

Perkins IV: The Special Populations Perspective

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National Alliance for
Partnerships in Equity

Overview

- History of special populations in the federal act that funds career and technical education
- New special population provisions in Perkins IV
- The status of special populations performance on the Perkins IV accountability measures in California
- Next steps

Historical Perspective

- Special populations provisions in Perkins
 - 1976 Amendments
 - Full-time Gender Equity Coordinator- \$50,000
 - 1984 Perkins Act
 - Full-time Gender Equity Coordinator- \$60,000
 - Set-asides 3.5% Gender Equity, 8.5% SP/DH

Historical Perspective

- Special populations provisions in Perkins
 - 1990 Perkins Act
 - Full-time Gender Equity Coordinator- \$60,000
 - A-L requirements of the Gender Equity Coordinator
 - Set-asides 3% Gender Equity, 7% SP/DH, .5% either
 - Set-aside for Criminal Offenders 1%
 - Special population focus- special populations' includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions

Historical Perspective

- Special Populations provisions in Perkins
 - 1998 Perkins Act
 - State Leadership Set-aside (\$60,000-\$150,000) for nontraditional
 - Accountability Measure
 - Language sprinkled throughout the Act
 - 2006 Perkins Act
 - State Leadership Set-aside (\$60,000-\$150,000) for nontraditional
 - Accountability Measure
 - Improvement plans and sanctions
 - Language sprinkled throughout the Act
 - Required use of local funds

Perkins IV

- Definitions *
- Allocation of Funds
- Accountability*
- National Activities *
- Occupational and Employment Information *
- State Administration

* New equity provisions

Perkins IV

- State Plan*
- Improvement Plans *
- State Leadership
- Local Plan*
- Local Uses of Funds*
- Tech Prep *

* New equity provisions

Big Issues

- High skill, high wage or high demand
- Accountability measures for secondary different than for postsecondary
- Federal sanctions on States for not meeting performance measures
- State to local performance measure negotiation

Big Issues

- State sanctions on Locals for not meeting performance measures
- Performance measure gap closing requirements
- Disaggregation of data
- Required Use of Local Funds
- Local report

Special Populations

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Single parents, including single pregnant women
- Displaced homemakers; and
- Individuals with limited English proficiency
- Students pursuing nontraditional fields

Definitions

- Removal of “individuals with other educational barriers” from special populations
- Self-sufficiency defined in conference report
 - “a standard of economic independence that considers a variety of demographic and geographic factors, as adopted, calculated, or commissioned by a local area or State”

Nontraditional Fields

- Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Accountability

- Postsecondary indicator
 - “including placement in high skill, high wage, or high demand occupations or professions”
- Additional indicators of performance
 - “such as self-sufficiency”

Core Indicator

- Participation in Nontraditional Training and Employment Programs
- Completion of Nontraditional Training and Employment Programs

Accountability

- State and local report requires disaggregated data
 - Gender
 - Race/ethnicity
 - Individuals with disabilities
 - Migrants
 - Individuals with limited English proficiency
 - Individuals from economically disadvantaged families including foster children
 - Single parents, including single pregnant women
 - Displaced homemakers
 - Individual preparing for nontraditional fields

Accountability

- State and local report requires
 - Identify and quantify any gaps in performance between disaggregated student populations and all CTE students

Improvement Plans (State and Local)

Triggers

- Does not meet 90% of ANY measure in the first year
- Shows improvement the following year but still does not meet 90% of that or ANY measure in year two
- Plan must address performance gaps between disaggregated populations and all CTE students

Local Plan

- Describe how LEA will 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

Required Use of Local Funds

- 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

Permissive Use of Local Funds

- Initiatives to overcome barriers to enrollment in and completion of baccalaureate degree programs for special population students
- Develop new CTE programs of study in high skill, high wage, or high demand occupations and dual credit

Supportive Services

- Named in conference report as transportation, child care, dependent care, tuition, books, and supplies and other services
- May use Perkins funds for this purpose for special populations participating in CTE
- Supplement not supplant
- Address barriers to participation in CTE

Resources

- Equity Analysis of Perkins IV-
<http://www.napequity.org/pdf/EquityProvisionsPerkins4TableFinal.pdf>
- Q&A on Programs and Services for Special Populations –
http://www.napequity.org/e107_images/custom/PerkinsIV_QASpecial.pops.pdf

Special Populations Core Indicator Analysis

Laurie Harrison

Project Manager


CCC Special Populations
Collaborative Project

Statewide and Regional TOP Code Analyses

- Agriculture/Natural Resources
- Business/Information Technology
- Family/Consumer Science
- Health
- Industrial Technology
- Public/Protective Services

Special Populations Core Indicator Analysis

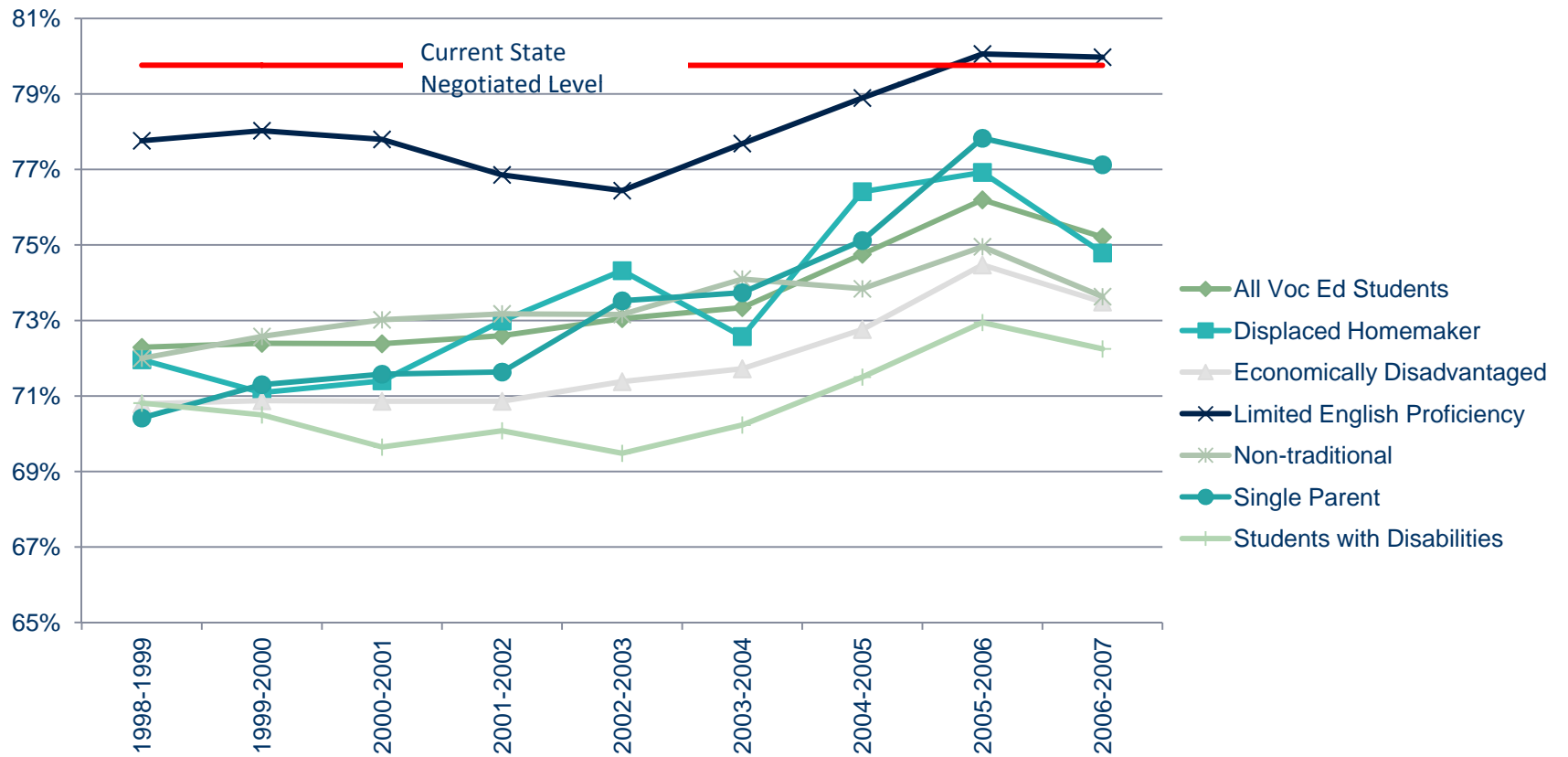
Statewide
and by
TOP Code 9
Engineering and
Industrial Technologies



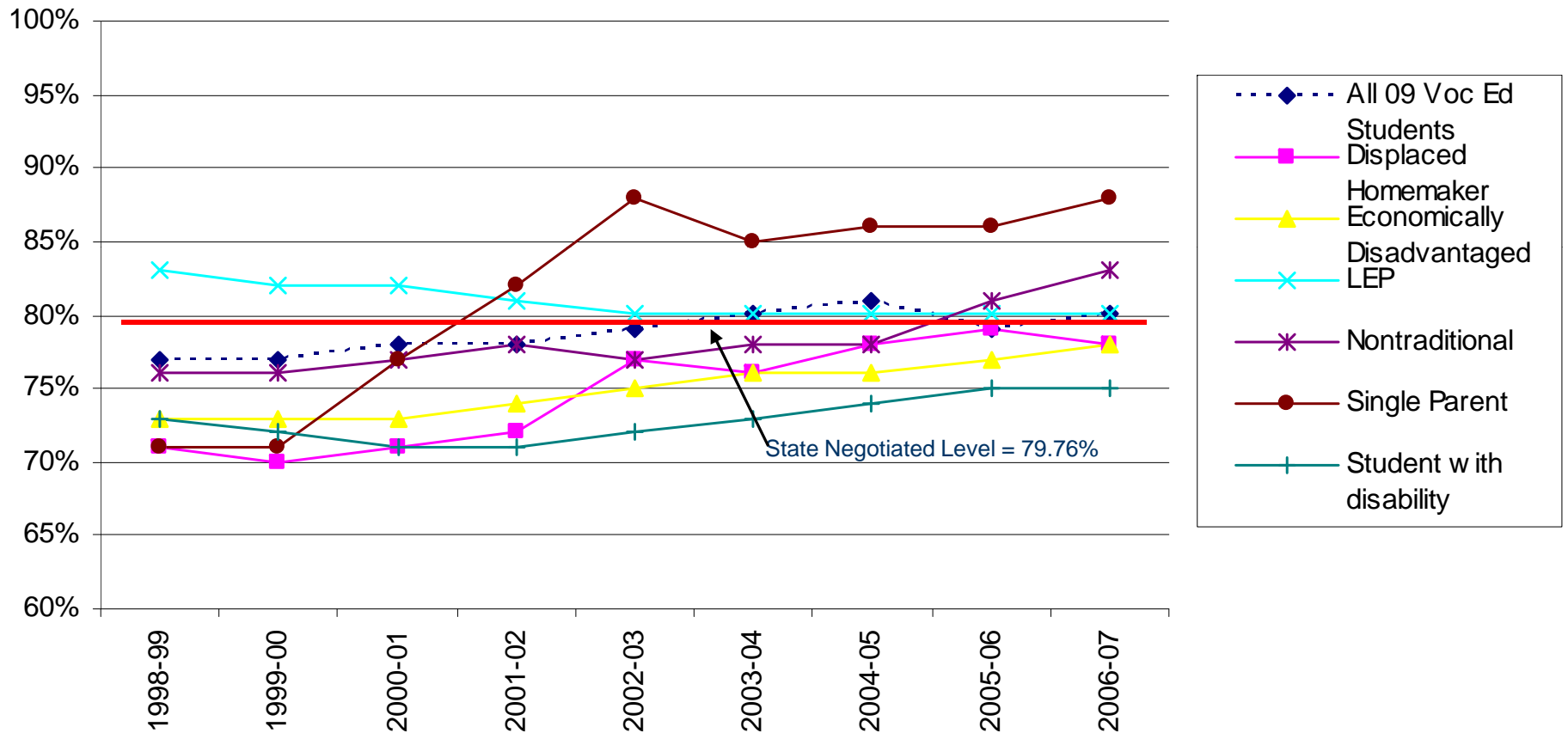
Core Indicator 1: Skill Attainment

The percent of students receiving a “C” or better in CTE courses

Statewide Core 1: Skill Attainment



CORE Indicator 1 - Percent of Engineering and Industrial Technologies students successfully completing Vocational courses with a grade of "C" or better




- Single Parent and Nontraditional students have the highest rates of success amongst the six special population groups.
- Students with Disabilities have had the lowest rate of success amongst the six groups.

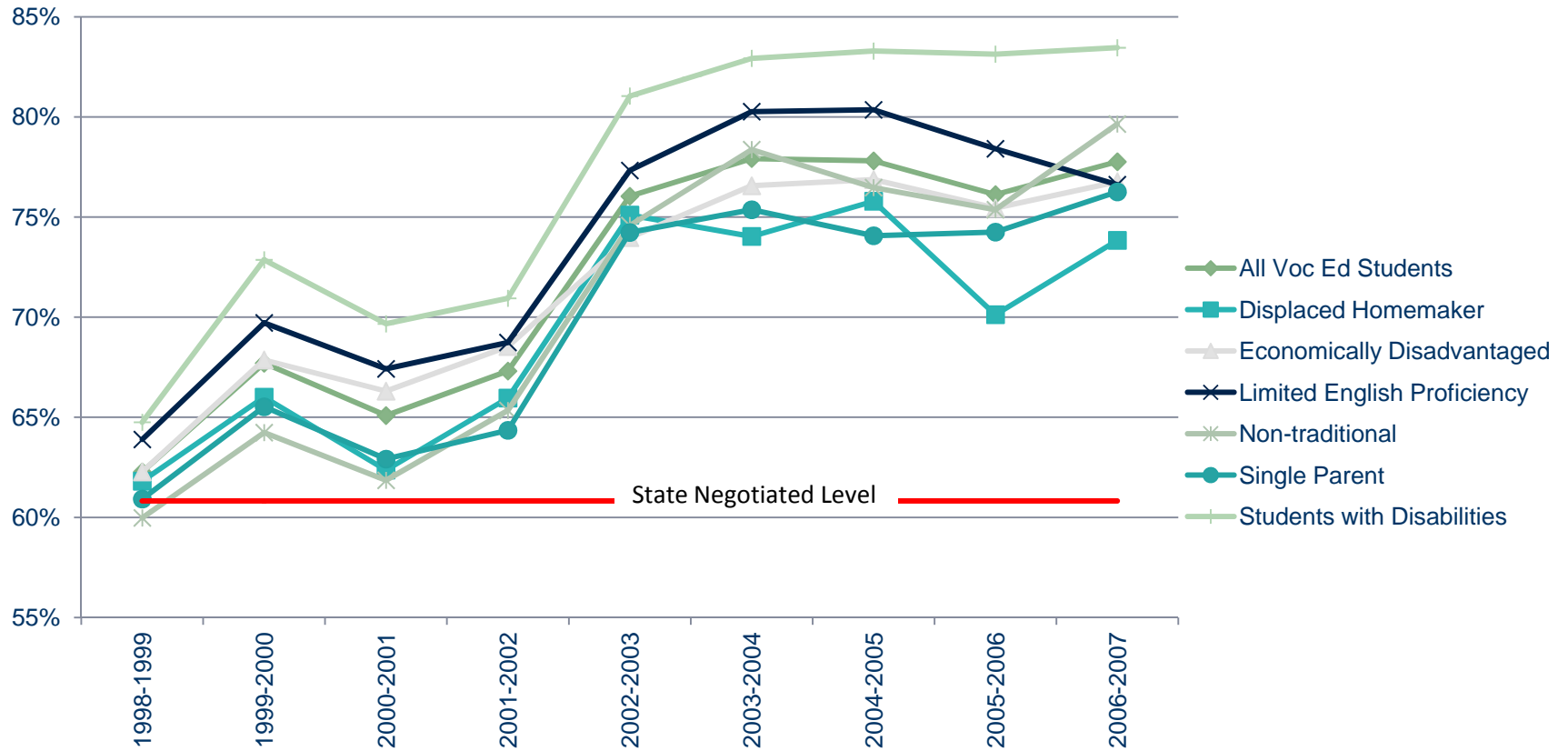
Graphs reflect data reported for the most recent year available. For example, outcomes for Indicator 1 (Skill Attainment) are from the previous academic year while outcomes for Indicators 2 – 4 (Completions, Placement, Retention and Equity) are from the previous year for students who were last enrolled two years prior. For a complete explanation, see http://misweb.cccco.edu/voc_ed/vtea/VTEA1999-00Reportsv3.pdf

Core Indicator 2: Completions

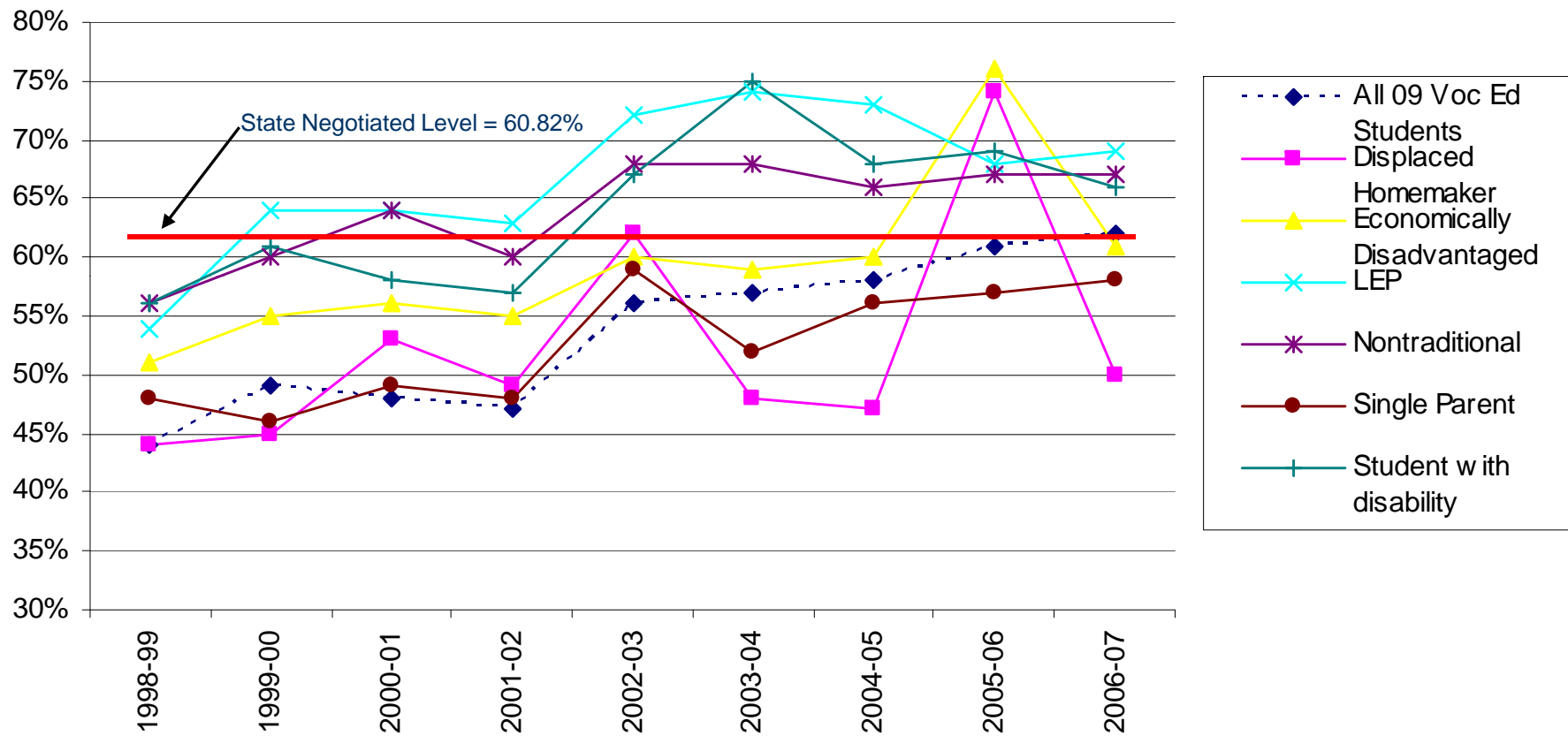
The percent of concentrators in CTE programs who complete those programs



Statewide Core 2: Completions




CORE Indicator 2 - Percent of Engineering and Industrial Technologies students who receive a degree or certificate, transfer to UC or CSU, or join the military



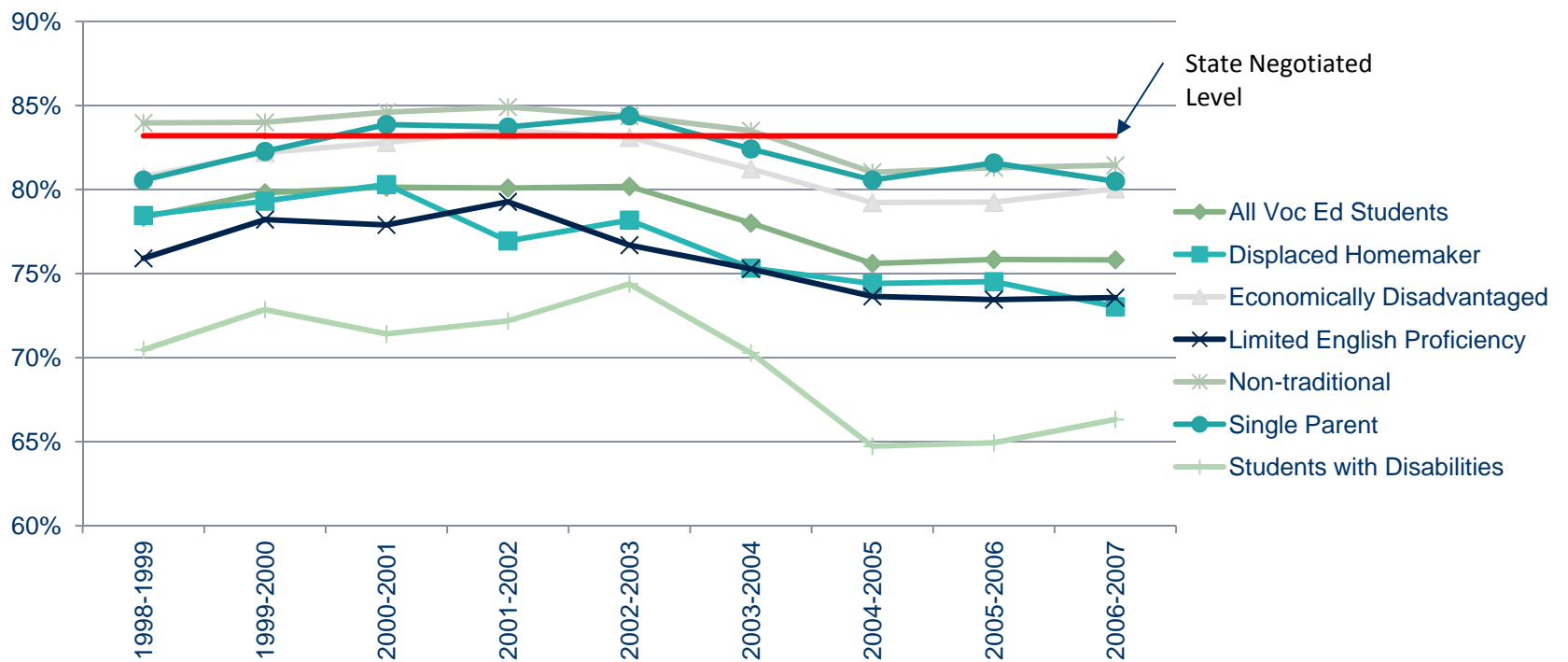
- LEP, Nontraditional and Students with Disabilities have had the highest rates of completion amongst the six groups. However data on skill attainment (Core Indicator 1) reported that students with disabilities have the least success.
- Displaced Homemakers have the lowest rate of completion amongst the six groups.

Core Indicator 3a: Placement

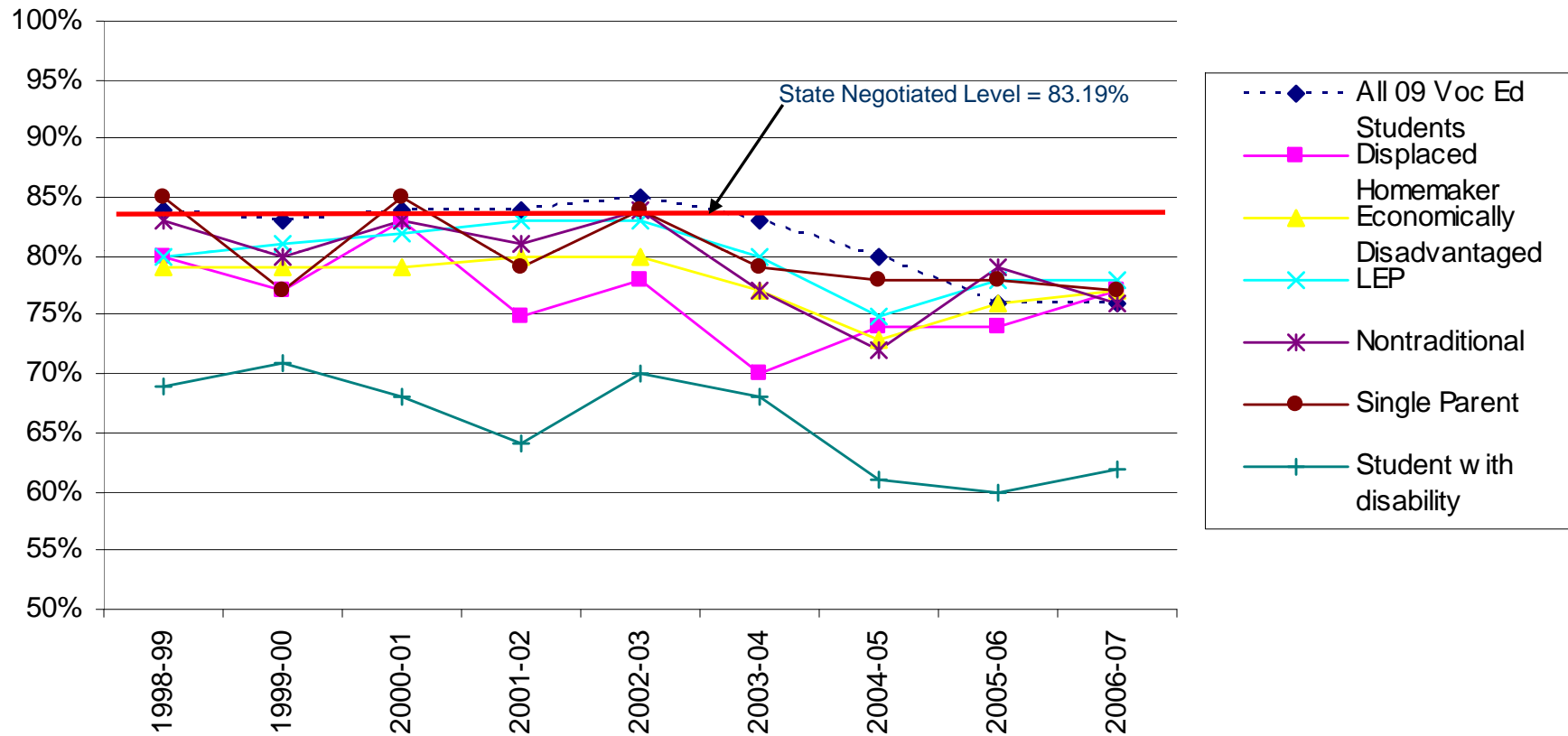
The percent of CTE students who are placed in employment or transfer



Statewide Core 3a: Employment/Trans. Placement



Core Indicator 3a – Percent of Engineering and Industrial Technologies students who were found in California UI covered employment or a four-year public educational institution one year following data collection




- Students with Disabilities have fallen below other groups over the last nine years.
- There is a slight downward trend in employment or post secondary enrollment for all groups since 2002-03.

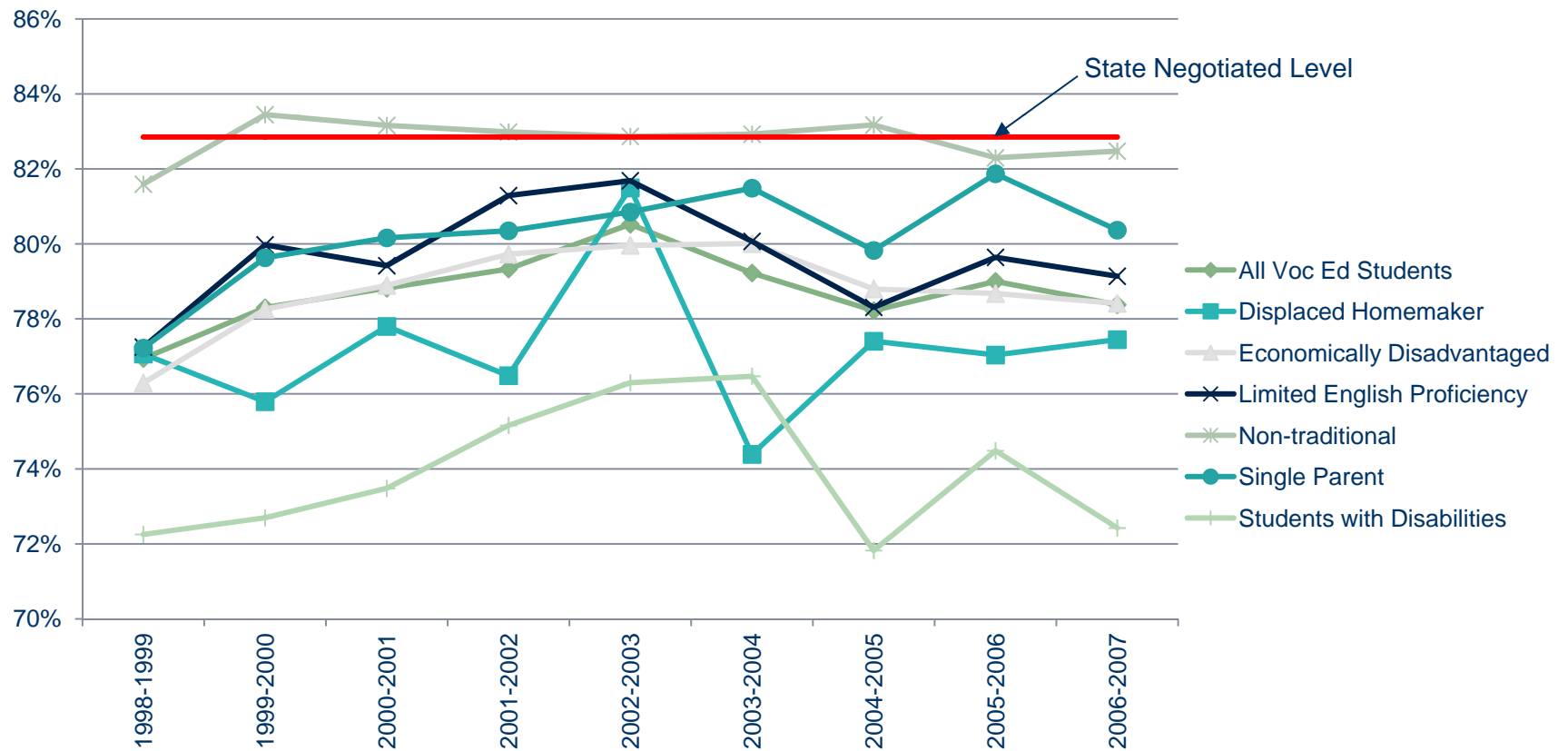


Core Indicator 3b: Employment retention

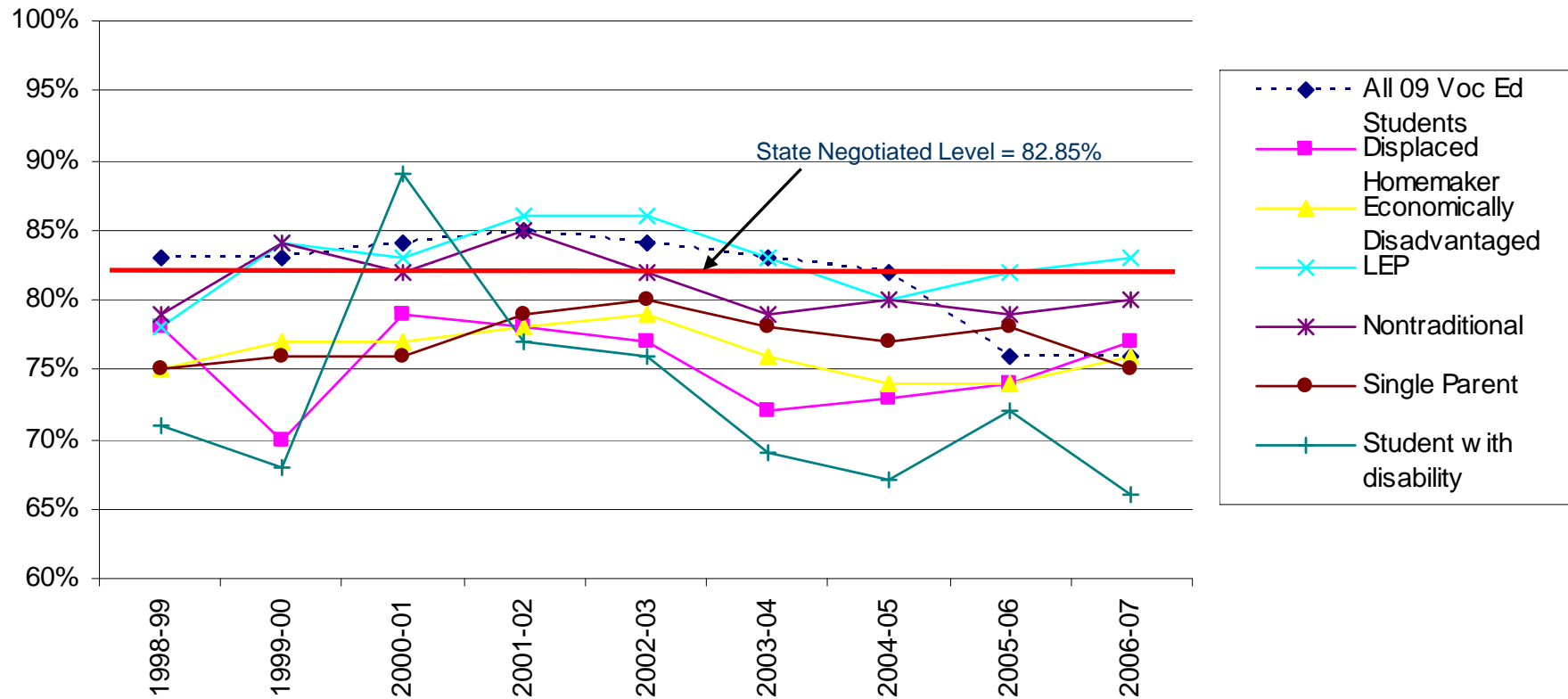
The percent of
students who are
retained in
employment



Statewide Core 3b: Employment Retention



Core Indicator 3b – Percent of California UI covered Engineering and Industrial Technologies cohort students who were found employed for at least three quarters



- LEP and Nontraditional students are the most likely special population subgroups to be working.
- Students with Disabilities have had the lowest level of employment success amongst the six groups.

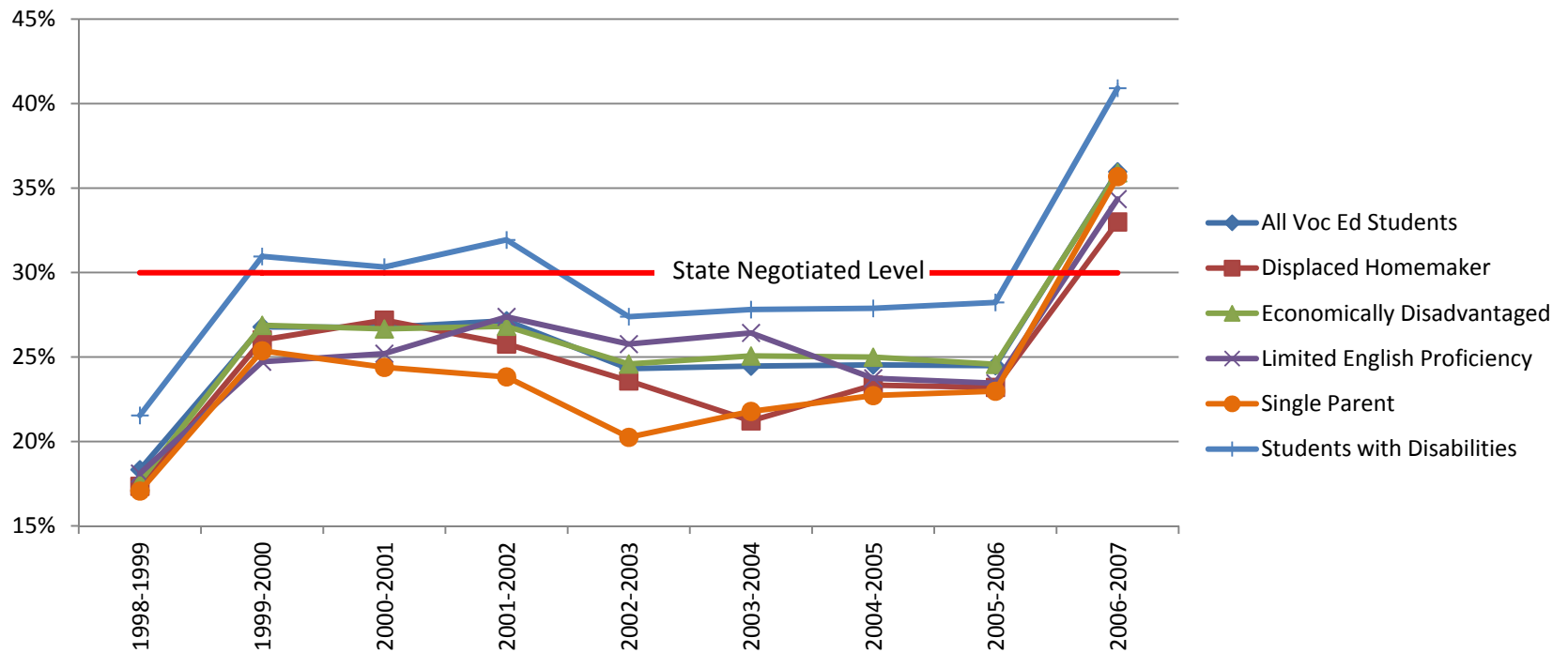


Core Indicator 4a:

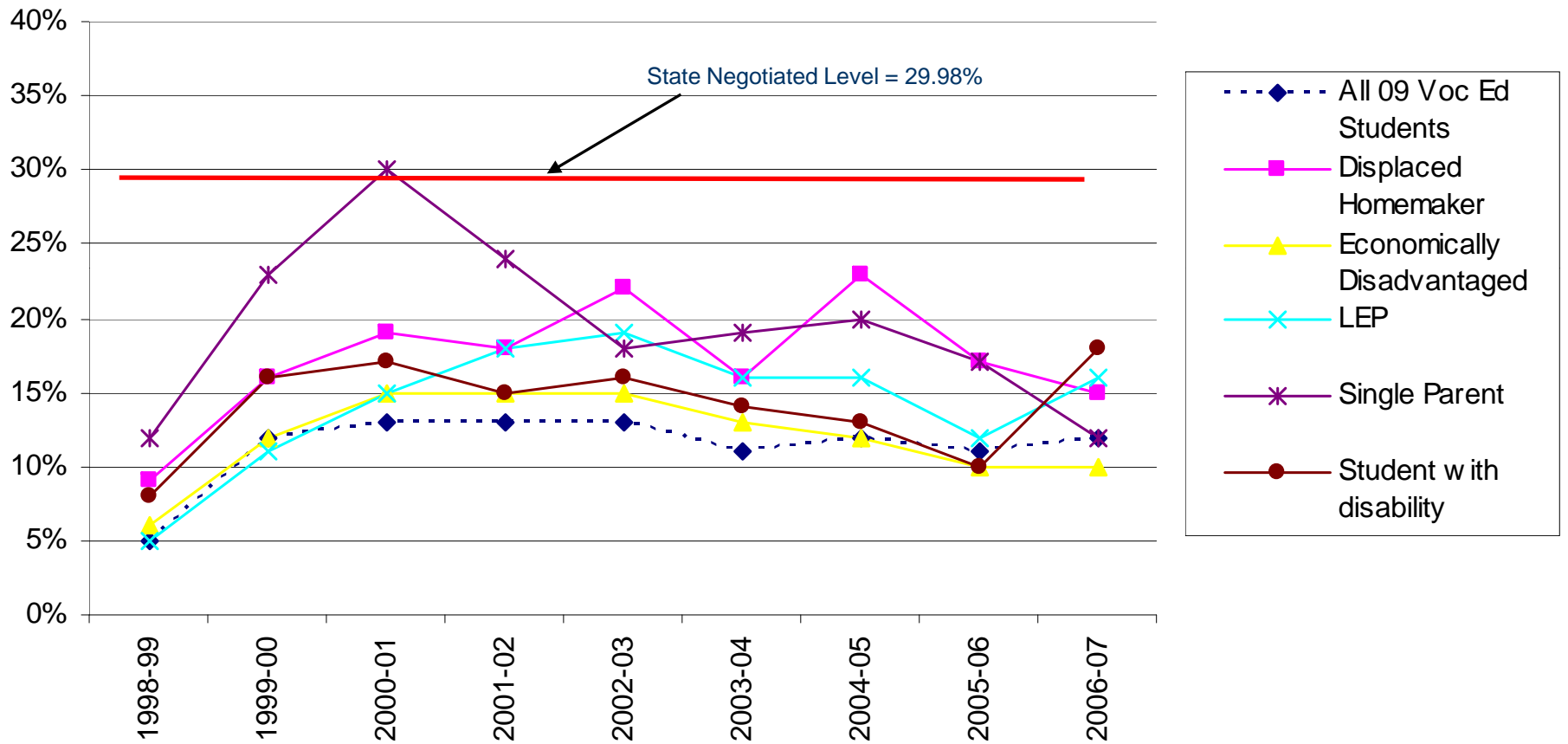
Participation in
programs deemed
nontraditional



Statewide Core 4a: Non-Trad Participation



Core Indicator 4a – Percent of Engineering and Industrial Technologies Nontraditional students enrolled in SAM A-D courses identified as leading to jobs that had less than a 25/75% gender ratio

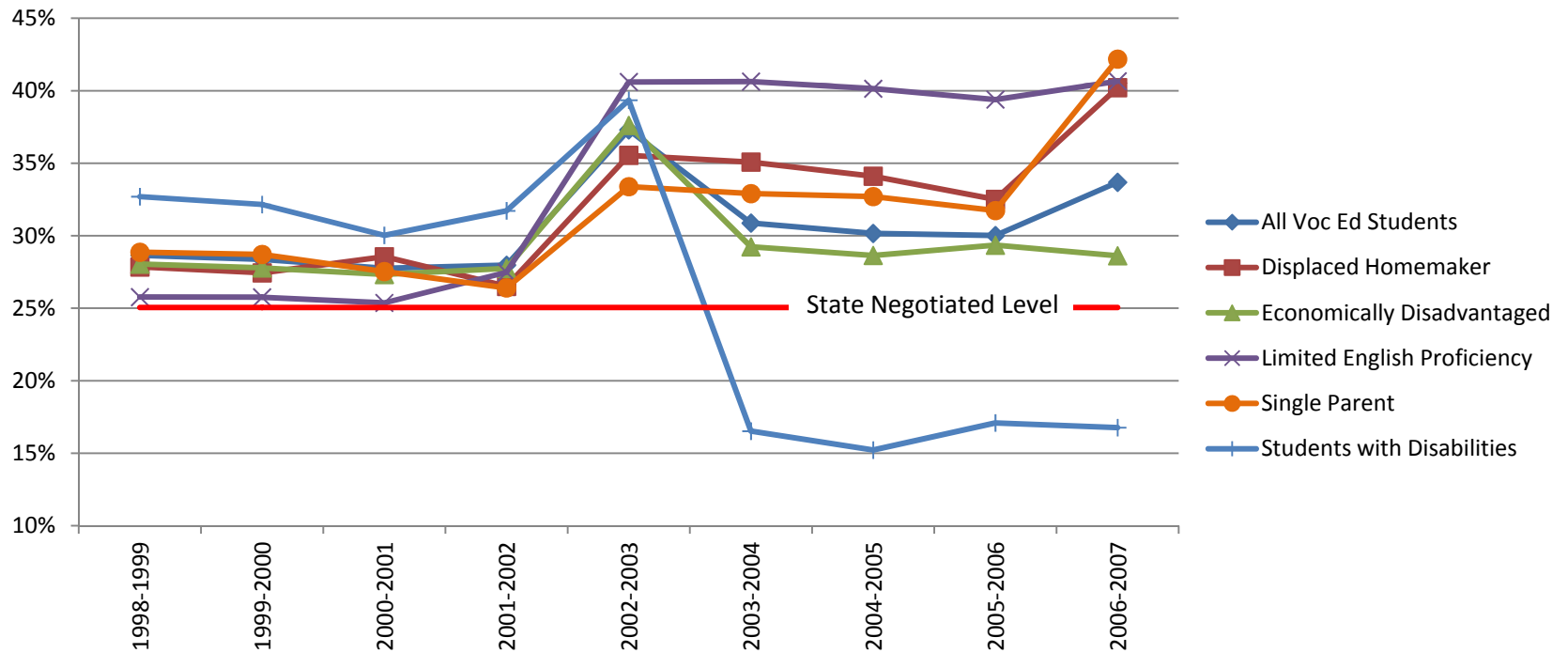


All groups of students have fallen below the State Negotiated Level for participation in courses deemed nontraditional, and improvement has remained flat or has declined.

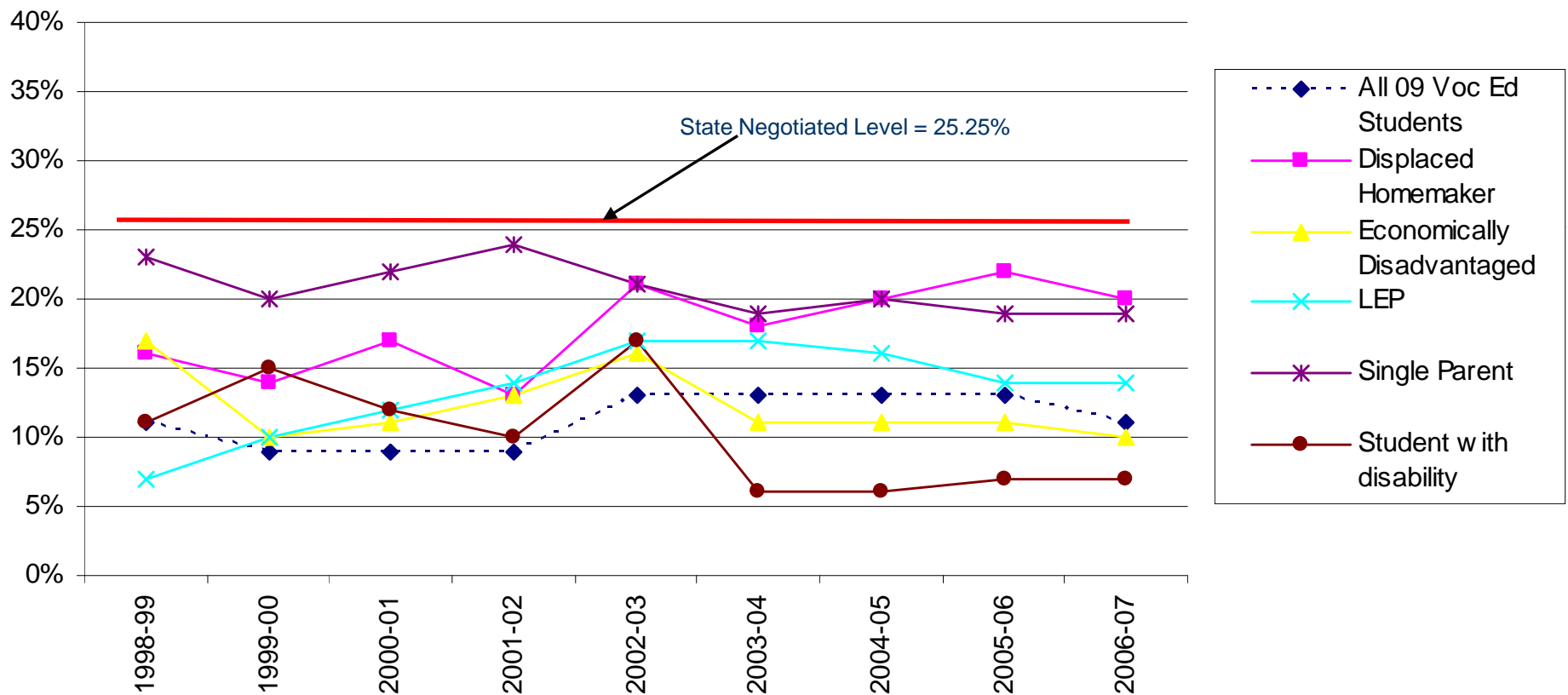
Core Indicator 4b:

Percent of students who complete nontraditional training programs that are of the under-represented gender

Core 4b-Non-Trad Completion



Core Indicator 4b – Percent of Engineering and Industrial Technologies Nontraditional students who complete SAM A-D courses identified as leading to jobs that had less than a 25/75% gender ratio and receive a degree or certificate, transfer to UC, or join the military



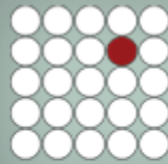
- Displaced Homemaker and Single Parent students are the most likely to complete courses of all nontraditional special population subgroups.
- Students with Disabilities have had the least completion success.

Benchmarking

- What can you say about the success of special populations in your programs as compared to
 - Statewide Average?
 - Region Average?
 - Peer College?
 - Best Performer?

What does the data tell us?

- Indicates trends over time
- Highlights potential data quality issues
- Identifies gaps in performance between
 - Student groups – gender, race/ethnicity, special populations
 - Programs
- Generates additional questions that need to be answered before implementing a solution



California
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Populations

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➤ About Joint Special Populations Advisory Committee (JSPAC)

The JSPAC is a committee comprised of educators from the K-12, adult education, and community colleges as well as business, industry, and the trades who are committed to enhancing the Career and Technical Education field as well as encourage girls and women to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand.

[Who We Are](#)

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[Advisory Committee](#)

➤ Research & Resources

The JSPAC conducts research and develops resources as requested by the field and the State. Visit this page to find reports, position papers, training materials, brochures, etc. that are developed, supported, or sponsored by the JSPAC.

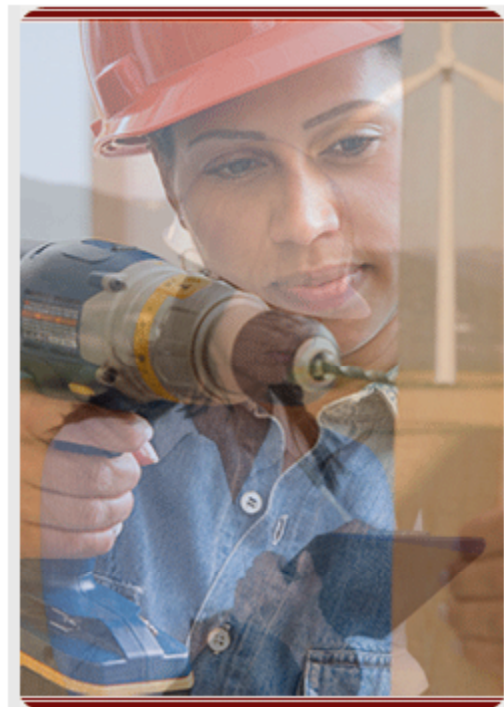
➤ Events

The JSPAC hosts one conference as well as a series of workshops across California each year. Visit this page to find dates, locations, times, and contact information. Online registration for all/most events is available here as well.

[Conferences](#)

[Workshops](#)

[JSPAC Calendar](#)



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News



Fall 2008



Two States Added to STEM Equity Pipeline Project The NAPE Education Foundation

November 2008



NAPE Education Foundation Board member, Sandra Westlund-Deenihan will be featured in the November issue of *IndustryWeek.com* in the Leadership in Manufacturing section. Click here for a sneak preview of the article.

October 31, 2008

Nominations for the Programs and Practices that Work Awards

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