

DVR DIGEST

WORKING WITH SPECIAL POPULATIONS

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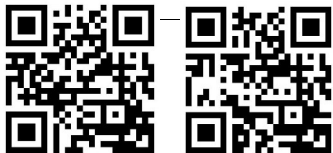
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Credits:

https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Special-Populations-At-A-Glance_v3_10-15-18_ml.pdf

https://www.youtube.com/watch?v=AUNC_H8bcEo&feature=youtu.be



SPECIAL POPULATIONS IN PERKINS V

Overview of Equity in Perkins V (click to run)



Perkins V At A Glance (from NAPE National Alliance for Partnership in Equity.)

https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Special-Populations-At-A-Glance_v3_10-15-18_ml.pdf

PURPOSE (Sec. 1)

Specifies one of the purposes of the [Perkins V] 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.

PERKINS V OVERVIEW/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.

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.

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, administrations, 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; (post-secondary)
- reduce or eliminate out-of-pocket expenses such as transportation, child care and other fees for special populations; and implement the comprehensive needs assessment.

PERKINS V NAPE RESOURCES

State Level Data Dashboards.

Click below for state-level data dashboards to assist with equity gap analyses and Perkins V planning. Visualizations include secondary and postsecondary concentrators by gender at the career cluster level; and concentrators by gender and by race and ethnicity in CTE. Click on the “How to View” Guide for instructions. These data are all derived from the [Perkins Collaborative Resource Network](#).

[Career Clusters by Gender: Secondary](#)

[Career Clusters by Gender: Postsecondary](#)

[Concentrators by Sub-Population: Secondary](#)

[Concentrators by Sub-Population: Postsecondary](#)

[2019 CTE State Profiles](#)

[Perkins V Equity Provisions Summary](#)

Perkins V At-A-Glance Sheets:

[Equity Gap Analysis – State](#)

[Local Equity Gap Analysis](#)

[Special Populations](#)

[The Power of Micromessages in Marketing, Recruitment and Success in CTE](#)

[CTE Career Guidebooks](#)

[Diversifying the Advanced Manufacturing Pipeline: A Conversation with Toyota and NAPE](#)

[Webinar overview of the equity provisions in the Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

OCTAE (Office of Career, Technical, and Adult Education) Guidance Documents

[Homeless Students: Resources](#)

[1830-0029 Perkins V State Plan Guide – Responses to Public Comments](#)

[1830-0029 – Supporting Statement](#)

[1830-0029 Perkins V State Plan Guide – Revised Pursuant to Public Comments](#)

[U.S. Department of Education, Office of Career, Technical, and Adult Education \(OCTAE\)](#)

[Perkins V CAR package and EdFacts Submission System package for public comment](#)

[NAPE Perkins V State Plan Guidance Feedback 3.10.19](#)

[NAPE Perkins V State Plan Guidance Feedback 12.23.18](#)

[NAPE Perkins V CAR Guidance Feedback 4.28.19](#)

[NAPE Perkins V CAR Guidance Feedback 1.7.19](#)

