

Michigan State Plan for Career and Technical Education
Special Populations Subcommittee

February 13, 2019

Information was gathered for the Special Populations Perkins V State Plan via email and presentations. A list of questions was emailed to Subcommittee members on February 13, 2019, and members were required to respond to the questions by March 13, 2019. Information was also gathered via presentations given by both the Secondary and Postsecondary Special Populations co-chairs at the Michigan Occupational Special Populations Conference held in May 1-3, 2019, as well as at the Executive Committee Meeting held on June 21, 2019.

Email List:

M. Bouman, Christina Christmas, Irene Elksnisgeisler, Kyle Fiebig, Jenny Geno, Jenny Heath, Stacy Horner, S. Young, Elizabeth Orbits, Denise Teague, Anwar Thomas, Jonathan Tobar, Holly McKee, Madonna Jackson

February 13, 2019

Subject: Perkins V Special Populations Sub-Committee Questions

Good morning,

Thank you for agreeing to serve on the Special Populations Subcommittee for the development of the Perkins V State Plan. As you may know, Perkins IV was reauthorized in July 2018 to Perkins V. The Michigan Department of Education (MDE), Office of Career and Technical Education (OCTE), in partnership with the Talent Investment Agency (TIA), is developing Michigan's State Plan under the Perkins V: Strengthening Career and Technical Education for the 21st Century Act. The purpose of Perkins V is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

Special Populations as defined by Perkins V legislation means: (*new category added)

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;

- out-of-workforce individuals*;
- English learners;
- homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1143a)*;
- youth who are in, or have aged out of, the foster care system*; and
- youth with a parent who-
 - is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - is on active duty (as such term is defined in section 101(d)(1) of such title).

As a member of the Special Populations Subcommittee, we are asking for your input, suggestions and recommendations regarding identifying and meeting the needs of special population students in career and technical education programs. Your input will assist in preparing responses for the Special Populations section of the State Plan. Prior to scheduling a meeting, if needed, to discuss issues impacting special population students, we would appreciate feedback to the following questions:

1. What issues impact special population students from being successful in career and technical education programs?
2. Describe strategies that can be implemented to assist special populations students to be successful.
3. Describe how your institution can ensure that special population students have equal access to activities designed to help them succeed?
4. How does your institution ensure that special population students will not be discriminated against on the basis of their status as a special population student?
5. What activities can be developed that will enable special population students to meet or exceed core performance levels?
6. Describe activities that can prepare special population students for learning beyond community college and/or for high-skill, high-wage, or in-demand industry occupations.
7. What services or accommodations are needed for special population students?
8. How can special population students learn about and participate in work-based learning opportunities which can support competitive, and integrated employment?

We appreciate your support and assistance in the development of the State Plan to guide the implementation of Perkins V. Please email your responses to Valerie Felder at felderv@michigan.gov and Sheree Price at prices1@michigan.gov by March 13, 2019.

Again, thank you for your assistance.

Sheree Price, Higher Education Consultant, Talent Investment Agency
Valerie Felder, Research Consultant, Michigan Department of Education