

PERKINS V AND SPECIAL POPULATIONS – WHAT DOES PERKINS V MEAN FOR SPECIAL POPULATIONS?

PRESENTED BY

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ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

icsps impacting
educational
equity



WHO IS THE ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPS)?

Creates, supports, and delivers professional development for career, technical and adult education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.

SPECIAL POPULATIONS WE ALL KNOW!

- Single parents (pregnant and parenting teens)
- Displaced homemakers
- Individuals with disabilities both cognitive and physical
- English Language Learners
- Economically Disadvantaged
- Students pursuing nontraditional occupations for their gender

PERKINS V

STRENGTHENING CAREER AND TECHNICAL EDUCATION ACT FOR THE 21ST CENTURY



PURPOSE

- The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by....
 - building on the efforts of states and localities to develop challenging academic and technical standards;
 - promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;

PURPOSE CONTINUED...

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE;
- disseminating national research, and providing professional development and technical assistance, that will improve CTE programs of study, services, and activities;
- conducting technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators and counselors;
- providing individuals with the opportunities and skills to keep the United States competitive; and
- **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.**

WHAT IS NEW...WHAT STAYED THE SAME

- Individuals with Disabilities – remains unchanged
- Nontraditional Fields – slight addition of examples to definition
- Displaced Homemaker – replaced with “Out of Workforce Individuals”

THE TERM OUT-OF-WORKFORCE INDIVIDUAL MEANS

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

An individual who-

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
- 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 2 years after the date on which the parent applies for assistance under such title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

WHAT IS NEW... WHAT STAYED THE SAME

- Limited English Proficiency – changed to English Learner
 - a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary School Act of 1965 (20 U.S.C. 7801); or
 - an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
 - whose native language is a language other than English; or
 - who lives in a family environment in which a language other than English is the dominant language.

WHAT IS NEW...WHAT STAYED THE SAME

- Economically Disadvantaged – modified to include low income youth and adults
- Single Parents (Pregnant and Parent Teens) – remains unchanged

WHAT IS NEW...

- Homeless individuals as defined by the McKinney-Vento Act
- Youth who are in, or have aged out of, the foster care system
- Youth with parent(s) on active duty in the armed forces

FUN HIGHLIGHTS IN PERKINS V THAT IMPACT EQUITY...

- Universal Design for Learning — The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—
 - provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
 - reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (From HEA)

FUN HIGHLIGHTS IN PERKINS V THAT IMPACT EQUITY...

- Increases funds for serving individuals in State institutions from 1% to 2% and adds juvenile justice facilities; and adds educational to modify the description of institutions that serve students with disabilities.
- Changes State Leadership set-aside for nontraditional from “services” to “assist eligible recipients in providing services.”
- Adds set-aside for recruiting special populations to enroll in CTE of not less than .1% of the State Leadership funds or \$50,000, whichever is less. This is a floor for the amount of funds to be used for this purpose. States could use more.

MORE FUN HIGHLIGHTS....

- Changes the nontraditional measure at the secondary and postsecondary level to:
“The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.”
- Repeals the requirement for states to negotiate performance measures with the Secretary. States set their own measures and include them in the State Plan. Secretary has the authority to disapprove a State Plan if measures are not rigorous enough.

MORE FUN HIGHLIGHTS....

- CTE Concentrator — The term ‘CTE concentrator’ means—
 - at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and—
 - at the postsecondary level, a student enrolled in an eligible recipient who has
 - earned at least 12 credits within a career and technical education program or program of study; or
 - completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.



WHERE DO YOU HAVE GAPS IN SERVICE?

ARE YOU READY TO SERVE THE NEW SPECIAL POPULATIONS?





UPCOMING PROFESSIONAL DEVELOPMENT

ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT





QUESTIONS?

WHAT QUESTIONS DO YOU HAVE?

THANK YOU!

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