

The goal of this quarterly bulletin is to provide information that will be useful to the CTE community to support ALL students, but particularly, students within special populations.

Hope everyone is having a great Fall! Many great things have happened since the last edition, Spring 2016, was published! Please enjoy reading!

Special Populations Bulletin – Fall 2016

Breaking Traditions Awards

The Office of Career and Technical Education recognizes both secondary and postsecondary outstanding students who have been successful in a CTE program area that is nontraditional for their gender. In the Spring of 2016, 32 students were invited to attend the Breaking Traditions Awards Ceremony. The awards were as follows:

Excellence	Secondary - 10 winners; Postsecondary - 1 winner
Merit	Secondary - 20 winners; Postsecondary - 1 winner
Recognition	Secondary/Postsecondary - 52 winners

The Office of Career and Technical Education is looking for nominations for Spring of 2017 Breaking Tradition Awards. The deadline is February 1, 2017. Please see attached email with specific requirements for submitting nominations.

CTE Student Flourishing in Nontraditional Field for Gender

Liz Parish attended the career center in Ionia, Heartlands Institute of Technology, for two years in the CTE Machine Tool program. Because of the CTE training and exposure to business and industry, Liz landed a shop keeper job at Franchino Mold & Engineering in Lansing. After six months of being a shop keeper, she was given an apprenticeship and has now been an EDM machinist for almost two years!

Please see the last excerpt in the following article to learn more about Liz!

[From the Minds of the Next Generation](#)



A Paradigm Shift from Heteronormativity to Gender Fluidity in K-12 Education

Multiculturalism and Diversity Appreciation Session Proposal Audience: Special Populations Educators

Ava Griffin is currently a doctoral student at Central Michigan University in the Education Leadership Program. She also teaches middle school students in Chippewa Valley Schools and is an aspiring K-12 principal. Ava is currently working on her dissertation, and the topic is Gender Expansive Youth in K-12 Education.

Ava has presented at the National Dropout Prevention Conference in October 2016, and she will also present at the Michigan Career Education Conference that will be held January 29 – January 31, 2017.

Following is a snapshot of the details of Ava's presentation:

In recent national media, there has been a lot of talk about gender identity and the law. Unfortunately, in K-12 education, there are grey areas with regards to gender expansive youth and their rights to equality and an equitable experience in school. However, this does not mean it should not be acknowledged or that plans should not be set in place in order for these students to succeed. Special population students' interpersonal needs must be met first, in order for them to be able to succeed in any other area. Therefore, by understanding how to meet their needs, teachers can then open wide the doors of learning for gender expansive youth in their classrooms.

In this session, the audience will learn what the laws say, specifically in Michigan, what K-12 schools can do about it, how educators can support these students, and how to create a safe school environment.

If you would like more information about Ava Griffin's work with gender identity, please contact her at griff2aa@cmich.edu.

STUDENTS WITH DISABILITIES

Michigan Achieving a Better Life Experience (MiABLE) Disability Savings Program

Michigan has launched a disability savings program which allows individuals with disabilities and their families to save for the future without fear of losing any disability benefits. Program highlights are as follows:

- **MiABLE accounts allow for savings up to \$100,000 without losing other financial disability benefits.**
- Funds are not taxed upon withdrawal if used for a qualified disability expense.
- Qualified expenses include: education, housing, transportation, employment training and support, assistive technology, health, financial management services, legal fees, or funeral/burial expenses.
- There may only be one individual per ABLE account, but anyone can contribute into it.
- Disability onset and diagnosis must occur prior to age 26.

Please visit [MiABLE](#) to receive additional information.

Students with Disabilities attending an Early/Middle College

Questions have been received from districts as to whether students with disabilities should receive accommodations while attending an Early/Middle College. The following statement is guidance from the Michigan Department of Education, Special Education Department:

An eligible student with a disability is entitled to an IEP until he/she meets high school graduation requirements. If by "attending college" you are referring to high school students with an IEP, then yes, they would have the IEP and it would specify any course work appropriate as well as the necessary services and supports.

Students with a disability who have met high school graduation requirements and have obtained a diploma, are entitled to accommodations from publicly funded colleges and universities under the Americans With Disabilities Act Section 504.

The Office of Special Education does not have guidelines for specific general placements including middle colleges. Districts are required to follow all the requirements of the federal Individuals with Disabilities Education Act and the Michigan Administrative Rules for Special Education when addressing the needs of students with disabilities.

Students with Limited English Proficiency

Questions have been received from districts asking if bilingual paraprofessionals can be hired to support students with Limited English Proficiency, and the answer is yes. It is suggested that districts hire paraprofessionals that have multiple skills including bilingual abilities so that their support can be used in other areas as well. Districts may also use Title 1 Part A, 31a or district funds to hire bilingual paraprofessionals.

The National Dropout Prevention Center/Network

The National Dropout Prevention Center/Network's mission is to increase graduation rates through research and evidence-based solutions. This year's conference was held in Michigan on October 2-5, 2016.

There were many great speakers including keynote speaker Dr. Eric Thomas. Dr. Thomas shared his inspirational story of growing up in the city of Detroit and becoming homeless, living in poverty, and dropping out of school at the age of 16. He had one person, his pastor, who inspired him to return to school and finish his GED. Eric rose above his circumstances and now has a Ph.D. in Education Administration from MSU and is one of the top motivational speakers in the world. He travels around the world teaching students the importance of staying in school and helping educators to learn how to connect with students to prevent students from dropping out of school. Please learn more about Dr. Thomas by visiting the following links:

[Eric Thomas website](#)

[Eric Thomas Australia - "Excuse For Why You Are Average"](#)

To learn more about the National Dropout Prevention Center/Network, please visit: [National Dropout Prevention Center/Network](#)

Student Pathways Report

The Office of Career and Technical Education (OCTE) has worked collaboratively with the Center for Educational Performance and Information (CEPI) in linking CTE secondary and postsecondary data.

We are pleased to announce a new report, Student Pathways, on the MI School Data website, [MI School Data](#).

This report will allow secondary and postsecondary individuals to see student-level data (including students within special populations) in the following areas:

- **Awards, Degrees, and Certificates** - Lists all awards, degrees, and certificates completed by the student.
- **Basic Student Data File** – Contains one row for each session that a student is enrolled in a college or university, including high school assessment data, session achievement, and cumulative achievement.
- **Courses File** – Includes a listing of the student’s achievement in each course in which the student was enrolled.
- **Programs and Concentrations** – Lists the majors, programs, and concentrations in which the student was enrolled.
- **Secondary CTE Programs** - Provides the secondary Career and Technical Education (CTE) program enrollment history only for students who have enrolled in a college or university as of the 2009-10 school year.

The OCTE hopes that this new report will be beneficial to both secondary and postsecondary staff. CEPI will be explaining this report in a presentation at the Michigan Career Education Conference that will be held January 29 – January 31, 2017. If you have questions regarding the report, please contact CEPI Customer Support at 517-241-1123 or Valerie Felder with the OCTE at 517-335-1066.

Helpful Resources

Please forward names of individuals that you think would like to be part of the Speakers Resource Bureau. These individuals would have the opportunity to speak with students about nontraditional career fields.

The website is located on [MOSPA's website](http://mospaonline.org/bureau.html) at <http://mospaonline.org/bureau.html>.

If you know someone who is willing to be added to this site, please contact Valerie Felder at 517-335-1066 or felderv@michigan.gov.

If you have information that you think would be beneficial to others, please contact: Valerie Felder at felderv@michigan.gov or at 517-335-1066.