

Perkins IV – What's In Store?

Mimi Lufkin

NAPE/Women Work National
Conference

April 6, 2008



National Alliance for
Partnerships in Equity

Historical Perspective

- Gender equity 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

- Gender equity provisions in Perkins
 - 1990 Perkins Act
 - Full-time Gender Equity Coordinator- \$60,000
 - A-F requirements
 - Set-asides 3% Gender Equity, 7% SP/DH, .5% either
 - Special population focus

Equity Provisions in Perkins III

- State Leadership Set-aside
 - \$60,000-\$150,000
 - Services that prepare individuals for nontraditional fields
- Accountability Measure
 - Participation and completion of students in programs that lead to nontraditional careers

Equity Provisions in Perkins III

- Reserve Fund
 - 10% reserve to fund CTE activities in
 - Rural areas
 - Areas with high percentage of CTE students
 - Areas with high numbers of CTE students
- Language sprinkled throughout the Act

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
- Career clusters and programs of study

Big Issues

- State sanctions on locals for not meeting performance measures
- Performance measure gap closing
- Disaggregation of data
- Required use of local funds
- Local report

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”

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
- Individuals preparing for nontraditional fields

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

Occupational and Employment Information

- High skill, high wage, or high demand occupations and nontraditional fields
- Resource development for nontraditional career exploration

State Plan

- New special populations provisions:
 - Graduate from high school with a diploma
 - Postsecondary transition
 - High skill, high wage, or high demand occupations
 - Comprehensive professional development to improve instruction for special populations

Improvement Plans (State and Local)

- 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

State Leadership

- Required use of funds
 - Entry into technology fields, including nontraditional fields
 - Professional development
 - Exposing special populations to high skill, high wage occupations

State Leadership

- Permissible uses of funds
 - Improvement of career guidance and academic counseling programs that expose students to high skill, high wage and nontraditional fields
 - Overcoming barriers for special populations to transition from sub baccalaureate CTE programs to baccalaureate degree programs

State Leadership

- Permissible uses of funds
 - Support new programs in high skill, high wage or high demand occupations
 - Award incentive grants for exemplary performance
 - Exceeding local performance measures
 - Special populations progress

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

Tech Prep Report

- Accountability measures disaggregated by same populations groups as the core measures
- Indicate any gaps in performance between any disaggregated populations and the performance of all CTE students
- Quantifiable progress of each of the categories of students on indicators

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

State Plans

- Transition Plans completed and submitted to OVAE April 2007
 - public document
 - Available on sole state agency website
 - Provisions for services for special populations section
- 5 year plans currently under development and due April 2008

Questions?

Mimi Lufkin

Executive Director

National Alliance for Partnerships in Equity

P.O. Box 369

Cochranville, PA 19330

610-593-8038 phone

610-593-7238 fax

mimilufkin@napequity.org



National Alliance for
Partnerships in Equity