

Carl D. Perkins Career and Technical Education Act of 2006

Association for Career and Technical Education (ACTE) and Michael Brustein (2006). Perkins Act of 2006: The Official Guide: The authoritative guide to federal legislation for career and technical education.

SERVING SPECIAL POPULATIONS

“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 challenges, and to preparing those students for careers that will lead them to self-sufficiency.” –Rep. Lynn Woolsey. July 26, 2006 (Pg. 5 - ACTE & Brustein, 2006)

Section 3: DEFINITIONS

- (17) **INDIVIDUAL WITH A DISABILITY.**—
 - (A) **IN GENERAL.**—The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
 - (B) **INDIVIDUALS WITH DISABILITIES.**—The term ‘individuals with disabilities’ means more than 1 individual with a disability.
- (29) **SPECIAL POPULATIONS.**—The term ‘special populations’ means—
 - (A) individuals with disabilities;
 - (B) individuals from economically disadvantaged families, including foster children;
 - (C) individuals preparing for non-traditional fields;
 - (D) single parents, including single pregnant women;
 - (E) displaced homemakers; and
 - (F) individuals with limited English proficiency.

Change from 1998 Act: “Individuals with other barriers to education achievement” are eliminated from this definition. (Pg. 15 - ACTE & Brustein)
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Section 113: ACCOUNTABILITY

- (a) PURPOSE.—The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.
- (b) STATE PERFORMANCE MEASURES
- (c) REPORT.—
 - (1) IN GENERAL.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—
 - (A) the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and
 - (B) information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for **special populations**.

Change from 1998 Act: Added the disaggregation of data for each of the indicators of performance by the categories of students identified in ESEA and the categories of students defined as “special populations” that are served, and shall identify and quantify any gaps or disparities in performance between any such category and all students served by the state. (Pg. 23 - ACTE & Brustein)

Section 114: NATIONAL ACTIVITIES

- (a) PROGRAM PERFORMANCE INFORMATION.—
 - (1) IN GENERAL.—The Secretary shall collect performance information about, and report on, the condition of career and technical education and on the effectiveness of State and local programs, services, and activities carried out under this title in order to provide the Secretary and Congress, as well as Federal, State, local, and tribal agencies, with information relevant to improvement in the quality and effectiveness of career and technical education. The Secretary shall report annually to Congress on the Secretary’s aggregate analysis of performance information collected each year pursuant to this title, including an analysis of performance data regarding **special populations**.
- (d) Advisory Panel; Evaluation; Reports.
 - (2) Evaluation and Assessment
 - (B) Contents
 - (iii)
 - (II) the extent to which career and technical education programs prepare students, including **special populations**, for subsequent employment in high skill, high wage occupations (including those in which mathematics and science skills are critical), or for participation in postsecondary education;

Change from 1998 Act: Added in “special populations” (Pg. 27 - ACTE & Brustein)

- (4) Research
 - (A) In General
 - (i) to carry out scientifically based research and evaluation 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 career and technical education programs, including research and evaluation in such activities as—
 - (I) the integration of—
 - (aa) career and technical instruction; and
 - (bb) academic, secondary and postsecondary instruction;
 - (II) education technology and distance learning approaches and strategies that are effective with respect to career and technical education;
 - (III) State adjusted levels of performance and State levels of performance that serve to improve career and technical education programs and student achievement;
 - (IV) academic knowledge and career and technical skills required for employment or participation in postsecondary education; and
 - (V) preparation for occupations in high skill, high wage, or high demand business and industry, including examination of—
 - (aa) collaboration between career and technical education programs and business and industry; and
 - (bb) academic and technical skills required for a regional or sectoral workforce, including small business;

Change from 1998 Act: Added in “special populations” (Pg. 27 - ACTE & Brustein)

Section 118: OCCUPATIONAL AND EMPLOYMENT INFORMATION

- (c) State Level Activities
 - (3) to provide academic and career and technical education teachers, faculty, administrators, and career guidance and academic counselors with the knowledge, skills, and occupational information needed to assist parents and students, especially **special populations**, with career exploration, educational opportunities, education financing, and exposure to high skill, high wage, or high demand occupations and non-traditional fields, including occupations and fields requiring a baccalaureate degree;

Change from 1998 Act: Added in “special populations”, “high-demand”, “non-traditional” and “fields requiring a baccalaureate degree” (Pg. 37 - ACTE & Brustein)

Section 122: STATE PLAN

- (b) Plan Development
 - “(1) IN GENERAL.—The eligible agency shall—
 - (A) develop the State plan in consultation with—
 - (i) academic and career and technical education teachers, faculty, and administrators;
 - (ii) career guidance and academic counselors;
 - (iii) eligible recipients;
 - (iv) charter school authorizers and organizers consistent with State law;
 - (v) parents and students;
 - (vi) institutions of higher education;
 - (vii) the State tech prep coordinator and representatives of tech prep consortia (if applicable);
 - (viii) entities participating in activities described in section 111 of Public Law 105–220;
 - (ix) interested community members (including parent and community organizations);
 - (x) representatives of special populations;
 - (xi) representatives of business and industry (including representatives of small business); and
 - (xii) representatives of labor organizations in the State; and
 - (B) consult the Governor of the State with respect to such development.
- (c) Plan Contents
 - (1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of-
 - (G) how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Change from 1998 Act: New section (Pg. 40 - ACTE & Brustein)

- (H) how such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Change from 1998 Act: New section (Pg. 40 - ACTE & Brustein)

- (2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (E) provides the knowledge and skills needed to work with and improve instruction for special populations;

Change from 1998 Act: New section (Pg. 41 - ACTE & Brustein)

- (9) describes the eligible agency’s program strategies for special populations, including a description of how individuals who are members of the special populations—
 - (A) will be provided with equal access to activities assisted under this Act;
 - (B) will not be discriminated against on the basis of their status as members of the special populations; and
 - (C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage, or high demand occupations;

Change from 1998 Act: Expanded section (Pg. 42-3 - ACTE & Brustein)

- (13) describes how the eligible agency will report data relating to students participating in career and technical education in order to adequately measure the progress of the students, including special populations, and how the eligible agency will ensure that the data reported to the eligible agency from local educational agencies and eligible institutions under this title and the data the eligible agency reports to the Secretary are complete, accurate, and reliable;

Section 124: STATE LEADERSHIP ACTIVITIES

- (b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection shall include—
 - (1) an assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;

Change from 1998 Act: Added “high demand” (Pg. 47 - ACTE & Brustein)

- (5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;
- (7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;
- (8) support for programs for special populations that lead to high skill, high wage, or high demand occupations;

- (c) Permissible Uses of Funds
 - (3) support for initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
 - (A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling; and
 - (D) other initiatives—
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

Change from 1998 Act: New permissible uses of funds (Pg. 51 - ACTE & Brustein)

- (4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
- (10) awarding incentive grants to eligible recipients—
 - (A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—
 - (iv) eligible recipients’ progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance;

Change from 1998 Act: expanded section (Pg. 52 - ACTE & Brustein)

Section 134: LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

- (b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—
 - (8) describe how the eligible recipient will—
 - (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

Change from 1998 Act: Added “that the plan must describe how activities will be provided that prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high demand occupations that will lead to self-sufficiency.” (Pg. 56 - ACTE & Brustein)

- (9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

Section 135: LOCAL USES OF FUNDS

- (a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.
- (b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—
 - (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 - (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Change from 1998 Act: New required use of funds (Pg. 58 - ACTE & Brustein)

- (c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
 - (4) to provide programs for special populations;
 - (10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives—
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

Change from 1998 Act: New permissive use of funds (Pg. 61 - ACTE & Brustein)

Section 203: TECH PREP PROGRAM

- (c) CONTENTS OF TECH PREP PROGRAM.—Each tech prep program shall—
 - (5) include professional development programs for counselors designed to enable counselors to more effectively—
 - (F) provide comprehensive career guidance and academic counseling to participating students, including special populations;

Change from 1998 Act: More specific language (Pg. 66 - ACTE & Brustein)

- (6) provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations;

Section 204: TECH PREP CONSORTIUM APPLICATIONS

- (d) SPECIAL CONSIDERATION.—The eligible agency, as appropriate, shall give special consideration to applications that—
 - (3) address effectively the issues of school dropout prevention and reentry, and the needs of special populations;

Perkins Web sites:

- Perkins Text:
 - www.ed.gov/policy/sectech/leg/perkins/index.html
- **2005-2006 Annual Performance Reports**
 - <http://www.doe.virginia.gov/VDOE/Instruction/CTE/cters/2005apr/>
- Local Transition Plan and Budget
 - <http://www.doe.virginia.gov/VDOE/Instruction/CTE/director.html>

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