc. https://www.militarybyowner.com/resources/military-family-glossary/

DIRECTORY OF MILITARY FAMILY SUPPORT ORGANIZATIONS

Blue Star Families
https://bluestarfam.org/
The organization bridges the gap between military family communities and the general public. Through partnerships, Blue Star Families provides free resources, services, and opportunities to more than 1.5 million military family members.

DoD Military Family Readiness Council
https://www.facebook.com/DoDMFRC
The purpose of this page is to provide information to military families about the Department of Defense Military Family Readiness Council.

FOCUS (Families Overcoming Under Stress)
www.focusproject.org
FOCUS provides resiliency training to military children and families. It teaches practical skills to meet the challenges of deployment and reintegration, to communicate and solve problems effectively and to successfully set goals together and create a shared family story.

Military Families United
www.militaryfamiliesunited.org
Military Families United is a not-for-profit charitable organization whose mission is to honor the fallen, support those who fight and serve their families. Founded in 2005 to provide an avenue for military families to remind the nation of the importance of supporting the military, it has expanded to provide charitable programs that offer families direct support.

Military OneSource
www.militaryonesource.mil
Military OneSource supplements existing family programs by providing a website and a worldwide, 24 hour, seven-day-a-week information and referral telephone service to all active, Guard and Reserve soldiers,

deployed civilians and their families. MOS services are provided at no cost. This site is designed to help military families deal with life's issues and can be reached at 1-800-342-9647.
Military OneSource can provide information on topics such as parenting and child care, education, relocation, financial and legal matters, emotional issues, well-being, grief and loss, addiction and deployment and reunion issues. Users can file state or federal tax returns online through Military OneSource. It also provides free educational materials in many subject areas.

National Military Family Association
www.militaryfamily.org
The National Military Family Association is a grassroots organization that includes military spouses, parents and family members in staff and board positions. The organization works to help military families understand and access their benefits.

Operation Homefront
www.operationhomefront.net
Operation Homefront provides emergency financial and other assistance to the families of service members and wounded warriors.
Operation Homefront provides direct services to alleviate a military family's or individual's actual/complete emergency financial burden, along with counseling and/or recovery support. Emergency financial assistance is in the form of checks paid directly to mortgage lenders, auto mechanics, contractors, hospitals, doctors, dentists and other providers. Other emergency funding assistance, which an applicant receives within 24 to 72 hours, includes the following:

- Financial assistance.
- Emergency food.
- Emergency home repairs.
- Critical baby items including formula, food and diapers.
- Home and appliance repair.
- Furniture and household items.
- Local moving assistance.
- Community events.
- Wounded warrior transitional family housing.

YMCA
www.asymca.org
The Armed Services YMCA is a national member association of the YMCA of the USA and works with the Department of Defense. It offers programs such as child care, hospital assistance, spouse support services, food services, computer training classes, health and wellness services and holiday meals.
Source: http://www.operationwearehere.com/MilitaryFamilySupportOrganizations.html

READINGS AND ACTIVITIES

Little Listeners in an Uncertain World
https://www.zerotothree.org/resources/1102-little-listeners-in-an-uncertain-world
This eight-page book's subtitle is "Coping strategies for you and your child during deployment or when a crisis occurs." It outlines what parents may see in their babies and toddlers during stressful times and offers concrete guidance and activities to support their young children throughout these challenging events.

Moving to a New Location
https://www.parentcenterhub.org/moving/
This book contains lots of practical suggestions for planning a move.

Relocation for Military Families
https://branchta.org/wp-content/uploads/2015/03/Relocation-for-Military-Families.pdf
This book is from experts at the Branch.

Helping Children Handle Deployments
http://www.survivingdeployment.com/helpchildrenhandle.html
This book contains tips for helping children handle the stress of deployment.

Helping Children Cope with Deployments and Reunions
https://www.realwarriors.net/family/children/
This book from Real Warriors can help families negotiate the stages of deployment with tips on helping children cope while Mom or Dad is deployed. Families can also use these materials to organize pre-deployment family meetings and review age-leveled activities, books and videos.

Source: https://www.parentcenterhub.org/military/

RECRUITMENT RESOURCES

CTE Marketing Best Practices & Campaigns Playbook
https://www.washingtonstem.org/wp-content/uploads/2018/10/CTE-Marketing-Playbook.pdf
These resource materials can help CTE directors successfully promote their programs and include general marketing best practices, Gen Z marketing strategies and sample campaign concepts.

CareerTech Champions profiles
https://www.okcareertech.org/news/careertech-champions
These are profiles of individuals who applied what they learned and became successful employees, entrepreneurs and business leaders.

Career Development Resources
https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources
These career and academic development resources are from the Oklahoma Department of Career and Technology Education Career and Academic Connections staff.

OK Career Guide Resources
https://www.okcareertech.org/educators/career-and-academic-connections/ok-career-guide
These resources align with OK Career Guide.

Making the Case for CTE
https://careertech.org/campaign-video
This May 2018 video from Advance CTE provides an overview of how CTE prepares learners for their futures while closing the skills gap for employers across the country.

Career Focus Magazine
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/careerfocus2018.pdf
Career Focus is a career exploration and preparation guide. This full-color magazine combines essential guidance with web activities and skill builder opportunities to help prepare users for education and the workplace.

Career Readiness Stakeholder Engagement Tool
https://careertech.org/resource/career-readiness-stakeholder-engagement-tool
This March 2017 tool, developed through the New Skills for Youth initiative, guides users through nine steps in planning effective interactions with specific stakeholders.

Strategies for Strengthening the Technical Workforce
https://www.cpre.org/sites/default/files/cpre-tc_techworkforce_rr.pdf
In this 2017 report from the Consortium for Policy Research in Education, the authors seek to help policymakers develop strategies to meet workforce challenges. They examine research findings on strengthening skills development through various types of career and technology education and strategies to increase access to this type of programming.

This Is CareerTech
https://www.youtube.com/watch?v=_CB_y5Uvkcc&feature=youtu.be
This video looks at the various delivery arms of Oklahoma CareerTech and the impact they have on Oklahoma's education and business communities.

Using Social Media for Student Recruitment & Retention
http://pacteresources.com/2016/10/using-social-media-for-student-recruitment-retention/
This blog article is from the Pennsylvania Association of Career & Technical Administrators.

Pathways to High-Quality Jobs for Young Adults
https://www.brookings.edu/research/pathways-to-high-quality-jobs-for-young-adults/?utm_campaign=Metropolitan%20Policy%20Program&utm_source=hs_email&utm_medium=email&utm_content=67354979
This 2018 report from the Brookings Institution examines two main questions: (1) the quality of jobs (as measured by wages, benefits, hours and job satisfaction) held by 29-year-olds who experienced disadvantage in adolescence; and (2) whether particular employment, education and training experiences in adolescence and early adulthood predict higher quality jobs for 29-year-olds from disadvantaged backgrounds.

Work-Based Learning Model Policy Components
https://www.ecs.org/wp-content/uploads/Work-Based-Learning-Model-Policy-Components.pdf
This 2018 resource is from the Education Commission of the States.

Work-Based Learning Manual
https://wbl.fhi360.org/
This is a how-to guide for work-based learning.

Demand-Driven Training for Youth Employment Toolkit
https://youtheconomicopportunities.org/DDTtoolkit
The goal of the Toolkit is to accelerate the scaling of world-class demand-driven training youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs.

STUDENT SUCCESS RESOURCES

Kids Journals
https://www.hnfs.com/content/hnfs/home/tw/bene/res/beneficiary-education-materials/kids-journals.html#form_1546537962910
This is a children's journaling initiative of Health Net Federal Services to help children manage the unique challenges of military life. Three journals are available for free download: "My Life" (a kid's journal for dealing with deployment), "My Life As I Move" (for dealing with frequent relocations) and "My Life Continued" (for dealing with the loss of a loved one).

AASA Toolkit: Supporting the Military Child
https://www.aasa.org/content.aspx?id=9008
This toolkit from the American Association of School Administrators offers guidance for school leaders on meeting the unique educational needs of children whose parents are deployed or in transition.

United Through Reading
https://unitedthroughreading.org/
United Through Reading connects military families who are separated for deployment or military assignment by providing the bonding experience of shared story time.

Tutor.com
https://military.tutor.com/home
This site offers online tutoring and homework help for U.S. military and their families provided 24/7 at no cost by the U.S. Department of Defense and Coast Guard Mutual Assistance.

Military Child Education Resources
https://www.militaryfamily.org/info-resources/education/
This offers guidance for military families from the National Military Family Association about the Interstate Compact, in-state tuition and the Post-9/11 GI Bill.

Military Kids Connect
https://militarykidsconnect.dcoe.mil/
Military Kids Connect is an online community for military children ages 6-17. It provides access to age-appropriate resources to support children dealing with the unique psychological challenges of military life. MKC offers informative activities, videos and an online community that can build and reinforce understanding, resilience and coping skills in military children and their peers.

The SAT/ACT PowerPrep Project
https://eknowledge.com/NewLookAff/Home.html?coupon=2941CE7118
This program is designed to help military teens prepare for their SAT and ACT exams. Students receive a semester-length interactive online course from eKnowledge for free.

Effects of Soldiers' Deployment on Children's Academic Performance and Behavioral Health
https://www.rand.org/pubs/monographs/MG1095.html
This is a 2011 report of the RAND Corporation.

American Academy of Child & Adolescent Psychiatry-Military Families Resource Center
https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Military_Families_Resource_Center/Home.aspx
The resource center can help parents handle reintegration in a healthy way to help the mental health of children and adolescents.

Center for Parent Information and Resources – Resources Especially for Military Families
https://www.parentcenterhub.org/military/
These resources are for military families who also have a child with a disability.

Dougy Center
www.dougy.org
The Dougy Center provides support in a safe place where children, teens, young adults and their families grieving a death can share their experiences. Through its Pathways Program, the Dougy Center provides a safe place for families facing an advanced serious illness.

Exploring the Role of Social Connectedness Among Military Youth: Perceptions from Youth, Parents and School Personnel
https://militaryreach.auburn.edu/api/v1/Report?_=94948f4e-ae52-4461-bfa2-2b9bd76ac070
This contains findings and implications of a research study.

Military Child Education Coalition
https://www.militarychild.org
The coalition's mission is "to ensure inclusive, quality educational opportunities for all military-connected children affected by mobility, transition, deployments and family separation."

National Guard Joint Child and Youth Services
https://www.jointservicessupport.org/fp/Youth.aspx
Child and Youth Services is an integral component of the National Guard's comprehensive approach to family readiness. The out-of-school time program exists in 54 states, territories and the District of Columbia to mitigate risky behaviors, enhance resilience, develop positive coping strategies and assist our National Guard youth in reaching their full potential as the next generation of leaders.

Our Military Kids
https://ourmilitarykids.org/
Our Military Kids supports children (ages 5 through 12th grade) of deployed National Guard and Reserve service members, as well as those of wounded veterans from all service branches, with grants that provide up to $300 for a chosen activity.

U.S. Department of Veterans Affairs, VA Benefits and Health Care
www.benefits.va.gov/gibill
These are resources to assist veterans in choosing educational programs.

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