MICHIGAN DEPARTMENT OF LABOR & ECONOMIC OPPORTUNITY

WORKFORCE DEVELOPMENT

Special Populations Fundable Activities, Intake and Assessment

Industry Engagement

Perkins Postsecondary Career and Technical Education Program

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Introduction

An overarching theme of Perkins V is a concerted and focused effort on increasing the employment opportunities for populations who are chronically unemployed or underemployed. Perkins V helps ensure all students have the resources they need to graduate prepared for success in postsecondary, career and civic life. Institutions are required to measure and identify disparity gaps and evaluate their progress in providing equal access to CTE programs, particularly for students specifically identified as a special populations category.

There are 10 special populations categories in total. In order to qualify for Perkins funded activities as a special population's student, a student must be formally enrolled in a State-approved occupational program during the reporting year, as identified by CIP code, or have formally declared an intent or commitment to enroll in a State-approved CTE program of study, and through a formal assessment has been determined to be in one or more special populations categories and received at least one supportive service within the reporting period. The provided service does not have to be exclusively tied to the special population in which the student was categorized.

Special Population	Secondary	Postsecondary
Individuals with disabilities	Yes, in accordance with the individuals with Disabilities Act	Yes, in accordance with the individuals with Disabilities Act
Individuals from economically disadvantaged families, including low-income youth and adults	Yes	Yes
Individuals preparing for non-traditional fields	Yes	Yes
Single parents, including single pregnant women	Yes	Yes
Out-of-workforce individuals	Not-collecting	Yes
English learners	Yes	Yes
Homeless individuals	Yes	Yes
Youth who are in, or have aged out of, the foster care system	Yes	Yes
Youth with a parent who— (i) is a member of the armed forces and is on active duty*	Yes	Not-collecting
Migrant worker*	Yes	Not-collecting

It is important that postsecondary and secondary institutions work together to identify secondary students that may transition to institutions of higher education. Although data is not collected on all categories, Perkins funds may still be used to support students that fall into these categories. Note that when a student is not found to be eligible under one category, they may likely be eligible under another.

Perkins Fundable Activities

Examples of allowable activities for special population students include assessment, attendance costs, outreach, special instructional equipment, learning station modification, specialized career tools, support for English Learners, academic support service, special population coordination activities, counseling and academic advising. This section will provide information on each of these possible activities. Additional detail around individual function codes addressing each of the local uses of funds and potential activities that are eligible for Perkins funding can be found within the *Perkins Postsecondary Use of Funds Guide*.

Cost of Attendance Support

If the institution has identified direct cost of attendance support as an institutional priority within their Comprehensive Local Needs Assessment (CLNA), and builds the costs into their local application, they may provide direct support to students assessed as being part of a special population. Tuition and fees; costs for rental or purchase of any equipment required for their program of study; allowance for books, supplies or transportation; dependent care, and miscellaneous personal expenses required of all students in that course of study are examples of allowable use of funds. Institutions choosing to budget for cost of attendance supports must develop and maintain policies and procedures around identifying and assessing special populations students, determining services or supports, the process for distributing funds and determining students with greatest need. If attendance costs are offered students in all special populations categories should qualify for this type of assistance and must be treated equally in accordance with institutional nondiscrimination policies.

Tracking logs must be maintained for the following budget items purchased with Perkins funds:

- Child and dependent care must include the date of service and participant name. If parents or legal guardians are not immediately available to the child/dependent (i.e., in the same building as the care services), the care services must be provided by a state licensed provider.
- Participant transportation services must include the date of service, participant name, method of transportation, purpose, and cost. These services are allowable

only to remove transportation barriers for participants to travel to/from a State-approved CTE program or the location of an associated activity (e.g., educational visit, job fair, Michigan Works! Agency). They may not be used for purposes of marketing or incentives.

It is the responsibility of the special populations coordinator to collaborate with various campus offices, such as Financial Aid, to ensure that individuals with the greatest financial need are given priority. While all students who receive attendance cost support must complete the Free Application for Federal Student Aid (FAFSA), students receiving non-financial assistance do not have to complete the FAFSA and they do not have to be eligible. Using only Financial Aid office reports is not sufficient for determining greatest need when looking to award attendance cost. Other contributing factors such as employment, familial support and/or availability of transportation and childcare must be considered.

Institutions may elect to provide costs of attendance supports to special populations students enrolled in State-approved CTE programs of study if the support has been identified as a priority within their CLNA and builds the costs into their local application.

Outreach

While it is the responsibility of the institution to inform its constituency of the availability of programs and services, Perkins funds may be utilized for the development and implementation of targeted outreach efforts surrounding the recruitment of special populations students into CTE programs of study. Such efforts may include, but are not limited to, the following: course schedule booklet, college catalog, student services handbook, posters, brochures, news releases, if applicable, and news media such as radio, television and the popular press. Outreach activities should be made available in the language of the special populations that are found in the service area of the college, to the extent practical.

Visit Michigan's Postsecondary CTE website for CTE Recruitment Videos and other resources.

Assistive Technology, Accommodations, and Modifications

Any reasonable change in standard curriculum materials or instructional methods, added device, technology, instrument, equipment or learning space that enables students to participate in CTE programs of study to the maximum extent possible.

Support for English Learners

Institutions may support peer tutors, professional instructional person(s), and/or those responsible for focusing on the specific needs of English Learner students. These individuals may help in establishing linkages and implementing activities between schools and the communities from which ELL students come from. Activities should serve to enhance awareness of career education and overcome linguistic and/or cultural barriers that English Learner students may face.

Counseling and Academic Support Service

Perkins permits funds to be expended for the purpose of helping CTE students academically succeed in their program of study. Depending on the student's unique needs, challenges, and successes; this may come in the form of assessments, curriculum modification, supportive counseling, instructional supervision and support (i.e., tutoring, interpreter services, note taker, reader, writer, instructional aide, structured learning assistance (SLA), and referring students to career guidance and academic advising services within the institution. This may also include secretarial/clerical services undertaken in support of the institutional program designed to serve members of special populations (i.e., scheduling, record keeping, monitoring).

Special Populations Coordination Activities

Michigan's postsecondary institutions have special populations coordinators, counselors, and support staff which provide services to special populations to increase student success in gaining the skills necessary for further learning, and for entry into high-skill, high-wage or in-demand occupations. Perkins Postsecondary supports institutions' use of staff to ensure equal access for special populations in State-approved CTE programs of study.

Activities that ensure and oversee members of special populations are receiving adequate student support services and job skills training may include, but are not limited to:

a) Conducting special population student intake and assessments, orientations and supporting student services in identifying services for special population students
b) Working with college departments to coordinate outreach and promotional activities, including attending events and information sessions.
c) Coordinating special services with providers at the college and across campuses, as applicable (e.g. career guidance or academic advising).

d) Coordinating special services with service providers external to the college (e.g., Michigan Rehabilitation Services, psychologists, social workers, secondary school counselors, occupational therapists, Community Based Organizations).

e) Developing a systematic process for record keeping as required for student services.

f) Collaborating with faculty/administration to implement best practices in the classroom to ensure the needs of special populations are met.

g) Reviewing program outcomes and consulting with CTE administrator/faculty to complete the Program Review of Occupational Education (PROE) and CLNA.

h) Educating college staff regarding the unique needs of special populations students.

i) Participating in professional development workshops and training sessions related to supporting special populations students.

j) Representing the interests of special populations students on an advisory committee.

Student Intake & Assessment

Institutions must provide for an assessment of the interests, abilities and unique needs of students to enable them to successfully complete the occupational program. Through the one-on-one interview and career assessment, the special population category, student needs, and potential barriers to success can be identified and a plan to mitigate those barriers can be developed. Special populations coordinators, and those who serve special population students, help to ensure that students are contacted early and often as they progress through their programs of study.

The *State of Michigan Special Populations Eligibility Determination and Planning Template* is a tool that institutions may utilize to assist qualified professionals in formally assessing a student. The template may be used to initiate a conversation and begin to build a relationship with the student. Whether institutions choose to use the template; written policies and procedures outlining the institution's process, how students' records and provided services are maintained, and the supportive tools utilized must be established, maintained, and made available upon request (i.e., in the event of compliance monitoring). All pertinent student records must be maintained by the institution for seven years in addition to the current program year.

Verbal input by the student would be included as part of existing information. Much can be learned by discussion of background and experiences. The more information on the interests, abilities, and unique needs of students, the better equipped institutions will be

in providing guidance and scheduling support services. Information gathered on individual students prior to college enrollment may be as useful as data accumulated during program involvement. Additional information and evidence of interests, abilities and unique needs could be gathered and interpreted from:

- Anecdotal records on current or past progress from counselors, tutors, instructors, etc.
- Educational transcripts
- Medical records and psychological records
- Individual rehabilitation plans
- Individualized educational plans
- Administered standardized instruments or inventories, surveys or materials designed to measure interests, abilities and special needs

The utilization of assessment outcomes may involve persons from various professional disciplines. It is essential that assessment be done by qualified persons such as career counselors, disability service coordinators, academic advisors, paraprofessionals, instructional staff and others qualified in providing assessments, as determined by the local institution.

When is Assessment Completed

Institutions should strive to initiate a student assessment at the earliest juncture to determine possible eligibility as a special populations student. This may be done upon initial contact, during students' transition from an external source (e.g. another postsecondary institution, secondary school, early/middle college program), at the point in which a student indicates interest in related scholarship opportunities or costs of attendance support, or a connection through a referral. The assessment may be completed virtually and/or in-person.

Special populations coordinators may consider working with institutional admissions personnel to discuss how to leverage the application for admission to better identify students sooner. Similar collaboration could take place between other campus offices like academic advising, orientation, mental health counseling, athletic departments, and so on.

Assessment is intended to be an ongoing multi-stage process that includes the initial assessment as well as regular touch points to support the student in achieving their academic and career goals. The initial comprehensive assessment determines eligibility within one or more special populations categories and should be revisited each year the

student is enrolled. Follow-up should occur to determine the effectiveness of support services provided and to determine if the educational plan, inclusive of supportive services, should be amended. For each following program year, the institution must ensure the student remains eligible in their current category, or in a different category, and is still on track with their educational development plan.

A special population student must have received at least one supportive service within the reporting period, however that service does not need to be exclusively tied to any particular special populations category.