

Special Populations in Perkins V

Overview of key points related to the definitions, support and implications for special populations.

PURPOSE (Sec. 1)

Specifies one of the purposes of the Act is to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

DEFINITION (Sec. 3)

SPECIAL POPULATIONS - 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; and youth with a parent who is a member of the armed forces and is on active duty.

WITHIN STATE ALLOCATION (Sec. 112)

RESERVE FUND - 15% of the States Allocation can be used in areas with disparities or gaps in performance to foster innovation by promoting promising practices and strategies that prepare individuals for nontraditional fields

SERVING INDIVIDUALS IN STATE INSTITUTIONS - 2% of the state's allocation must be used to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities

SERVICES TO PREPARE INDIVIDUALS FOR NONTRADITIONAL CAREERS - Not less than and not more than \$150,000. *This is not considered a cap due to the requirements in the Act for serving special populations, where students preparing for a nontraditional career are included in the definition.*

SPECIAL POPULATION RECRUITMENT- .1% of the State Leadership funds or \$50,000, whichever is less. *This is a floor for the amount of funds that can be used for this purpose.*

ACCOUNTABILITY (Sec. 113)

Requires the State to continually make meaningful progress toward improving the performance of special populations.

DATA DISAGGREGATION (Sec. 113)

Requires the state and local recipients to disaggregate reported data by program or career cluster and by gender, race/ethnicity, each of the special population groups and migrant students (per section 1111(h)(1)(C)(ii) of ESEA of 1965) for every performance measure.

STATE AND LOCAL REPORT (Sec. 113)

Requires the state and local recipients to report the actual levels of performance for each of the special population subgroups; and identify and quantify any disparities or gaps in performance on the levels of performance between any subgroup and the performance of all CTE concentrators.

STATE PLAN (Sec. 122)

Must develop the state plan in consultation with members and representatives of special populations. State plan must describe how the state will address disparities or gaps in performance for special population subgroups. 9/14 state plan contents relate to special populations. See the NAPE Equity Provisions Side-by-Side for more information.

IMPROVEMENT PLAN (Sec. 123)

Requires states and locals to include an analysis of the performance disparities or gaps for special populations and actions that will be taken to address such gaps.

REQUIRED USE OF STATE LEADERSHIP FUNDS (Sec. 124)

Requires that State Leadership funds be used to: provide preparation for nontraditional fields, and expose special populations to high skill, high wage and in demand occupations; serve individuals in State Institutions; report on the effectiveness in funds in reducing disparities or performance gaps for special populations.

PERMISSIBLE USE OF STATE LEADERSHIP FUNDS (Sec. 124)

Suggests that State Leadership funds be used to: provide professional development on how to provide appropriate accommodations and instructional strategies for special population students; eliminate inequities in access to high quality programs of study; award incentive grants to LEAS who have made progress in closing achievement gaps for special populations; increase access for programs in STEM, arts and design skills along with hands-on learning for underrepresented groups including special populations; and support special population participation in career technical student organizations.

LOCAL APPLICATION (Sec. 134)

The local application must contain a description of the results of the comprehensive needs assessment, and how special populations will learn about CTE course offerings and programs of study. The application must describe how the eligible recipient will: provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for nontraditional fields; provide equal access for special populations; ensure special populations are not discriminated against; and address disparities or gaps in performance in each of the plan years.

COMPREHENSIVE NEEDS ASSESSMENT (Sec. 134)

The local recipient must conduct a comprehensive needs assessment every two years, in consultation with representatives of special populations, that shall include: an evaluation of the performance of special populations on the performance measures; an evaluation of strategies to overcome barriers that results in lower access to, or performance gaps in, the courses and programs for special populations; programs that are designed to enable special populations to meet the local levels of performance; and provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency.

LOCAL USES OF FUNDS (Sec. 135)

Five of the six required uses of funds are related to special populations. These include: nontraditional career exploration and awareness courses or activities for students as early as Grade 5; professional development for teachers, principals, school leaders, administrators, and career and guidance counselors, or paraprofessionals in such topics as strategies to close gaps in students participation and performance, pedagogical practices, accommodations and effective teaching strategies for students with disabilities; initiatives that provide students with transition-related services; programs and activities to increase access for underrepresented students in STEM; providing CTE for adults or out-of-school youth to complete secondary school education or upgrade technical skills; reduce or eliminate out-of-pocket expenses such as transportation, child care and other fees for special populations; and implement the comprehensive needs assessment.

Go to www.napequity.org for more information and resources on implementing the equity provisions in Perkins V

For information on NAPE's professional development programs and How to Conduct an Equity Gap Analysis and Comprehensive Needs Assessment contact: Janay McClarin
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