

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. STATUTORY REQUIREMENTS

1. ***Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations —***
 - (a) Will be provided with equal access to activities assisted under the Act.***
 - (b) Will not be discriminated against on the basis of their status as members of 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 how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]***

Perkins IV includes the following groups in the definition for special populations:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including foster children.
- Individuals preparing for nontraditional fields.
- Single parents, including single pregnant women.
- Displaced homemakers.
- Individuals with limited English proficiency.

The Special Populations and Non-Traditional Occupations Task Force recommended policy and practices that support attainment of academic and technical skill performance levels by special populations. The recommendations will be used to inform Oregon's implementation plan during 2008-2013. [<Special Populations Task Force Recommendations>](#)

Oregon's Inclusion Model

Oregon uses an inclusion model for serving special populations students in the K-12 and postsecondary systems. This model provides one of the strongest possible foundations for assuring that students who are members of special populations have equal access to CTE programs. As a result, many students with disabilities are served in comprehensive high school programs and have access to CTE programs.

One of the benefits of the inclusion model for students is that it promotes an inclusive, collaborative model for local, state and federal programs. Oregon school districts submit Continuous Improvement Plans (CIP) to the Oregon Department of Education (ODE) that integrate the requirements of the *Elementary & Secondary Education Act of 2001*, the *Carl D. Perkins Career and Technical Education Act of 2006*, and other federal programs. The consolidated plan addresses opportunities for students to meet state academic, technical and career-related learning standards, to participate in community service, service learning, and work-based learning activities, and to develop transition plans for students' "next steps" beyond high school. This inclusion model is supported by a strong foundation of state law, Oregon Administrative Rules (OARs) and federal legislation. (Attachment 12)

Oregon community colleges also use an inclusion model with their open door policy and comprehensive instructional approach. Students are assessed prior to placement; those

students who have specific needs are referred to the appropriate bridge programs and support services.

Perkins IV eligible recipients must describe in their local application the programs, activities, strategies and services they will provide to serve special populations.

Perkins IV eligible recipients must assure that the following four elements are addressed in their services to special populations:

1. Eligible recipients will:
 - 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, programs for special populations;
 - Provide programs that are designed to enable the special populations to meet the State Adjusted Levels of Performance; and
 - 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. [Perkins IV Act, Section 134(b)(8)]
2. Individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. [Perkins IV Act, Section 134(b)(9)]
3. Funds will be used to promote preparation for nontraditional fields. [Perkins IV Act, Section 134(b)(10)]
4. The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Perkins IV Act, Section 313] [<General Assurances>](#)

Perkins eligible recipients must also assure they are in compliance with the following laws:

- Title VI and VII of the Civil Rights Act of 1964.
- Title IX of the Education Amendments of 1972.
- Section 503 and 504 of the Rehabilitation Act of 1973.
- Executive Order 11246 prohibiting employment discrimination based on race, color, sex, religion, and national origin.
- The Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967.
- The Equal Pay Act of 1963.
- The Americans with Disabilities Act of 1990.
- ORS 326.051 and ORS 659.105, education standards and all rules issued by the State Board of Education pursuant to these laws.
- All health and safety laws and regulations issued by the U.S. Department of Education pursuant to their laws, when classroom facilities will be used by students and/or faculty.

If the descriptions of strategies to serve special population in the local application are weak or incomplete, the ODE Office of Educational Improvement and Innovation (EII) staff will request additional information or clarification prior to approving the application for funding. Through the collaboration of local, regional and state staff, eligible recipients may receive technical assistance to improve their implementation plan. To ensure eligible recipients offer programs, activities and strategies that will assist special populations to meet or exceed State Adjusted Levels of Performance, collaborative local and state technical assistance will be offered.

The following ODE/EII and CCWD activities will ensure that secondary and postsecondary eligible recipients will meet the intent of state and federal Perkins IV requirements:

- Review eligible recipient annual reports and career and technical education data systems to determine the status and outcomes of local programs, services, and activities to support special populations.
- Promote student enrollment in CTE programs with special emphasis on increasing minority participation.
- Provide technical assistance (e.g. when access and student success quotients are outside of appropriate limits, revision of strategies to impact discrepancies in access, services and success of special populations may be necessary).
- Leverage professional development opportunities to guide the development of curriculum, instruction and assessment that meets the needs of students in special populations, as well as addresses the state and federal requirements.
- Work with state education, workforce, and social service agencies to implement cross sector strategies for technical assistance and program improvement.

1(a) *Describe how individuals who are members of special populations will be provided with equal access to activities funded under Perkins IV.*

Background

The State Board of Education ensures equal opportunities for students and teachers to participate in career and technical education through the approval of local programs, implementation of a continuous improvement process, technical assistance through local and state collaboration, and the Office of Civil Rights monitoring process. Each eligible recipient will describe the projects and activities they will use to implement strategies to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. (Attachment 9)

Local eligible recipients will be encouraged to:

- Provide multiple entry options for special population students to access services.
- Provide information in first languages of students and their families in school district and community college service areas where speakers of that language represent a significant population.
- Make information about career pathways available and accessible to all students and also to organizations serving special populations.
- Include in professional development opportunities information on:
 - Comprehensive guidance & counseling.
 - Cultural competency.
 - Diversity training.
- Inform youth and adults about CTE opportunities in special settings (e.g. mental health, vocational rehabilitation, juvenile justice, incarcerated adults, human services, homeless youth, and home schooled students)

Focus areas for implementation:

- *Foster greater communication and collaboration among key partners and stakeholders to better serve all students in career and technical education.*
- *Leverage and coordinate professional development opportunities that are designed to meet the needs of special population students as well as state and federal requirements.*

1(b). Describe how special populations will not be discriminated against on the basis of their status as special populations.

Eligible recipients must indicate the strategies they will undertake to assure that discrimination against special populations does not occur in CTE programs. Oregon Revised Statute (ORS) 659.850(2) prohibits discrimination in all public education programs and services. Subsection (1) defines “discrimination” as:

[A]ny act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, marital status, religion or sex.

Perkins eligible recipients are prohibited by Oregon statute and Oregon Administrative Rule (581-021-0045) in offering any program or services that discriminate.

Compliance with state and federal anti-discrimination statutes and regulations in CTE programs is monitored in the course of ongoing technical assistance, and targeted site visits, through the U.S. Department of Education, Office of Civil Rights review process. The Oregon Targeting Plan, developed for the U.S. Department of Education, Office of Civil Rights, identifies those school districts and community colleges that have a proportional disparate enrollment of students with disabilities, minority students, ELL students and students by gender in CTE programs, compared with the general student body. Identified sites are scheduled for onsite civil rights reviews. Voluntary Compliance Plans (VCPs), signed by those school districts and community colleges targeted for an on-site review, create corrective actions to be implemented in the event of noncompliance with applicable civil rights standards. Implementation of these corrective actions is monitored by the Office of Educational Improvement & Innovation (EII). The Oregon Department of Education reports findings and status of corrective action implementation to the U.S. Department of Education, Office of Civil Rights on a biennial basis.

Local and statewide CTE enrollment data is annually reviewed to identify potential "tracking" or exclusion of special populations. This review includes an analysis of the secondary and postsecondary involvement of special populations and protected classes in CTE student organizations and in work-based learning experiences. Targeted technical assistance will be given to eligible recipients if enrollment data indicate possible discriminatory practices.

Comprehensive guidance and counseling is fundamental to Oregon's education system and should be a part of all Perkins eligible programs. [<Oregon's Framework for Comprehensive Guidance & Counseling \(CGC\)>](#) for K-12 schools includes a student advocacy component to ensure educational equity and social justice for each and every student, and equitable service to all students. Oregon will continue to support local implementation of the framework through statewide professional development with emphasis on the CGC four core elements: learn to learn (academic), learn to work (career), learn to live (personal/social) and learn to contribute (community involvement) to implement the Comprehensive Guidance & Counseling Framework K-12 and beyond.

Oregon's education inclusion model establishes a strong foundation on which to ensure non-discrimination. However, ODE\EII and CCWD staff and local/regional partners will continue to identify areas needing system refinements and collaboration to provide maximum learning opportunities for all students. The [<Perkins Special Populations Taskforce>](#) recommendations will guide Oregon's efforts and inform state level policy.

Focus areas for implementation:

- *Use the Comprehensive Guidance and Counseling Framework to inform program design that is inclusive of all students.*
- *Foster greater communication and collaboration among key partners and stakeholders to better engage and serve all students through career and technical education.*
- *Utilize the ongoing monitoring processes to ensure programs meet federal and state requirements and to identify program improvement needs.*

1(c). *Describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how they will prepare special populations for further learning and for high-skill, high-wage or high-demand careers. [Section 122(c)(9)(A)-(C)]*

As indicated earlier in this document, Oregon uses an inclusion model for serving special population students in the K-12 and postsecondary system. The inclusion model provides one of the strongest possible foundations for assuring that students who are members of special populations have equal access to, and support for meeting performance requirements, in CTE programs. Under Perkins III, the performance of special populations on identified performance measures was within 10% of the performance of all career and technical education students. Oregon will strive to improve that performance over the next five years.

The Oregon Department of Education (ODE) and the Transition Advisory Committee (TAC) of the State Advisory Council for Special Education (SACSE) have formed a Special Education High School Diploma Task Force. The purpose of the task force is to determine the potential impact of new diploma requirements for students with disabilities. Recommendations will go to the Oregon State Board of Education.

Post School Outcome Data Collection, an indicator in the Oregon Special Education State Performance Plan, requires that school districts must collect, and Oregon Department of Education (ODE) must report to the federal Office of Special Education, the percentage of all students with disabilities who are no longer in high school (this includes students with disabilities who drop out, graduate, and age out). ODE must also report students who are competitively employed or attending post-secondary school. ODE is using a combination of census and stratified sampling to collect post school outcome data. This information will be used to monitor the success of special education students in CTE programs.

The following policies and required activities provide guidance to Perkins eligible recipients on serving special populations:

- *Local education agencies and eligible institutions may utilize Perkins funds and other local, state and federal funds to provide those services necessary for special population students to access and participate successfully in CTE programs and opportunities.*
- *The State Board of Education continues to encourage eligible recipients to provide services for special populations which include, but are not limited to, counseling and guidance, recruitment and retention in programs, and other practices that increase access, remove barriers, and promote student achievement of the Perkins State Adjusted Levels of Performance.*

Oregon requires the eligible recipients to:

- *Provide programs that are designed to enable the special populations to meet the levels of performance.*
- *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, in order to receive funding.*
- *Use national, state and local data pertaining to gender imbalance to design initiatives promoting the participation and success of students in career and technical education programs that lead to training and employment that is nontraditional by gender.*
- *Coordinate with other entities and programs working with special populations.*
- *Institute review and evaluation processes to determine if strategies selected to provide access and success for special populations in Career and Technical Education programs are having the desired impact on student achievement of the core indicators of performance.*

In 2008-2013, Oregon will continue to participate in and support a variety of programs that assure access and participation of all interested students in career and technical education programs. Collaboration, communication and professional development will be the focus of Oregon's work.

Collaboration and Communication

Collaboration and coordination between the ODE offices of Educational Improvement and Innovation (EII) and Student Learning and Partnerships (SLP) will be extended and strengthened. Although these ODE offices have a long history of working together, the movement to a standards-based educational system makes greater collaboration essential if special populations are to be given realistic opportunities to meet state academic, technical and career-related learning standards.

- *Collaborate with the Oregon School for the Deaf to meet the unique needs of their students regarding CTE and in meeting state performance requirements.*
- *Collaborate with the Office of the Governor and the [<Oregon Career Network>](#) (One Stop Career Centers) to provide services to special populations, including single parents and displaced homemakers, as identified in the Workforce Investment Act.*
- *Continue to work with community colleges to implement "Occupational Skills Training" programs to provide a combination of coursework, on-the-job training and specialized services to prepare special population students for successful entrance into the workforce.*
- *Collaborate with the ODE Office of Student Learning and Partnerships to plan and disseminate transition service materials that promote student involvement in career and technical education and independent living planning.*
- *Continue to connect with ongoing implementation and monitoring of the following federal and state rules and regulations by education, workforce and governmental partners:*
 - IDEA 2004: ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
 - Student Individual Education Plans (IEP): Oregon Administrative Rule, 581-015-2265 and 581-015-2200 requires that each student eligible for special education shall have an individualized education plan (IEP). The individualized plan is also a requirement of Oregon's diploma.

- The Elementary & Secondary Education Act of 2001, Section 1001: ensures that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging the state’s academic achievement standards and state academic assessments.
- The Elementary & Secondary Education Act of 2001, Title III, Section 3102: assists all limited English proficient students to achieve at high academic levels.

Professional Development and Technical Assistance

- *Collaborate with partners to provide training and professional development activities, for CTE and special education teachers, instructional aides and related staff.*
- *Continue to actively train staff at the secondary and postsecondary levels in the area of comprehensive guidance and counseling in order to help "each and every" student with his/her academic, career, and personal/social development.*

Focus areas for implementation:

- *Use Oregon’s Framework for Comprehensive Guidance and Counseling (Pre-K –Grade 12) to inform the integration of student support services into the Programs of Study to address the needs of special populations.*
- *Collaborate with partners to implement statewide CTE professional development and implement technical assistance as needed to enable special populations students to meet or exceed State Adjusted Levels of Performance.*

2) Describe how the State will adequately address the needs of students in alternative education programs, if appropriate. [Sec.122 (c)(14)]

Oregon’s commitment to help every student achieve high academic standards means that every school district is expected to offer alternatives at every level, identifying and efficiently responding to the learner needs and interests. Oregon’s diploma requirements support personalized learning and a focus on meeting the unique needs of each and every student. The diploma requirements offer students in alternative learning environments the opportunity to engage in CTE. The appropriateness of Perkins funded CTE in alternative education settings will be determined by the institution’s capacity to provide a Program of Study as defined by Oregon’s criteria. In the event that circumstances prevent a secondary program from meeting the core elements that are associated with postsecondary programs, modifications to implementation will be considered.

Oregon welcomes the opportunity to include alternative programs in Perkins funded CTE if those programs meet the requirements set forth in the Perkins IV Act and the requirements set forth by the Oregon Department of Education. Oregon’s state and local efforts in addressing the needs of alternative education students may include, but are not limited to, the following strategies:

Focus areas for implementation:

- **Collaboration and Communication**
 - Collaborate with local educator and workforce partners to provide professional development and technical assistance to develop Programs of Study and data collection and reporting.
 - Provide information to alternative education programs with the goal of increasing participation in Programs of Study.

- Collaborate with alternative education programs to identify key resources to support career guidance, career planning and exploration, and career related learning experiences, community partnerships, mentorships, and education and employment opportunities.
- Explore opportunities for CTE beyond the traditional education setting.
- Continue to partner with the Oregon Department of Community Colleges and Workforce Development (CCWD) on education and workforce development, with an emphasis on programs and services for at-risk youth.
- Continue to partner with the Office of Student Learning & Partnerships on further development of information and resources related to alternative learning environments.
- **Professional Development and Technical Assistance**
 - Include alternative education staff in professional development opportunities focused on quality program design based on the four Programs of Study core elements.
 - Foster communication and collaboration to advise alternative programs of the opportunities and requirement for the development of a Program of Study.
 - Promote the use of Oregon’s Framework for Comprehensive Guidance and Counseling (Pre-K-Grade 12) to inform the integration of student support services into the Programs of Study to address the needs of special populations.
 - Collaborate with partners to implement statewide CTE professional development and implement technical assistance as needed.

The Special Populations and Non-Traditional Occupations Task Force recommended policies and practices that will be use to inform Oregon’s implementation plan during 2008-2013.

[Special Populations Task Force Recommendations](#)

3) Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields - [Section 122 (c) (181)]

As Oregon faces the challenge of workforce shortages in some occupational areas; individuals prepared for careers that are non traditional by gender is increasingly important. For many years, Oregon has fostered student exploration and participation in a broad spectrum of careers. Eligible recipients must assure they are promoting the preparation of students for nontraditional training and employment. (Attachment 9)

Funds will be targeted to support services that prepare individuals for training and employment that is nontraditional by gender. The awarding of these funds is determined by the quality and need for the projects proposed. The Oregon Department of Education Office of Educational Improvement and Innovation (EII) and the Department of Community Colleges and Workforce Development (CCWD) will share responsibility for the inclusion of information about employment and training that is nontraditional by gender with a variety of organizations and agencies (e.g. Oregon Employment Department, Oregon Tradeswomen, Inc.).

Focus areas for implementation:

Services to promote preparation for training and employment that is nontraditional by gender may include, but are not limited to the following:

- Professional development opportunities for secondary and postsecondary teachers, counselors and administrators related to training and employment that is nontraditional by gender.

- Development and/or dissemination of model strategies and materials related to opportunities in careers that are nontraditional by gender.
 - Collaborate with employers, groups and organizations promoting training and employment in careers that are nontraditional by gender.
 - Integrate information about careers that are nontraditional by gender in student leadership organization activities, professional teacher organizations, and workforce development efforts.
 - Collaborate with key partners to identify opportunities to use Perkins funds to support training and employment opportunities for occupations that are nontraditional by gender.
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4) Describe how funds will be used to serve individuals in State correctional institutions. [Section 122 (c)(19)]

The Oregon Department of Education (ODE) maintains successful collaboration with the state agencies that have governance roles for educational programs within State Correctional Institutions. Both the Oregon Youth Authority (youth corrections) and the Oregon Department of Corrections (adult corrections) have identified individuals as points-of-contact for the planning and allocation of the Perkins 1 percent allocation to CTE programs within correctional facilities.

Annually the Perkins CTE/State Corrections Team meets to plan CTE strategies and funding allocations within Oregon’s correctional facilities. The team is comprised of:

- ODE/EII Career and Technical Education staff;
- The ODE Student Learning & Partnerships staff with administrative responsibilities for the educational programs within the youth correctional facilities and ODE liaison to the Oregon Youth Authority;
- An on-site administrators from the youth correctional facilities;
- A CTE Regional Coordinator with youth correctional CTE programs in their region; and
- An Oregon Department of Corrections staff member with administrative responsibilities for the educational programs within the adult correctional facilities.

This team jointly agrees to follow Oregon’s policy of splitting Perkins funds equally between youth and adult programs. The Perkins 1 percent allocation is evenly divided between the youth correctional program (50%) and the adult correctional program (50%). Included as an eligible recipient for the Perkins 1 percent youth allocation is the Oregon School for the Deaf, which maintains a state-approved CTE program.

During the 2007-2008 academic year, Oregon has five youth correctional facilities with state-approved CTE programs. ODE has required the youth correctional facilities to comply with the same CTE program approval criteria as a comprehensive high school without any modification. This requirement has not been a barrier for the youth correctional facilities in achieving CTE program approval status. Oregon offers modification as it relates to the Perkins accountability measures. The Oregon Youth Authority is responsible for incarcerated youth in Oregon, with the exception of the educational programs. Because of the transient nature of incarcerated youth, it is rare for inmate students to stay in one location long enough to reach CTE concentrator status. ODE staff negotiate other appropriate accountability measures with the administrators at the five youth correctional facilities based on participants rather than concentrators.

The Oregon Department of Corrections is strategic with the investment of their Perkins 1 percent allocation for CTE programs in adult correctional facilities. Rather than sharing their modest Perkins allocation across all correctional facilities, they choose to invest their annual Perkins 1 percent allocation in a single program each year. The funds may move among the adult correctional facilities year to year. There is also a Department of Corrections commitment to provide equitable access to the Perkins 1 percent funds between male and female correctional facilities. Examples of adult corrections CTE programs include the Automotive Technician Program at the Santiam Men's Correctional Facility and the Optical Technician Program at the Coffee Creek Women's Correctional Facility.

5) Describe how applicants will be required to identify the steps to ensure equitable access to, and participation in, federally funded programs for individuals with special needs, as required in section 427 (b) of the General Education Provisions Act as amended.

Oregon eligible recipients address access for individuals with special needs through the Local Plan., (Attachment 9) pg. 13, Item 5, Student Services.

Student Services includes two benchmarks that address these concerns:

- All CTE Students will have information, career guidance, academic advising and instructional support to assist them in progressing through a Program of Study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

By 20-12-2013: (Oregon Benchmarks)

- a. 95% of Perkins-eligible Programs of Study provide students with relevant career-related learning experiences, student leadership opportunities (secondary), cooperative work experience (postsecondary) and access to educational opportunities for careers that are non-traditional for a student's gender.
- b. 100% of Perkins-eligible Programs of Study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high- demand careers that lead to self-sufficiency.

Each applicant is required to respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. They must also describe the evidence or documentation (progress markers) they will gather to indicate progress toward meeting the 2012-2013 level.