

Special Populations as Defined by the Perkins Act

In this webcast, we will give you more information about Special Populations as they are defined in the Perkins Act. As we know, the Carl D. Perkins Career and Technical Education Improvement Act which was reauthorized in 2006 has continued and strengthened its commitment to preparing women and men for occupations that are non-traditional and to ensuring access to CTE programs for Special Populations who face unique challenges as well as to prepare all students for careers that lead to self-sufficiency. Now through this webcast we hope to help you, the CTE teachers reach these goals by increasing your knowledge regarding the Perkins defined Special Populations. In the current text of the Act, six groups have been identified as Special Populations. These include:

1. **Individuals with disabilities:** These are those individuals who meet the disability eligibility criteria under the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Act of 2005. For a detailed account of this group, please access our Disability Awareness module on our website.
2. The second group is the individuals from economically disadvantaged families including foster children. Any individual or member of a family who receives need based financial assistance, or whose income is at or below the poverty level as defined by the U.S. Department of Health and Human Services is considered an individual who is from an economically disadvantaged background. Foster children are children that are in the legal guardianship or custody of a state, county, or a private adoption or foster care agency, yet are cared for by foster parents under a short-term or a long-term foster care arrangement with the custodial agency.
3. The third population are students in programs that are designated as preparing them for occupations or fields of work in which individuals from one gender comprise less than 25% of the total number of individuals employed in that occupation or field of work. For example, the occupation of male nurses or female engineers would qualify as non-traditional. To learn more about this area, please visit our website.
4. The fourth Special Populations group under Perkins is identified as single parents. These also include single, pregnant women. Single parents are defined as individuals who are unmarried or legally separated and have custody or joint custody of one or more minor children. This group also includes teenagers or women who are pregnant.
5. The fifth group identified as Special Populations in Perkins are the displaced homemakers. These are adults who have worked for a substantial number of years providing unpaid household services for family members, and are not currently gainfully employed. This term includes those who are unemployed or underemployed and individuals who have had or would have difficulty in securing employment. This group

also includes those individuals who: 1) have been dependent on the income of another household member but are no longer supported by such income or 2) have been dependent on public assistance but are no longer eligible for such assistance or may have been terminated from such assistance. 3) Finally, these are the parents of a minor child who is supported by public assistance or child support but are within two years of termination from such support.

6. The sixth group of Special Populations identified in Perkins are known as English Language Learners or Limited English Proficient. These are those students whose primary language is not English and/ or live in a family or community in which a language other than English is dominant. This group also includes individuals who need to enhance their abilities in the areas of speaking reading, writing and understanding the English language.

For online resources that will help you to understand and address the needs of all these Special Populations, please visit our website at <http://ctsp.tamu.edu>