



FY09

GPS for Perkins IV Special Populations

This document is a resource to assist Secondary and Postsecondary professionals in better serving and supporting special populations students under the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

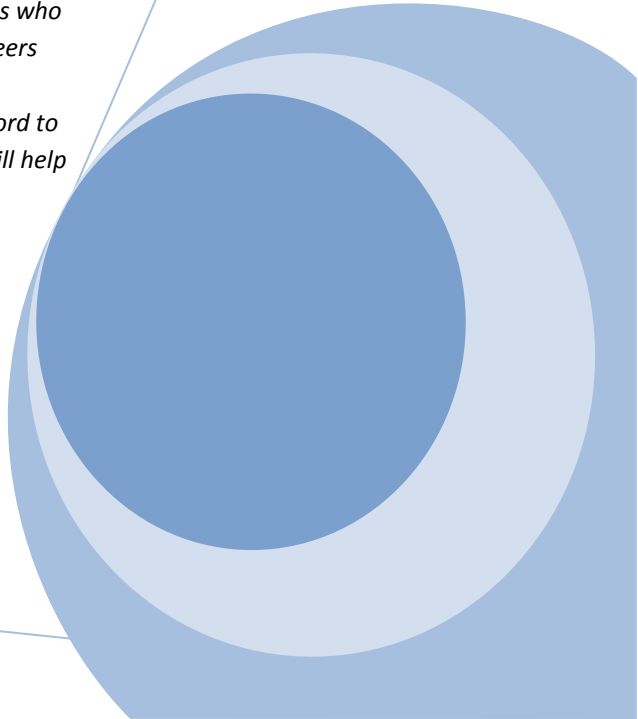
Illinois Center for Specialized Professional Support

Particularly pleasing is that this bill not only has expanded math, science and technical programs, it also has continued and strengthened the Perkins Act commitment to preparing women and men for occupations that are nontraditional to them, to ensuring access to career and technical education for special populations who face unique challenge, and to preparing those students for careers that will lead them to self-sufficiency.

“In this competitive global economy, Mr. Speaker, we can’t afford to waste the potential of any of our people, so these provisions will help to ensure that this does not happen.”

Rep. Lynn Woolsey (D- CA)

Congressional Record, p. H5974 – 7.27.2006



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Executive Summary

As Illinois embarks on the on the exploration and implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, each community of Perkins professionals seeks resources to guide their exploration of this new legislation. Perkins defines special populations as individuals with disabilities, single parents including teen parents, displaced homemakers, economically disadvantaged students including foster children, academically disadvantaged students, English language learners, students pursuing occupations that are nontraditional for their gender. Defined in the Law as students pursuing training in occupations where their gender compromise twenty-five percent (25%) or less of that occupation. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 initiated some changes in provisions that direct and define services for special populations students, including the re-prioritizing of the core indicators and performance measures, the inclusion of high-demand in describing occupations for which students should be prepared as high-skill, high-wage or high-demand, the elimination of “individuals with other barriers to educational achievement” as a special population, and coordination with the No Child Left Behind (NCLB) legislation.

This document provides resources for Perkins professionals seeking understanding of the 2006 law and its impact on special populations in the state of Illinois. The document is divided into six sections. The first provides a historical overview of the creation of the Perkins legislation and the transformation in law through the reauthorization process in 1990, 1998 and in 2006. The following chapter is an excerpt from the Official Guide to Perkins IV produced by ACTE, providing a summary from a national perspective of the new accountability requirements, coordination, academic and technical integration, an overview of the connections between secondary and postsecondary and finally the

increased importance in the role of business and industry partnerships under Perkins IV. The next part reviews the definitions for special populations under the 2006 law, highlighting modifications which have been incorporated in the new law. This section is followed by a cross walk between Perkins III and Perkins IV, and an overview of the core indicators as re-delegated in Perkins IV, accompanied by a brief look at Illinois' measurable definitions. The final section of this document is a Special Populations resource section providing the latest research and resources for each of the special populations.

The role of special populations in the law is quite extensive; it maintains the provisions of services for special populations related to Tech Prep including students pursuing nontraditional occupations for their gender. Special populations represented in the disaggregation data by both the secondary and postsecondary core indicators reflecting “student participation and completion of CTE programs that lead to a nontraditional field” (6S1, 6S2, 5P1, and 5P2). Perkins IV requires that both state leadership and local funds are used to “provide activities to prepare special populations, including single parents and displaced homemakers, who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.” (Section 124 and 135) The notion of self-sufficiency, which is defined in the law as a standard of economic independence adopted, calculated, or commissioned by a local area or State, is another verbiage change that is new to Perkins IV. The leadership activities must also provide preparation for nontraditional fields exposing students, including special populations, to high-skill, high-wage occupations. Under permissible uses of funds, several new categories were added, including one pertaining to special populations. It is now permissible to “develop initiatives that facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs including – other initiatives to encourage the pursuit of baccalaureate degree and to

overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations.”

Perkins IV also includes special populations in the required activities for the National Research Center. The requirements for the Center’s activities are more prescriptive in the new law. The National Center is, as in previous years, asked to carry out scientifically based research and evaluation – the new prescription states “for the purpose of developing, improving, and identifying the most successful methods for addressing the education, employment and training needs of participants, including special populations.”

In closing, the Perkins Law of 2006 was designed to more fully develop the academic and career and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. The 2006 Act strengthens the role of services for special populations students, as well as initiates changes in provisions that direct services for special populations. A notable elimination from the special populations definition was students with barriers to academic achievement. This document serves as a resource, for Perkins professionals, providing tools to enhance the understanding of the 2006 law and its impact on special populations in the state of Illinois. This document is designed as a resource to assist professionals in serving and supporting special populations students under the Carl D. Perkins Career and Technical Education Act of 2006.