

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### A. Statutory Requirements

- 1. Describe the eligible agency's 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.**

Special Populations are defined by the Act as:

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

#### Recruitment/Enrollment

Secondary:

- Prior to the beginning of the school year, local recipients must advise students, parents (K-12), employees, and the general public that all career education opportunities are offered regardless of race, color, national origin, sex, or disability.
- Develop brochures, prepare media advertising, coordinate special materials and recruitment activities designed to appeal to members of special populations. Recruitment materials must be available to communities of non-English speakers in their languages, if applicable.
- Recipients will provide information no later than the beginning of the ninth-grade year to students who are members of special populations and their parents concerning: opportunities available in career education together with eligibility requirements for enrollment in career education programs; specific courses/programs that are available; employment opportunities; nontraditional programs; placement rates; and special services that are available, including Guidance and Placement Services.
- Recipients must designate at least one employee to coordinate the efforts in serving students with disabilities.
- Identify and recognize, through contests and other award programs, those entering nontraditional occupations.

Postsecondary:

- Prior to the beginning of the school year, recipients must advise students, parents, employees, and the general public that all career education opportunities will be offered regardless of race, color, national origin, sex, or disability.
- Develop brochures, prepare media advertising, and coordinate special materials designed to appeal to members of special populations. Recruitment materials must be available to communities of non-English speakers in their languages, if applicable.

- During the enrollment process, recipients must inform all first year (freshman) students, including members of special populations, about programs and support services offered at the institution to assist with program completion and graduation.

### Skill attainment/program completion/graduation

#### Secondary:

- Assist in identifying the level of support services needed for members of special populations to be successful.
- Coordinate and facilitate support groups, resources, and support services, including child care, adaptive materials, tutors, clothing or special supplies, and transportation, this may include the need to collaborate with outside agencies.
- Provide in-service activities for faculty, staff, counselors, and administration that identify strategies for serving special populations, including differentiated instructional strategies for students with disabilities.
- Collect data regarding the progress of special population students enrolled in career education programs and courses.
- Collaborate with other (non-career education) individuals serving members of special populations. For example, non-career education individuals might be counselors, special education instructors, or vocational rehabilitation.
- Coordinate with outside agencies such as the Division of Vocational Rehabilitation, where appropriate.
- Facilitate access for special populations entering nontraditional programs and training.

#### Postsecondary:

- Assist in identifying the level of support services needed for members of special populations to be successful.
- Coordinate and facilitate access to tutoring and other academic resources for special populations.
- Provide in-service activities for faculty, staff, counselors, and administration that identify strategies for serving special populations, including differentiated instructional strategies for students with disabilities.
- Assist with data collection regarding the progress of special population students.
- Collaborate with other (non-career education) individuals serving members of special populations.
- Coordinate with outside agencies such as the Division of Vocational Rehabilitation, Rehabilitation Services for the Blind, Veteran's Administration/Vocational Rehabilitation Office and other agencies, where appropriate.
- Facilitate access for special populations entering nontraditional programs and training.

### Transition services

#### Secondary:

- Conduct student workshops on job-readiness skills, resume writing, time management and personal finance.

- Coordinate mentoring and role-model programs.
- Facilitate the transition from secondary to postsecondary and from secondary to employment by assisting with applications and interviews, working with business and community agencies, coordinating with workforce development agencies and Vocational Rehabilitation, if necessary.
- At the beginning of each school year, provide information to all career education senior (12<sup>th</sup> grade) students about their rights and responsibilities as well as the responsibilities of postsecondary schools with regard to Section 504 of the Rehabilitation Act of 1973. Including general information about college programs and support services offered at institutions to assist students with program completion and graduation.

Postsecondary:

- Facilitate the transition from postsecondary to further education or employment by working with businesses, agencies and institutions to insure equal access for students of special populations, including participation in internships and practicum experiences.
- Conduct student workshops on job-readiness skills, resume writing, time management and personal finance.
- Coordinate mentoring and role-model programs.
- Provide information on college web-sites, in catalogs, student handbooks, and other college publications regarding the right and responsibilities of students, indicating compliance with Section 504 of the Rehabilitation Act of 1973.

**(a) Describe how individuals who are members of special populations will be provided with equal access to activities under Perkins IV. [Section 122(c)(9)(A)]**

Section 427 of the General Education Provisions Act (GEPA) requires each local recipient of funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally-assisted program for students, teachers, and other program beneficiaries. In their application, local recipients must outline steps to be taken to overcome any barriers of race, color, national origin, sex, or disability. Individuals who are members of special populations will be provided with equal access to all career education programs that are available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance, and counseling services. To insure equal access, the following strategies will be implemented at the local recipient level:

Secondary:

- Timely notification to all students of available programs and services no later than the 9<sup>th</sup> grade.
- Identification and location of target population to ensure the success of recruitment strategies.
- Enrollment and participation by members of special populations in numbers that mirror numbers in the general population.
- Print recruitment materials in other languages and alternate formats, if applicable.
- Entry requirements that do not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex, or disability.
- Opportunities in work study, cooperative education, and job placement programs are available to all students, regardless of race, color, national origin, sex, or disability

- Ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex, or disability.
- Assistance and support for members of special populations, including individuals entering nontraditional courses of study.

Postsecondary:

- Entry requirements that do not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex, or disability.
- Postsecondary recipients must utilize admission exams and criteria which do not discriminate against students with disabilities, or other special populations.
- Postsecondary recipients may not make pre-admission inquiries regarding disabling conditions.
- Postsecondary recipients should provide recruitment materials in alternative formats and other languages, as needed.
- Postsecondary recipients should insure that access to applying for financial aid or assistance is made available to all students regardless of race, color, national origin, sex, or disability.
- Ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex, or disability.
- Postsecondary recipients should offer appropriate support and assistance for members of special populations, including individuals entering a nontraditional course of study.

**(b) Describe how individuals who are members of Special Populations will not be discriminated against on the basis of their status as members of special populations. [Section 122(c)(9)(B)]**

Career education programs will be provided in the least restrictive environment in compliance with P.L. 108-446, The Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975. In addition, all institutions offering career education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews to assure compliance with the 1979 Career Education Guideline for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

**(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 it will prepare special populations for further learning and for high-skill, high-wage or high-demand occupations. [Section 122(c)(9)(C)]**

Eligible recipients will ensure that strategies and services for members of special populations will lead them to meet high levels of performance and to pursue further learning or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations. Using a team approach to coordinate activities, specific services provided in collaboration with the network of support personnel will include:

Secondary:

- Identifying special population individuals who require additional assistance in meeting performance levels.
- Communicating specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations.
- Providing services such as tutors, note takers, instructional aides, special materials, remedial instruction, language instruction, adaptive technology, and other support services that may require collaboration with other agencies in providing child care, financial assistance, and transportation.
- Providing career counseling and job readiness skills, coordinating placement in work-based settings, and assisting with entry into employment or further education.
- Providing mentors and role models, particularly for those entering nontraditional occupations.

Postsecondary:

- Providing services such as extended time for exams, note takers, instructional aides, special materials, remedial instruction, language instruction, adaptive technology, and other support services.
- Notifying postsecondary instructors of the need for reasonable academic accommodations to insure equal access for students of special populations.
- Providing access to career counseling, job readiness skills, and job placement activities for students of special populations.

**2. Describe how the eligible agency will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

The state's role in the implementation of Perkins IV is to ensure that students in alternative learning environments are not denied access to career education and that they successfully progress to further education or to employment in high-skill, high-wage or high-demand occupations. The following strategies will address this need:

Secondary:

- Eligible recipients will focus a portion of their recruiting efforts on students in alternative settings.
- Eligible recipients will provide Basic Skills instruction, individualized counseling, and flexible scheduling, when appropriate.
- Eligible recipients will continually monitor student progress in relation to meeting or exceeding statewide performance standards, state-adjusted levels of performance, and progress in completing a career education course of study.

- Eligible recipients may provide alternative learning settings separate from other school district programs to meet the needs of career education students. Examples of an alternative setting could be a credit recovery program or the Missouri Option Program.
- If recipients develop an alternative learning setting, they must designate at least one employee to coordinate the program and instruction.
- Eligible recipients will provide information about nontraditional careers and courses of study.

**3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

All students should be encouraged to explore all available career and training options, including those that are nontraditional for their gender. The act defines nontraditional training and employment as occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work. The state has established eight regional career education coordinators who form a network of professionals focusing on nontraditional careers, as well as providing information and expertise in career awareness, exploration and planning for various audiences.

Career education coordinators promote nontraditional career awareness and also work with the national career cluster initiative. The following activities are anticipated:

- developing posters and brochures highlighting nontraditional careers;
- offering training workshops and seminars;
- developing classroom activities;
- targeting middle school students to encourage young women to enter high-tech occupations;
- coordinating an on-loan library of video and print materials;
- coordinating with other workforce development agencies; and
- distributing “best practices” information.

In addition, the career education coordinators will:

- promote awareness of nontraditional career opportunities for both males and females;
- recruit both males and females into nontraditional training programs;
- coordinate efforts to retain nontraditional students in programs and help them successfully complete their training; and
- prepare nontraditional students for the workplace.

**4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

Preparing criminal offenders to re-enter society with marketable job skills and assisting incarcerated youth to prepare for further education or high-skill, high-wage or high-demand occupations is part of the mission of career education. The state will develop model programs that address the need of incarcerated adults and youth. To this end, through a Request For Proposal process, project proposals will be solicited that focus on one or more of the following:

- providing career exploration and counseling;
- providing job readiness skills and interview skills, resume-writing, time management, group dynamics and personal hygiene;
- focusing on preparing incarcerated women for nontraditional jobs after release;
- providing remedial or basic instruction to prepare incarcerated individuals for further education; or
- occupational skills training for incarcerated individuals.

**5. Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.**

Career education programs will be provided in the least restrictive environment in compliance with P.L. 108-446, The Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

Section 427 of the General Education Provisions Act (GEPA) requires each eligible recipient to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally assisted program for students, teachers, and other program beneficiaries. Local recipients must outline, in their application, steps to be taken to overcome any barriers of race, color, national origin, sex, or disability. Individuals who are members of special populations will be provided with equal access to all career education programs that are available to individuals who are not members of special populations including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance, and counseling services.

In addition, all institutions offering career education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews to assure compliance with the 1979 Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination in all career education programs.