

PERKINS V

SUPPORTING ACCESS & SUCCESS

CAREER AND TECHNICAL EDUCATION

Special Populations Information Briefs

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Introduction

The U.S. Department of Education awards approximately \$1.3 billion annually for Career and Technical Education (CTE) state formula grants authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V assists states and outlying areas in expanding and improving CTE in high schools, technical schools, and community colleges. Each state uses program funds to support a variety of CTE programs and activities developed in accordance with its state plan.

States may use up to 10 percent of their allocations to carry out state leadership activities, such as: developing statewide programs of study; recruiting, preparing, or retaining CTE teachers and faculty; and establishing statewide industry or sector partnerships; and must use up to 2 percent of these funds to support individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities. States may use up to 5 percent of their allocations, or \$250,000 (whichever is greater) for administrative costs.

At least 85 percent of state grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary institutions, and a state may reserve up to 15 percent of those funds to make grant awards to local educational agencies in rural areas, areas with high percentages or high numbers of CTE students, or areas with performance gaps, or to foster innovative and promising CTE programs or promote programs of study and career pathways that are aligned with state-identified high-skill, high-wage, or in-demand occupations or industries. States determine the share of funds awarded at the secondary and postsecondary levels. During the 2017-18 school year, states allocated 62 percent of their state grant funds at the secondary level and 38 percent at the postsecondary level.

LEAs, postsecondary institutions, and other entities that receive Perkins V subgrants must conduct a comprehensive needs assessment related to CTE and update it every two years. They must use subgrant funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the needs assessment. The CTE programs they support with subgrant funds must, among other things, provide career exploration and career development activities; provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel; and support the integration of academic skills.

States must set annual performance targets for a number of “core indicators” specified in Perkins V. LEAs, postsecondary institutions, and other entities that receive Perkins V subgrants must accept the state performance targets as their own or negotiate with the state to reach agreement on new local levels of performance for each of the core indicators of performance.

Promoting access to CTE for all students has been a key purpose of federal CTE legislation for more than 50 years. Perkins V expands this important emphasis. To support and inform CTE educators, administrators, and policymakers as they implement Perkins V and “rethink” CTE to better prepare all students for future success, the Office of Career, Technical, and Adult Education (OCTAE) in the U.S. Department of Education has summarized the key Perkins V

requirements related to improving student access and success and compiled a set of information briefs about students identified by Perkins V as “special populations,” as well other student subgroups whose educational and employment outcomes in CTE must be disaggregated in public reporting by states and local subrecipients. These briefs include information about the characteristics and experiences of these students, other federal programs relevant to improving their opportunities and success in CTE, and resources that CTE educators, administrators, and policymakers may find useful.

“Special Populations” Identified by Perkins V

Background

Perkins V identifies nine student subgroups as “special populations” for whom the state agency that administers Perkins V (state eligible agency) and local subrecipients have particular responsibilities. These special populations are:

- 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;
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who is on active duty in the armed forces (Perkins V section 3(48)).

A Spotlight on Student Outcomes

In earlier versions of federal CTE laws, such as in the Carl D. Perkins Vocational Education Act of 1984 (Perkins II), lawmakers sought to promote access and success for special populations of students by setting aside dedicated funding to serve different subgroups of students. Today, however, Perkins V primarily seeks to advance equal access and success by focusing on improving the outcomes of special populations.

Perkins V includes performance indicators for which states and local subrecipients set targets and report annually (Perkins V section 113(b)(2)). The performance levels set by state eligible agencies and for subrecipients must require that they “continually make meaningful progress toward improving the performance of all career and technical education students,” including students who are members of special populations and the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA) (which include a number of the same categories under special population and add major racial and ethnic groups, gender, and migratory status) (Perkins V sections 113(b)(3)(A)(i)(III)(bb) and 113(b)(4)(A)(i)(II)). States and local subrecipients must disaggregate the outcomes of each special population in their reporting on the core indicators of performance (Perkins V sections 113(b)(3)(C)(ii)(I) and 113(b)(4)(B)(ii)(I)) and they must identify gaps in performance between any of the subgroups or special populations and their peers (Perkins V sections 113(b)(3)(C)(ii)(II) and 114(b)(4)(B)(ii)(II)).

Addressing the Needs of Special Populations in the State Plan

States must prepare a state plan to receive assistance under Perkins V (Perkins V section 122(a)(1)). Among other things, the state plan must describe the state’s program strategies for special populations, including a description of how individuals who are members of special populations will be provided equal access to activities assisted under Perkins V; will not be discriminated against on the basis of status as a member of a special population; will be provided with programs designed to enable them to meet or exceed state-determined levels of performance and prepare them for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; will be provided with appropriate accommodations; and will be provided with instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment (Perkins V section 122(d)(9)).

State agencies responsible for Perkins V must consult with a diverse group of stakeholders, specifically including “members and representatives of special populations” in developing the state plan (Perkins V section 122(c)(1)(A)(iv)). State agencies also must consult with “representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act” (Perkins V section 122(c)(1)(A)(vi)) and “individuals with disabilities” (Perkins V section 122(c)(1)(A)(viii)).

Promoting Access and Success for Students with State Level Activities

The state eligible agency may reserve up to 10 percent of the state allotment for state leadership activities (Perkins V section 112(a)(2)). Not less than \$60,000 and not more than \$150,000 of these funds must be available for “services that prepare individuals for non-traditional fields” (Perkins V section 112(a)(2)(B)). “Non-traditional fields” are “occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work” (Perkins V section 3(33)).

States also are required to use 0.1 percent of their state leadership funds, or \$50,000, whichever is less, for “the recruitment of special populations to enroll in career and technical education programs” (Perkins V section 112(a)(2)(C)).

Additionally, the state eligible agency must make an amount equal to not more than 2 percent of the state allotment available “to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities” (Perkins V section 112(a)(2)(A)).

Other allowable state leadership activities include: supporting subrecipients in eliminating inequities in student access to “high-quality programs of study that provide skill development” and “effective teachers, faculty, specialized instructional support personnel, and paraprofessionals” (Perkins V section 124(b)(6)) and supporting CTE programs for “adults and

out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting” (Perkins V section 124(b)(10)).

Addressing Performance Gaps with the Special Reserve

The state eligible agency must award not less than 85 percent of the state allotment to local subrecipients (Perkins V section 112(a)(1)). It has the option of reserving up to 15 percent of these funds to make grants to certain local subrecipients through a means other than the formulas provided in the law for the distribution of funds to secondary and postsecondary subrecipients (Perkins V section 112(a)(1)). This special “reserve” fund may be awarded to subrecipients in rural areas; areas with high percentages of CTE concentrators or CTE participants; areas with high numbers of CTE concentrators or CTE participants; and areas with disparities or gaps in performance between all CTE concentrators and CTE concentrators who are members of special populations or who are identified as a subgroup by section 1111(h)(1)(c)(ii) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (e.g., major racial and ethnic groups) (Perkins V section 112(c)). The funds must be used to foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields, or to promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries with state-identified high-skill, high-wage, or in-demand occupations or industries (Perkins V section 112(c)).

Addressing the Needs of Special Populations in Local Applications

To receive Perkins V funds, subrecipients must conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in its local application for funds (Perkins V section 134(c)). At least once every two years, subrecipients must update this needs assessment (Perkins V section 134(c)). In conducting the needs assessment, subrecipients must consult with diverse stakeholders, including representatives of special populations (Perkins V section 134(d)(5)) and “representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth” (Perkins V section 134(d)(6)). The assessment must include an evaluation of the performance of members of special populations (Perkins V section 134(c)(2)(A)) and the subrecipient’s progress in: (1) “implementing strategies to overcome barriers that result in lower rates of access to, or performance gaps in, its CTE courses and programs for special populations; (2) providing programs that are designed to enable special populations to meet the local levels of performance; and (3) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency” (Perkins V section 134(c)(2)(E)).

In the applications they submit to the state, subrecipients must describe how they will provide activities to prepare special populations for “high-skill, high-wage, or in-demand industry sectors or occupations,” provide equal access to CTE courses, programs, and programs of study to members of special populations, and ensure that members of special populations will not be discriminated against (see Perkins V section 134(b)(5)).

Promoting Access and Success for Special Populations with Local Activities

Subrecipients may use their subgrant funds “to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations” (Perkins V section 135(b)(5)(S)).

Both state eligible agencies and subrecipients may use Perkins V funds to pay for the costs of CTE services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education (See Perkins V section 224(c)).

Other Student Subgroups

In addition to identifying nine groups of students as “special populations,” Perkins V requires states and local subrecipients to serve and report data on other subgroups of students described in section 1111(h)(1)(C)(ii)¹ of ESEA, including students from each major racial and ethnic group, girls and boys, and migrant students. They also must identify and quantify any disparities or gaps in performance between these subgroups and all CTE concentrators on the state determined levels of performance. At the local level, section 133(c) of Perkins V requires subrecipients to conduct a comprehensive local needs assessment that includes an evaluation of the performance of all students, including these additional student subgroups (as well as the “special populations”) on local levels of performance for the core indicators.

Individuals with Disabilities

Background

The U.S Census Bureau reports that about 17 percent of children and youth in the United States who were between the ages of 5 and 17 had a disability in 2014. About half of students with a disability had a severe disability.² Many of these young people are eligible to be served under the Individuals with Disabilities Education Act (IDEA), a federal law that provides federal funds to states and through them to eligible local educational agencies, to assist in providing special education and related services to students with disabilities. Under IDEA, “child with a disability” means a child evaluated as having a specified disability, including those listed below, who needs special education and related services because of that disability. During the 2017-18 school year, 7 million children and youth between the ages of 3 and 21, representing 14 percent of total public school enrollment, were identified as eligible for services under IDEA. About 95 percent of the students served by IDEA in 2017-18 who were between the ages 6 to 17 attended regular public schools, and 63 percent spent most of the school day (i.e., 80 percent or more of their time) inside general classes in regular public schools.

In 2017–18, 33.6 percent of all students with disabilities who received special education and related services under IDEA had a specific learning disability, which is defined in part as a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Another 19.5 percent of students served under IDEA had speech or language impairments, and 14 percent had other health impairments (including having limited strength, vitality, or alertness due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome) that adversely affect educational performance. Students with autism, developmental delays, intellectual disabilities, and emotional disturbances each accounted for between 5 and 10 percent of students with disabilities served under IDEA. Students with multiple disabilities, deafness and hearing impairments, orthopedic impairments, blindness or visual impairments, traumatic brain injuries, and deaf blindness each accounted for 2 percent or less of those served under IDEA.³

Children 3 to 21 years old Served under IDEA, Part B, by Type of Disability: 2017-18

All disabilities	100.0
Autism	10.2
Deaf-blindness	#
Developmental delay	6.6
Emotional disturbance	5.1
Hearing impairment	1.1
Intellectual disability	6.3
Multiple disabilities	1.9
Orthopedic impairment	0.6

Other health impairment	14.4
Specific learning disability	33.6
Speech or language impairment	19.5
Traumatic brain injury	0.4
Visual impairment	0.4

Rounds to zero.

Postsecondary Education

At the postsecondary level, about 21 percent of undergraduates attending public, 2-year institutions of higher education during the 2015-16 school year reported that they had some type of disability. Thirty-six percent of these students identified mental illness/depression as their main type of disability, while another 27 percent reported that they had attention deficit disorder. Less commonly reported disabilities were “other” (16 percent), orthopedic (6 percent), visual (5 percent), hearing (5 percent), specific learning disability (5 percent), and speech (1 percent).⁴

Students and adults with disabilities have significant educational and career preparation needs:

- During the 2016-17 school year, the average on-time graduation rate of students with disabilities was 67 percent, while the on-time graduation rate for all youth was 85 percent.⁵
- The unemployment rate of individuals ages 16 to 64 who had a disability in 2018 was more than twice that of their counterparts who did not have a disability (8.0 percent versus 3.7 percent).⁶
- Students with disabilities are less likely to enroll in postsecondary education than students without disabilities, and those who do pursue postsecondary education are more likely to leave college without a credential than students without disabilities. For example, among students who began postsecondary education for the first time during the 2011-12 school year, 37 percent of students with any disability left college without earning a credential within 2 years, in contrast to 23 percent of students without a disability.⁷
- In 2017, the poverty rate of working age adults (i.e., ages 18 to 64) with disabilities was more than twice that of working age adults who did not have a disability (30 percent compared to 13 percent).⁸

There is some emerging research that examines the relationship between high school CTE and academic outcomes for youth with disabilities:

- A 2018 study that used a quasi-experimental research design to examine the outcomes of students with disabilities who were enrolled in regional CTE high schools in Massachusetts found that these students were more likely to graduate on-time than students with disabilities who attended comprehensive high schools.⁹ These students performed similarly on state tests of academic achievement.

Postsecondary CTE or other learning after high school can help some individuals with disabilities advance in the job market. The 2018 unemployment rate for working-age adults with disabilities who completed some college or earned an associate degree was 6.9 percent, one percentage point lower than the rate for adults with disabilities who had only a high school diploma.¹⁰ One recent study of vocational rehabilitation clients in California who had intellectual disabilities found that those with a postsecondary credential had higher earnings than those who did not have a postsecondary credential (74 percent greater earnings).¹¹

Tip: Use Perkins V Funds to Provide Professional Development to CTE Teachers on Supporting Students with Disabilities

Most CTE teachers do not receive professional development on supporting students with disabilities.¹² Perkins V funds may be used to address this need. State leadership funds may be used to train CTE teachers, faculty, specialized instructional support personnel, and paraprofessionals “to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support” (Perkins V section 124(b)(5)(B)). At the local level, Perkins V authorizes subrecipients to use their subgrant funds to train teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, “to provide appropriate accommodations for individuals with disabilities, and students with disabilities” who are provided accommodations under the Rehabilitation Act of 1973 or the IDEA (Perkins V section 135(b)(2)(G)).

Another authorized use of subgrant funds is training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals “in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support” (Perkins V section 135(b)(2)(H)).

Other Federal Programs and Laws Related to Individuals with Disabilities

Individuals with Disabilities Education Act (IDEA)

IDEA, Part B (hereinafter IDEA) is a federal law that provides federal funds to states, and through them, to eligible local educational agencies, to assist in providing special education and related services to eligible children with disabilities. The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) in the least restrictive environment that emphasizes special education and related services designed to meet the child’s unique needs and that prepare the child for further education,

employment, and independent living. IDEA also affords children with disabilities and their parents an array of due process rights and procedural safeguards. FAPE under IDEA includes special education and related services, provided at no cost to the parents, in an appropriate preschool, elementary school, or secondary school education in the state involved, in conformity with an individualized education program (IEP). Special education includes specially designed instruction at no cost to the parents designed to meet the unique needs of a child with a disability, and related services include support services designed to assist a child with a disability to benefit from special education, including transportation, speech/language services, occupational therapy, physical therapy, and counseling services, including rehabilitation counseling.

An IEP is a written document that is developed at a meeting of school officials to which parents or guardians are invited to attend. Each child's IEP, which must be reviewed at least annually, includes, among other information, a statement of the special education and related services and supplementary aids and services that will be provided to enable the child to participate in the general education curriculum and in extracurricular and other nonacademic activities. Least restrictive environment or LRE means that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Beginning at age 16 or younger, if determined appropriate by the IEP Team, and updated annually thereafter, the IEPs of IDEA-eligible students with disabilities must include information related to the student's transition from school to post-school activities. Transition services, as defined in section 602(34) of IDEA and 34 C.F.R. §300.43 are defined in part as a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. Specifically, an eligible student's IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the student in reaching those goals.¹³ Both state eligible agencies and subrecipients may use Perkins V funds to pay for the costs of CTE services required in an IEP developed under IDEA or the costs of CTE services necessary to meet the requirements of Section 504 of the Rehabilitation Act (Perkins V section 224(c)). For more information about IDEA, please see the [Legislative Roadmap](#).

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by an entity that receives federal financial assistance (such as grants or student loans). Title II of the Americans with Disabilities Act of 1990 (ADA Title II) prohibits discrimination based on disability by public entities (such as local educational agencies

(LEAs) and public institutions of higher education), regardless of whether they receive federal financial assistance. In general, Section 504 and ADA Title II nondiscrimination standards are the same, and in general, actions that violate Section 504 also violate ADA Title II. However, where ADA Title II requirements exceed Section 504 requirements, LEAs and public institutions of higher education must also comply with the Title II requirements. For more information about Section 504 and ADA Title II, please see the [Legislative Roadmap](#).

Under Section 504, recipients that operate a public elementary or secondary education program or activity are required to provide each qualified student with a disability a free appropriate public education (FAPE). FAPE, under Section 504, is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that meet certain procedural requirements. Examples of aids and services an LEA may be required to provide include transportation, physical therapy, or speech language therapy. An IEP developed and implemented under IDEA is one means of meeting the Section 504 FAPE standard.

Title I of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA), State Vocational Rehabilitation Services Program

The Rehabilitation Services Administration provides formula grants to assist states in operating a statewide vocational rehabilitation (VR) program, which is an integral part of the statewide workforce development system. The VR program is designed to provide VR services to individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. Eligible individuals are those who have a physical or mental impairment that results in a substantial impediment to employment, who can benefit from VR services for employment, and who require VR services to achieve employment. Priority must be given to serving individuals with the most significant disabilities, if a state is unable to serve all eligible individuals with disabilities in the state.

State VR agencies offer a continuum of services, including pre-employment transition services that are available only to VR eligible or potentially eligible students with disabilities in accordance with section 113 of the Rehabilitation Act; transition services that are available to eligible students or youth with disabilities on an individual basis under an approved individualized plan for employment (IPE) or to groups of students or youth with disabilities in accordance with sections 103(a)(15) and 103(b)(7) of the Rehabilitation Act, respectively; and other VR services that are provided to eligible students, youth, and individuals with disabilities under an approved IPE in accordance with section 103(a). Supported employment services are also provided to eligible youth and individuals with the most significant disabilities under an approved IPE in accordance with section 103(a)(16). These services empower and assist individuals with disabilities to make informed choices about their careers and to achieve competitive integrated employment, including supported employment

Pre-employment transition services that are available to VR eligible or potentially eligible students with disabilities include required, authorized, and pre-employment transition coordination activities (section 113 of the Rehabilitation Act and 34 C.F.R. § 361.48(a)). Required pre-employment transition services activities are direct services to students with disabilities and include—

- Job exploration counseling;
- Work-based learning experiences;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- Workplace readiness training; and
- Instruction in self-advocacy.

“Student with a Disability” and “Youth with a Disability”

The Rehabilitation Act, as amended by Title IV of WIOA, created distinct definitions for the terms “student with a disability” and “youth with a disability.”

In general, a “student with a disability” is an individual with a disability who is enrolled in an education program; meets certain age requirements; and is eligible for and receiving special education or related services under IDEA or is an individual with a disability for purposes of Section 504. Educational programs include: secondary education programs; non-traditional or alternative secondary education programs, including home schooling; postsecondary education programs; and other recognized educational programs, such as those offered through the juvenile justice system. Age requirements for a student with a disability include minimum and maximum age requirements. A student cannot be younger than the earliest age to receive transition services under IDEA, unless a state elects to provide pre-employment transition services at an earlier age. A student cannot be older than 21, unless state law for the state provides for a higher maximum age for the receipt of services under IDEA, then the student cannot be older than that maximum age.

A “youth with a disability” is an individual with a disability who is between the ages of 14 and 24 years of age. There is no requirement that a “youth with a disability” be participating in an educational program. The age range for a “youth with a disability” is broader than that for a “student with a disability” under the Rehabilitation Act. Therefore, all “students with disabilities” will meet the definition of a “youth with a disability” under the Rehabilitation Act; but not all “youth with a disability” will meet the definition of a “student with a disability.”

The continuum of services available through the VR program includes: pre-employment transition services that are available only to VR eligible or potentially eligible students with disabilities; transition services that are available to groups of students or youth with disabilities, or on an individual basis under an approved IPE; and other VR services that are provided to eligible students and youth with disabilities under an approved IPE.

Tip: Collaborate to Provide Work-Based Learning Opportunities for Students with Disabilities

Connecting students with disabilities with work-based learning experiences could be an important area for collaboration among state VR agencies, Perkins state eligible agencies, and state and local educational agencies. One of the required pre-employment transition services that state VR agencies make available to VR eligible or potentially eligible students with disabilities, work-based learning is also emphasized throughout Perkins V. In its description of its “program strategies for special populations” in the state plan, the Perkins state eligible agency must include a description of how individuals who are members of special populations “will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment” (Perkins V section 122(d)(9)(E)). Permissible uses of state leadership activity funds include “support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study” (Perkins V section 124(b)(18)).

At the local level, the local application must include “a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning experiences for career and technical education students, as applicable” (Perkins V section 134(b)(6)). Providing “a continuum of work-based learning opportunities, including simulated work environments” is an allowable use of local funds (Perkins V section 135(b)(5)(E)). However, when collaborating with the state VR agencies, work-based learning experiences, which may include in-school or after-school opportunities, or experience outside the traditional school setting (including internships), must be provided in an integrated environment in the community to the maximum extent possible (34 C.F.R. § 361.48(a)(2)(ii)).

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) Grants awarded by formula to state educational agencies (SEAs) and LEAs may be used to improve access to CTE programs under some circumstances, including to improve access for student subpopulations, including children with disabilities, who are underrepresented in certain CTE programs.

Authorized by Title IV, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, SSAE Grants are intended to improve academic achievement by increasing the capacity of states and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology (ESEA section 4101). The term “well-rounded education” is defined to mean “courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of

providing all students access to an enriched curriculum and educational experience” (ESEA section 8101(52)).

States must use at least 95 percent of the funds they receive to make subgrants to LEAs and not more than 1 percent for administrative costs (ESEA section 4104(a)) and may use any remaining funds for state-level activities consistent with the purposes of the program (ESEA section 4104(b)).

One specifically authorized state-level activity is “supporting LEAs in providing programs and activities” that “offer well-rounded educational experiences to all students... including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects...” (ESEA section 4104(b)(3)(A)).

Another specifically authorized state-level activity is increasing “access to personalized, rigorous learning experiences supported by technology” by developing or using strategies that are innovative or evidence-based for “the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act)” (ESEA section 4104(3)(C)(iii)).

States allocate SSAE subgrants to LEAs by formula, except that no LEA may receive less than \$10,000 (ESEA 4105(a)). LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment once every three years (ESEA section 4106 (a)(2) and (d)) and use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology (ESEA section 4106(e)(2)(C), (D), and (E)). LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas (section 4106(f)). LEAs must prioritize the distribution of funds to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of children from low-income families, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools (ESEA section 4106(e)(2)).

LEAs may use SSAE funds for a range of activities to support a well-rounded education (ESEA section 4107). These activities include “increasing access” to “high-quality courses” in science, technology, engineering, and mathematics (including computer science) for “students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students” (ESEA section 4107(a)(3)(C)(i)). Another allowable use of funds is “supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)” (ESEA section 4107(a)(3)(C)(ii)).

Both states and LEAs must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities (ESEA section 4110).

Congress appropriated \$1.2 billion for SSAE Grants in Fiscal Year 2020.

Model Transition Programs for Students with Intellectual Disabilities into Higher Education

The [Model Transition Programs for Students with Intellectual Disabilities into Higher Education](#) (TPSID) support competitive grants to institutions of higher education (IHEs), or consortia of IHEs, to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Grant recipients must partner with one or more school districts to support students with intellectual disabilities who are eligible for special education and related services under IDEA. Grant funds may be used for a variety of activities, including student support services; academic enrichment, socialization, or living skills programs; integrated work experiences; development of individualized instruction plans; evaluation of the model program; program sustainability; and development of a program credential. Congress appropriated \$11.8 million for TPSID in Fiscal Year 2020. The program is expected to host a new competition in 2020.

Higher Education Act of 1965

Individuals with intellectual disabilities may receive federal student aid under the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, and the Federal Work-Study programs. To receive the aid, such individuals must be enrolled or accepted for enrollment in a comprehensive transition and postsecondary program for students with intellectual disabilities at an institution of higher education that participates in the federal student aid program. The students must maintain satisfactory academic progress and meet the basic federal student aid eligibility requirements, except that they are not required to have a high school diploma or its equivalent and are not required to be pursuing a degree or certificate. More information about comprehensive transition and postsecondary programs and the institutions that offer them is available on the Federal Student Aid [website](#).

Access and Success in CTE for Students with Disabilities

The [Oregon Youth Transition Program](#) (YTP) is a collaborative initiative that involves the Oregon Office of Vocational Rehabilitation, Oregon Department of Education, and the University of Oregon. In coordination with local educational agencies, Oregon's VR program provides, arranges and funds YTP for pre-employment transition services and supports to prepare students with disabilities for employment or career-related postsecondary education or occupational training.

Participants are students with disabilities who need support beyond the services that are typically offered through the general or special education program to achieve their postsecondary employment and education goals. Pre-employment transition services are to be made available to students with disabilities at the earliest age for the provision of transition services under section 614 of IDEA, unless a state elects to use a lower minimum age for receipt of pre-employment transition services under the Rehabilitation Act (see 34 C.F.R. § 361.5(c)(51)). YTP services are provided jointly by a transition specialist and a local vocational rehabilitation counselor. YTP services include:

- The development of an individualized transition plan that identifies post-school goal and the resources needed to achieve them;
 - Instruction in academic, technical, independent living, and social skills designed to help students graduate high school;
 - Career development services including goal setting, career exploration, job search skills, and self-advocacy;
 - Paid work-based learning experiences; and
 - Follow-up support for one year after leaving the program.
-

Other Resources on Individuals with Disabilities

- The [National Technical Assistance Center on Transition](#) (NTACT) is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA) to assist state educational agencies (SEAs), school districts, state vocational rehabilitation agencies, and vocational rehabilitation service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. The NTACT website includes a variety of resources such as webinars on promising practices and partnerships between CTE, VR programs, and special education that support students with disabilities in CTE programs, as well as "tool kits" on a variety of topics, including implementing a [school-based enterprise work experience](#) for students with disabilities, planning a [transition fair](#), and preparing students with disabilities for [postsecondary education and training](#).
- [Workforce Innovation Technical Assistance Center](#) (WINTAC) is a national center that is funded by the U.S. Department of Education's Rehabilitation Services Administration (RSA) to provide training and technical assistance to state VR agencies and related rehabilitation professionals and service providers to help them develop these fields and processes needed to meet the requirements of WIOA. The WINTAC provides states with information, regarding pre-employment transition service tools, resources, webinars and products available on the website; as well as briefs of the common activities, outcomes and impact expectations around pre-employment transition services for state VR Agencies. The WINTAC also highlights joint collaborative work across the WINTAC topic areas, and partnerships with other technical assistance centers.

- The [Vocational Rehabilitation Technical Assistance Center for Youth \(Y-TAC\)](#) is a national center that is funded by the U.S. Department of Education’s RSA and provides VR agencies and related youth service professionals with technical assistance to more effectively serve youth with disabilities, especially disconnected youth who need to re-engage with education and/or work
- Supported by a grant from the Office of Postsecondary Education in the U.S. Department of Education, the [Think College National Coordinating Center](#) provides technical assistance to [TPSID](#) programs, as well as other existing and new inclusive higher education programs for individuals with intellectual disabilities.
- Also operated with funding from the Office of Postsecondary Education, the [National Center for College Students with Disabilities](#) provides technical assistance and information related to disability and higher education and collects information about disability services on college campuses. It has published research briefs on such topics as [Career Development for College Students with Mental Health Disabilities](#) and [Students with Disabilities and Post-College Employment: How Much Do We Know?](#)
- VR program and IDEA funds can be used to support dual enrollment, comprehensive transition and other postsecondary education programs for students and youth with disabilities. The Office of Special Education and Rehabilitative Services and the Office of Postsecondary Education in the U.S. Department of Education have issued jointly a “[Questions and Answers](#)” document that describes how SEAs, LEAs, and state VR agencies may coordinate to assist students and youth with disabilities, including students and youth with intellectual disabilities who are in high school and at postsecondary education institutions, through appropriate supports funded under IDEA and the state VR Services program.
- The [Office of Disability Employment Policy](#) in the U.S. Department of Labor leads several initiatives to improve employment opportunities for individuals with disabilities. They include the [Job Accommodation Network](#), which provides free guidance on workplace accommodations to employers, employees, job seekers, and service providers, and the [Campaign for Disability Employment](#), a public outreach and awareness-building effort to promote the hiring, retention, and advancement of people with disabilities.
- The [Disabilities, Opportunities, Internetworking, and Technology \(DO-IT\) Center](#) is dedicated to empowering people with disabilities through technology and education. DO-IT’s website features a wealth of resources that will interest CTE administrators and teacher. [AccessCollege: The Employment Office](#) promotes work-based learning opportunities for high school and college students with disabilities, while [AccessCollege: The Faculty Room](#) offers resources to help postsecondary faculty make their courses accessible to students with disabilities. The [Center for Universal Design in Education](#) (CUDE) develops and collects resources to help educators apply universal design to make all aspects of the educational experience usable by, and inclusive of everyone, including individuals with disabilities.

- Funded by the Office of Disability Employment Policy in the U.S. Department of Labor, the [National Collaborative on Workforce and Disability for Youth](#) (NCWD/Youth) provides technical assistance, training, and information to workforce development, education, and other youth-serving programs to improve employment and postsecondary education outcomes for youth with disabilities. Resources include [Paving the Way to Work: A Guide to Career-Focused Mentoring](#) and [High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities](#).
- With funding from the National Science Foundation, the [Alliance for Access to Computing Careers](#) provides resources and curricula to help students with disabilities successfully pursue postsecondary credentials in computing fields, and works to increase the capacity of postsecondary institutions and other organizations to fully include students with disabilities in computing courses and programs.
- The Association for Career and Technical Education, the [National Technical Assistance Center on Transition](#), and Pennsylvania State University's Workforce Education program developed a series of webinars of topics related to [CTE for Students with Disabilities](#).

Access and Success in CTE for Youth with Disabilities

[Project SEARCH](#) is a noteworthy example of a work-based learning model for high school students with significant intellectual and developmental disabilities that combines work experience with training in employability and independent-living skills. Students rotate through three different 10-12-week unpaid internships as they receive support from a worksite mentor and skills instruction from a teacher or trainer. A vocational rehabilitation counselor works with participants during the final months of the program to identify competitive employment in an integrated setting that takes advantage of the skills they learned all year. During the 2017-18 school year, nearly all participants completed the program and more than three-quarters of them were placed in employment at the program's conclusion.¹⁴

Individuals from Economically Disadvantaged Families

Background

During the 2015-16 school year, 25.9 million students, or 52.1 percent of public school students, were eligible for free or reduced-price lunches under the National School Lunch Program.¹⁵ Many of these economically disadvantaged youth arrive in high school with reading and mathematics skills that are significantly behind those of their more advantaged peers. Among eighth graders in 2019, for example, only 19 percent of students who were eligible for free or reduced-price lunch scored proficient or higher in reading on the National Assessment of Educational Progress (NAEP), compared to 46 percent of students who were not eligible for free or reduced-price lunch.¹⁶ On the 2019 NAEP mathematics assessment, 18 percent of 8th graders who were eligible for free or reduced-price lunch scored at or above proficient, compared to 48 percent of their peers who were not eligible for free or reduced-price lunch.¹⁷ Low-income youth also are less likely to graduate from high school on time than their more advantaged peers. During the 2016-17 school year, the on-time graduation rate for all students was 84.6 percent, but just 78.8 percent of economically disadvantaged students graduated on-time.¹⁸ Among students who concentrated in CTE during the 2017-18 school year, the on-time graduation rate for all CTE concentrators was 84.3 percent, but 80.2 percent for CTE concentrators who were economically disadvantaged.¹⁹

Among working-age adults ages 18 to 64, 11.1 percent, or 21.9 million adults, lived in poverty in 2017. The 2017 poverty rates for working-age adults who were White, Black, and Hispanic were 9.7 percent, 18.5 percent, and 15.1 percent, respectively.²⁰ Many of these adults have significant educational and career development needs. One quarter of working-age adults who were living in poverty in 2015 did not have a high school credential or its equivalent; another 56 percent of working-age adults in poverty had earned no more than a high school diploma.²¹

High-quality CTE programs can offer a pathway to economic mobility for individuals from economically disadvantaged families. Some research suggests that CTE may be a promising strategy for low-income youth and may be associated with improved high school, postsecondary, and labor market outcomes:

- One study²² examined the impact of attending regional CTE high schools in Massachusetts and found that students attending these schools had a higher probability of graduating high school than their counterparts who attended comprehensive high schools. These positive impacts were larger on average for low-income students in particular (defined by their free- and reduced-price lunch status), as they were 21 percentage points more likely to graduate high school than their counterparts who attended comprehensive high schools.
- In another study²³ on Arkansas students, researchers found that taking one additional CTE course above the average increases the probability of students graduating from high school by 3.2 percentage points, enrolling in two-year colleges the following year by 0.6 percentage points, and being employed the year after graduation by 1.5 percentage points. They also found that each additional CTE course boosts students' quarterly wages by about 3 percent

once they enter the workforce. Intensity of CTE course taking matters as well. The same study found that low-income CTE concentrators (i.e., students who took three or more CTE credits in a single program area) were 25 percentage points more likely to graduate high school compared to their low-income non-CTE concentrator counterparts.

Access and Success in CTE for Economically Disadvantaged Students

Early college high schools,²⁴ an allowable use of local subgrant funds under Perkins V (Perkins V section 135(b)(5)(C)), are high schools that, through partnerships with institutions of higher education, offer students the opportunity to earn postsecondary credits as part of an organized course of study toward a postsecondary degree or credential at no cost to the students or their families. These high schools often have a career or other theme. There is emerging evidence that these schools can have a powerful impact on the outcomes of economically disadvantaged students.

In an ongoing study,²⁵ researchers are assessing the impact of early college high schools on student success by comparing the experiences and outcomes of students who were selected by lottery to attend one of ten early college high schools with those students who were not selected for admission through the lottery. Five of these schools had a science, technology, engineering, or mathematics theme, and two were focused on preparing students to become teachers. Seven of the ten early college high schools had a two-year public college partner, two had a four-year public college partner, and one had both a two-year and a four-year public college partner. On average, 44 percent of the students in the early college high schools were low-income (i.e., eligible for the free and reduced-price lunch program).

Researchers found that students admitted by lottery to one of the 10 early college high schools were more likely to graduate from high school, enroll in postsecondary education, and earn a postsecondary credential.

Other Federal Programs for Individuals from Economically Disadvantaged Families

Title I, Part A of the Elementary and Secondary Education Act of 1965

The U.S. Department of Education's largest elementary and secondary education grant program, Elementary and Secondary Education Act of 1965 (ESEA) Title I, Part A Grants to Local Educational Agencies, provides supplemental funding to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Congress appropriated \$16.3 billion for the ESEA Title I, Part A program for Fiscal Year (FY) 2020. The program serves an estimated 25 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools.²⁶

Schools may use Title I, Part A funds according to one of two models: a targeted assistance model that supplements the regular education program for individual students deemed most in need of special assistance, or a schoolwide model that allows schools to use Title I, Part A funds in combination with other federal, state, and local funds to improve the overall instructional program in a school in order to raise the achievement of low-achieving students. Schools serving attendance areas in which at least 40 percent of students are from low-income families or schools in which such students account for at least 40 percent of enrollment are eligible to operate a schoolwide program, but a state educational agency also may grant waivers to operate a schoolwide program to schools not meeting these eligibility requirements. In the 2016-2017 school year, states reported that 47,511 schools, or 80 percent of all Title I schools, operated a schoolwide program, which accounted for approximately 96 percent of participating students.

Title I, Part A also includes important accountability requirements that focus attention on the lowest-performing schools and subgroups, including a requirement that states publish state and school district report cards that disaggregate state assessment results for students from each major ethnic and racial group, economically disadvantaged students, children with disabilities, English learners, migratory students, students who are homeless, students in foster care, and students with a parent on active duty in the military. The Perkins V accountability system shares some performance indicators with the ESEA Title I, Part A accountability system: proficiency on the state assessments in reading/language arts and mathematics and the four-year adjusted cohort graduation rate. Please see the [Legislative Roadmap](#) for more information about Title I, Part A's accountability and other requirements.

Tip: Use ESEA Title I, Part A Funds to Enhance CTE Opportunities

ESEA Title I, Part A funds may be used by LEAs for programs that coordinate and integrate academic and CTE content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state and “work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit” if those costs are designed to improve the academic achievement of low-achieving students served by Title I and the use of funds is aligned with the needs identified in a Title I schoolwide plan or the design of its targeted assistance program (ESEA section 1112(b)(12)).

If the use of funds is aligned with the needs of the school, ESEA Title I, Part A schoolwide programs may include “preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs” (ESEA section 1114(b)(7)(A)(iii)(II)) and dual enrollment activities, including “training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program” (ESEA section 1114(e)(2)(A)).

Similarly, ESEA Title I, Part A targeted assistance programs may include “coordinating and integrating Federal, State, and local services and programs, such as...career and technical education programs” (ESEA section 1115(b)(2)(F)). Further, ESEA section 1003A permits a

state to set aside a portion of Title I, Part A funds for LEAs to provide direct student services. These may include CTE coursework that is aligned with the challenging state academic standards and that leads to industry-recognized credentials.

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) Grants awarded by formula to state educational agencies (SEAs) and LEAs may be used to improve access to CTE programs under some circumstances, particularly to improve access for student subpopulations, including low-income students, who are underrepresented in certain CTE programs.

Authorized by Title IV, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, SSAE Grants are intended to improve academic achievement by increasing the capacity of states and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology (ESEA section 4101). The term “well-rounded education” is defined to mean “courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience” (ESEA section 8101(52)).

States must use at least 95 percent of the funds they receive to make subgrants to LEAs and not more than 1 percent for administrative costs (ESEA section 4104(a)) and may use any remaining funds for state-level activities consistent with the purposes of the program (ESEA section 4104(b)).

One authorized state-level activity is “supporting LEAs in providing programs and activities” that “offer well-rounded educational experiences to all students,” including “including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects” (ESEA section 4104(b)(3)(A)).

Another authorized state-level activity is increasing “access to personalized, rigorous learning experiences supported by technology” by developing or using strategies that are innovative or evidence-based for “the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act)” (ESEA section 4104(3)(C)(iii)).

States allocate SSAE subgrants to LEAs by formula, except that no LEA may receive less than \$10,000 (ESEA 4105(a)). LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment once every three years (ESEA section 4106 (a)(2) and (d))

and use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology (ESEA section 4106(e)(2)(C), (D), and (E)). LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas (section 4106(f)). LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of children from low-income families, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools (ESEA section 4106(e)(2)).

LEAs may use SSAE funds for a range of activities to support a well-rounded education (ESEA section 4107). These activities include “increasing access” to “high-quality courses” in science, technology, engineering, and mathematics (including computer science) for “students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students” (ESEA section 4107(a)(3)(C)(i)). Another allowable use of funds is “supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)” (ESEA section 4107(a)(3)(C)(ii)). Both states and LEAs must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities (ESEA section 4110).

Congress appropriated \$1.2 billion for SSAE Grants in Fiscal Year 2020.

Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program

Economically disadvantaged individuals also are a central focus of the WIOA Title I Youth program, making the state and local workforce development boards that administer this program natural allies in efforts to improve CTE opportunities for economically disadvantaged youth.

Title I of WIOA includes funding streams for education, training, and related services for adults, dislocated workers, and youth. WIOA youth funding provides interventions that “support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants” (WIOA section 129(c)(2)). WIOA Title I Youth funds are awarded as formula grants to states and may retain up to 15 percent of the funds for statewide activities, allocating the remainder to local areas.

The Title I WIOA Youth program is designed to serve low-income youth who face obstacles in obtaining education and employment. Out-of-school youth and in-school youth have different eligibility requirements. Seventy-five percent of the state and local area allotments must be used to provide activities for out-of-school youth (WIOA section 129(a)(4)(A)). Out-of-school youth is defined as individuals 16-24 who are not attending any school as defined by state law and meet at least one of the following criteria: dropped out of school; is within compulsory school age but did not attend during the previous school year; has obtained a secondary school diploma or equivalent but is low income and basic skills deficient or an English language learner; is in the

juvenile or adult justice systems; is homeless, a runaway, or either in or aged out of foster care; is pregnant or parenting; is an individual with a disability; and/or is low-income and “requires additional assistance to enter or complete an educational program or to secure or hold employment” (WIOA section 129(a)(1)(B)(iii)(IV)).

In-school youth are low-income individuals aged 14-21 who are attending school and face one of the following barriers: is basic skills deficient; is an English language learner; is homeless, a runaway, or either in or aged out of foster care; is pregnant or parenting; is an individual with a disability; and/or “requires additional assistance to complete an education program or secure and hold employment”(WIOA section 129(a)(1)(C)).

Local areas must make available the following services to eligible youth:

- Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies leading to completion of secondary school;
- Alternative secondary school services, as appropriate;
- Paid and unpaid work experiences that have an academic and occupational education component, including summer employment opportunities and pre- apprenticeship programs;
- Occupational skill training, as appropriate;
- Education offered with training for a specific occupation or cluster;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Financial literacy education;
- Entrepreneurial skills training;
- Labor market and employment information; and
- Activities to prepare youth to transition to postsecondary education and training.

Local areas have flexibility in determining how they deliver these services to youth but must spend at least 20 percent of their funds for paid or unpaid work experience opportunities for eligible youth.

- State and local workforce development boards can be located by visiting the [Workforce Development Finder](#) on the U.S. Department of Labor’s CareerOne Stop website. CareerOne Stop also offers a [Youth Program Finder](#) search engine that enables you to identify programs funded by the WIOA Title I Youth program in your community.

Individuals Preparing for Non-Traditional Fields

Background

Perkins V defines non-traditional fields as “occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work” (Perkins V section 3(33)). Data for 2018 from the Bureau of Labor Statistics indicate that females represent less than 25 percent of the workers in more than 100 occupations, including automotive service technicians (2 percent are female), industrial truck and tractor operators (8 percent are female), aerospace engineers (about 14 percent are female), and software developers (about 19 percent are female). Males comprise less than 25 percent of the workers in such occupations as registered nurses (11 percent are male), dental hygienists (3 percent are male), paralegals (14 percent are male), and preschool and kindergarten teachers (2 percent are male).²⁷

An individual preparing for a non-traditional field is a student who is enrolled in a program in an occupational field that is non-traditional for his or her gender. For example, an individual preparing for a career in a non-traditional field would include a female studying to be an automotive technician and a male studying to be a nurse.

During the 2017-18 school year, 37 percent of CTE participants in secondary school participated in a program that was non-traditional for their gender, 28 percent of males and 47 percent of females. At the postsecondary level, the overall participation rate was 23 percent, with 17 percent of males and 29 percent of females participating in a program that was non-traditional for their gender.²⁸

One-third of secondary CTE concentrators completed a program that was non-traditional for their gender during the 2017-18 school year: 25 percent of male concentrators and 45 percent of female concentrators. Among postsecondary CTE concentrators, 20 percent completed a program that was non-traditional for their gender: 17 percent of male concentrators and 23 percent of female concentrators.²⁹

Preparing Individuals for Non-Traditional Fields

States must make available at least \$60,000, but not more than \$150,000, of state leadership funds for “services that prepare individuals for non-traditional fields” (Perkins V section 112(a)(2)(B)). Also, in addition to meeting all of the other requirements related to “special populations,” such as evaluating the outcomes of “special populations” in the local needs assessment, subrecipients must describe in their applications for Perkins funds how they will “prepare CTE participants for non-traditional fields.”

Other Federal Programs and Laws Related to Individuals Preparing for Non-Traditional Fields

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) Grants awarded by formula to state educational agencies (SEAs) and LEAs may be used to improve access to CTE programs under some circumstances, particularly to improve access for student subpopulations, including female students, who are underrepresented in certain CTE programs.

Authorized by Title IV, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, SSAE Grants are intended to improve academic achievement by increasing the capacity of states and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology (ESEA section 4101). The term “well-rounded education” is defined to mean “courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience” (ESEA section 8101(52)).

States must use at least 95 percent of the funds they receive to make subgrants to LEAs and not more than 1 percent for administrative costs (ESEA section 4104(a)) and may use any remaining funds for state-level activities consistent with the purposes of the program (ESEA section 4104(b)). One authorized state-level activity is “supporting LEAs in providing programs and activities” that “offer well-rounded educational experiences to all students,” including “including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects” (ESEA section 4104(b)(3)(A)).

Another authorized state-level activity is increasing “access to personalized, rigorous learning experiences supported by technology” by developing or using strategies that are innovative or evidence-based for “the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act)” (ESEA section 4104(3)(C)(iii)).

States allocate SSAE subgrants to LEAs by formula, except that no LEA may receive less than \$10,000 (ESEA 4105(a)). LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment once every three years (ESEA section 4106 (a)(2) and (d)) and use not less than 20 percent of their allocations for activities to support well-rounded

educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology (ESEA section 4106(e)(2)(C), (D), and (E)). LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas (section 4106(f)). LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of children from low-income families, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools (ESEA section 4106(e)(2)).

LEAs may use SSAE funds for a range of activities to support a well-rounded education (ESEA section 4107). These activities include “increasing access” to “high-quality courses” in science, technology, engineering, and mathematics (including computer science) for “students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students” (ESEA section 4107(a)(3)(C)(i)). Another allowable use of funds is “supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)” (ESEA section 4107(a)(3)(C)(ii)). Both states and LEAs must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities (ESEA section 4110).

Congress appropriated \$1.2 billion for SSAE Grants in Fiscal Year 2020.

Women’s Apprenticeships and Nontraditional Occupations Act

The [Women’s Apprenticeships and Nontraditional Occupations Act](#) (WANTO) directs the Secretary of Labor to carry out an outreach program to inform employers and labor unions of the availability of technical assistance for preparing the workplace to employ women in apprenticeship occupations and other nontraditional occupations. For FY 2019, Congress appropriated \$1,492,515 for WANTO competitive grants to community-based organizations to support the recruitment, training, and retention of women in skilled occupations. More information about WANTO is available on the Department of Labor’s [website](#).

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX applies to state educational agencies, local educational agencies, and institutions of higher education, area CTE centers, and other public and private entities that receive federal financial assistance for educational programs or activities (recipients).

All recipients of federal financial assistance must designate at least one employee (who must be referred to as a “Title IX Coordinator”) to coordinate the recipient’s efforts to comply with and carry out the recipient’s responsibilities under Title IX. Recipients may not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex unless expressly

authorized to do so under Title IX or its implementing regulations. Title IX covers all the operations of a recipient's educational programs and activities. This includes but is not limited to: all aspects of CTE and other programs, such as financial aid for students, counseling and guidance, discipline, classroom assignments, grading, and employment. Title IX applies to actions occurring within the education program or activity, including those that take place in the facilities of the school, on a school bus, at a class or training program, or a work-based learning opportunity sponsored by the school at another location. For more information about Title IX, please see the [Legislative Roadmap](#). For more information about how Title IX protects students and employees from sexual harassment, please see the Department's [Title IX website](#).

Access and Success in CTE for Individuals Preparing for Non-Traditional Fields

Operating since 2014, [Raise the Floor](#) at Gateway Community and Technical College in Northern Kentucky recruits, trains, and places in employment women who are interested in careers in advanced manufacturing. Participants receive support and guidance from a case manager as they study for 16 weeks to earn a technician credential recognized by manufacturers in the region. Delivered online with a flexible lab schedule, the program is competency-based, enabling students to bypass training modules if they can demonstrate mastery of their content.

Single Parents, Including Single Pregnant Women

Background

In 2018, there were 10.6 million families with children under the age of 18 in the United States that were headed by a single parent, comprising about 31 percent of families with children under the age of 18. More than three-quarters of single parent families were headed by a woman.³⁰ Some single parents have significant educational and career development needs. In general, single parents do not fare as well in the labor market as parents in married-couple families. While 97 percent of married couple families with children under age 18 had at least one employed adult during 2018 (in 63 percent of these families, both parents were employed in 2018), among families headed by single mothers, 74 percent of mothers were employed at some point in 2018 and, among families headed by single fathers, 84 percent of fathers were employed during 2018.³¹ Single parent families are also more likely to live in poverty than married couple families. In 2017, 30 percent of families headed by a mother and 17 percent of families headed by a father were poor, in contrast to 8 percent of married couple families.³² A high school diploma or less is the highest level of education achieved by 45 percent of single parents, as compared with 31 percent of parents in married couple families.³³

Other Federal Programs for Single Parents, Including Single Pregnant Women

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX applies to state educational agencies, local educational agencies, and institutions of higher education, area CTE centers, and other public and private entities that receive federal financial assistance for educational programs or activities.

The regulations implementing Title IX prohibit discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from any of these conditions.³⁴ Under Title IX, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program. This prohibition applies to specific classes such as CTE courses, advanced placement or honors' classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities. While schools may implement special instructional programs or classes for pregnant students, participation must be completely voluntary on the part of the student, and the programs and classes must be comparable to those offered to other students. In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.³⁵ The recipient's Title IX coordinator is responsible for coordinating the recipient's response to complaints of discrimination against pregnant and parenting students.

Temporary Assistance for Needy Families

Funded at \$16.5 billion annually, the Temporary Assistance for Needy Families (TANF) block grant program awards funds by formula to states, tribes, and territories to provide cash assistance to poor families with children, principally those headed by single mothers, and other services and activities. In order to receive a grant, states must also contribute a minimum amount of their own funds, generally referred to as “maintenance of effort” (MOE) funds, that totals at least \$10.3 billion annually³⁶

States determine the eligibility requirements for cash assistance and the benefit amounts, but they generally cannot provide cash aid using federal TANF dollars for longer than 60 months to a family that includes an adult recipient; 21 states have set shorter time limits for cash assistance.³⁷ TANF requires states to engage 50 percent of all families and 90 percent of two-parent families receiving cash assistance in work or work-related activities, though a state may lower these percentages by reducing its overall caseload. There are detailed rules that describe the activities that may count toward this requirement, as well as specify the number of hours per week of participation required, in order for a family to be counted toward meeting the work requirement. Non-work activities count toward the work participation requirements under only limited circumstances; job search, for example, may count for 12 weeks in a 12-month period. Participation in “vocational educational training” may count as work for up to 12 months in a recipient’s lifetime.³⁸

TANF is an attractive potential partner in efforts to improve CTE opportunities and outcomes for single parents, as well as those of other several other “special populations” identified by Perkins V, because states have great flexibility in how they use TANF funds and the state MOE funds. Generally, states may use the TANF funds to advance any of the following four goals:

- Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives;
- End the dependence of needy parents on government benefits by promoting job preparation, work, and marriage;
- Prevent and reduce the incidence of out of wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and
- Encourage the formation and maintenance of two parent families.³⁹

Tip: Use TANF Funds to Support CTE Programs and Activities

TANF funds can be used not only for child care for low-income single parents enrolled in CTE programs, but also to support new CTE programs and activities for low-income individuals. In FY 2018, states spent 5.5 percent of their TANF and MOE dollars (over \$1.7 billion) on

education and training activities. There was wide variance among the states in their spending on education and training activities, ranging from 0.1 percent of the state’s TANF and MOE funds (Alabama) to 19.3 percent (Indiana).⁴⁰

- You can learn more about how your state spends TANF and MOE funds by consulting an [interactive map](#) with FY 2018 state expenditure data published by the U.S. Department of Health and Human Services.

Title I of the Workforce Innovation and Opportunity Act (WIOA) Youth Program

Another possible source of support for single parents, including single parent women, is the Title I of the WIOA Youth Program. WIOA designates single parents, including single pregnant women, as individuals “with a barrier to employment,” a status that is similar to the “special population” designation in Perkins V. For example, performance data for WIOA’s core programs must be disaggregated by each group designated as individuals “with a barrier to employment,” including single parents. In Program Year 2017-18, the WIOA Title I Youth program served 18,591 single parents, including single pregnant women.

The Title I WIOA Youth program is designed to serve low-income youth who face obstacles in obtaining education and employment. Out-of-school youth and in-school youth have different eligibility requirements. Seventy-five (75) percent of the state and local area allotments must be used to provide activities for out-of-school youth (WIOA section 129(a)(4)(A)). Out-of-school youth is defined by section 129(a)(1)(B)(iii)(IV) of WIOA as individuals 16-24 years old who are not attending any school as defined by state law and meet at least one of the following criteria:

- Dropped out of school;
- Is within compulsory school age but did not attend during the previous school year;
- Has obtained a secondary school diploma or equivalent but is low income and basic skills deficient or an English language learner;
- Is in the juvenile or adult justice systems;
- Is homeless, a runaway, or either in or aged out of foster care;
- Is pregnant or parenting;
- Is an individual with a disability; and/or
- Is low-income and “requires additional assistance to enter or complete an educational program or to secure or hold employment”).

In-school youth are low-income individuals aged 14-21 who are attending school and face one of the following barriers:

- Is basic skills deficient;
- Is an English language learner;
- Is homeless, a runaway, or either in or aged out of foster care;
- Is pregnant or parenting;
- Is an individual with a disability; and/or
- “Requires additional assistance to complete an education program or secure and hold employment.”⁴¹

For more information about how WIOA Title I Youth funds may be used, please see the summary of this program in the brief on “**Individuals from Economically Disadvantaged Families.**”

Access and Success in CTE for Single Parents

For 14 years, the Arkansas Department of Higher Education has used TANF funds to support its **Career Pathways Initiative** (CPI) for TANF recipients and other low-income residents. A majority of participants have been single mothers. Participants may select from more than 400 approved career pathway programs offered by the state’s community colleges and university-based technical centers. These pathways generally comprise a sequence of courses that begins with basic skills instruction and continues to technical certificate that articulates to an associate degree program. Participants receive tuition assistance for any costs that are not met by Pell Grants, child care assistance, transportation vouchers, and assistance with the costs of books, tools, supplies, and any certification or licensing examinations. A hallmark of the program is the intensive case management it provides to participants to help them identify a career pathway, navigate the community college environment, and persist in their studies. A study of the outcomes of more than 30,000 CPI participants found that completion rates were more than double those of community college students who did not participate in CPI.⁴²

Out-of-Workforce Individuals

Background

“Out-of-workforce individuals” are unemployed or underemployed individuals who have not been part of the labor market, or who have been part of the labor market and have lost significant income, due to home and family circumstances. They include four subgroups of individuals with career development needs:

- Displaced homemakers who have been caring for a home or family without remuneration and reliant on income from another family member that is no longer available (Perkins V section 3(36)(A));
- Current homemakers who have been caring for a home or family without remuneration whose marketable job skills have been diminished as a result (Perkins V section 3(36)(B)(i)(I));
- Dependent spouses of active duty members of the Armed Forces who lost significant income due to deployment or other relocations or the service-connected death or disability of their spouses (Perkins V section 3(36)(A)); and
- Parents whose youngest dependent child receives Temporary Assistance for Needy Families (TANF) but is within 2 years of becoming ineligible for this aid (generally, children lose eligibility on their 18th birthday) (Perkins V section 3(36)(B)(i)(II)).

The total number of individuals in the U.S. who fit the Perkins V definition of “out of workforce individuals” is not known, but some data about the subgroups it includes are available:

- A Pew Research Center analysis of U.S. Census Bureau data estimates that more than 11 million U.S. parents of children under age 18, or 18 percent of U.S. parents, did not work outside the home in 2016. Eighty-three percent of these parents were women and 17 percent were men.⁴³
- Families whose youngest child was 16 to 18 years old comprised 6.5 percent of the 1 million families who received TANF in 2018.⁴⁴
- In 2018, the most recent year for which data have been published, there were 605,677 spouses of active duty members of the Armed Forces. Of all spouses who were in the civilian labor force, 24 percent of active duty civilian spouses were unemployed and 76 percent were employed in 2017.⁴⁵

Other Federal Programs for Out-of-Workforce Individuals

Workforce Innovation and Opportunity Act (WIOA) Title I Dislocated Worker and Adult Programs

The state and local workforce development boards that administer the Dislocated Worker and Adult workforce development programs authorized by Title I of WIOA can be important allies in efforts to improve opportunities for out-of-workforce individuals. The funds provided under these programs can be used to provide a wide range of services to individuals who are seeking employment or to advance their careers, including skills assessments, job search and placement assistance, career counseling, employment and training, and supportive services like child care and transportation.

A subset of the population of the “out-of-workforce individuals” identified as a special population by Perkins V—displaced homemakers as defined by section 3(16) of WIOA (see below)—may be served under both of these programs. Displaced homemakers are categorically eligible for services under the WIOA Title I Dislocated Worker program. They also may be served at the same time or sequentially by the WIOA Title I Adult program, which is open to any adult age 18 or older, with priority for service given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Local areas also may use either their WIOA Title I Adult or Dislocated Worker or both to create “training programs for displaced homemakers” (WIOA section 134(d)(1)(A)(viii)).

Additionally, WIOA identifies displaced homemakers as a subpopulation who has “a barrier to employment,” a status that is similar to the “special population” designation in Perkins V. For example, performance data for WIOA’s core programs must be disaggregated by each group designated as individuals “with a barrier to employment,” including displaced homemakers. In Program Year 2017, 12,408 displaced homemakers were served by the WIOA Title I Adult program and 11,868 were served by the WIOA Title I Dislocated Worker program.⁴⁶

Perkins V Definition of “Out-of-Workforce Individual”	WIOA Definition of “Displaced Homemaker”
<p>Section 3</p> <p>..</p> <p>(36) OUT-OF-WORKFORCE INDIVIDUAL. —The term ‘out-of-workforce individual’ means—</p> <p>(A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or</p> <p>(B) an individual who—</p>	<p>Section 3</p> <p>..</p> <p>(16) DISPLACED HOMEMAKER. —The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who—</p> <p>(A)(i) has been dependent on the income of another family member but is no longer supported by that income; or</p>

Perkins V Definition of “Out-of-Workforce Individual”	WIOA Definition of “Displaced Homemaker”
<p>(i)(I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or</p> <p>(II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and</p> <p>(ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>	<p>(ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and</p> <p>(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>

Higher Education Act of 1965

Displaced homemakers and their dependents receive special consideration in determining eligibility for federal student aid such as Pell Grants and in the calculation of the amounts for which they are eligible. Aid eligibility for a displaced homemaker whose adjusted gross income (combined with his or her spouse) is \$49,999 or less is calculated using the “simplified needs test,” which excludes assets from consideration (in other words, eligibility is based solely on the income of the displaced homemaker and his or her spouse). If the displaced homemaker and his or her spouse have an adjusted gross income of \$26,000 or less and they have dependents, the student’s “expected family contribution” to paying for their postsecondary expenses is automatically reduced to zero.

The simplified needs test also is available to dependents of displaced homemakers if the income of their parents is \$49,999 or less, as well as eligible for the zero expected family contribution if the income of their parents is \$26,000 or less.⁴⁷

To obtain these benefits, displaced homemakers and their dependents must identify themselves as “dislocated workers” or the dependents of “dislocated workers” by answering yes to question 83 (dependent students) or 100 (independent students) on the *2020-2021 Free Application for Federal Student Aid*.⁴⁸

English Learners

Background

In fall 2017, children and youth who were identified as English learners (ELs) by their schools comprised 10.1 percent of public school students in the United States, or about 5.0 million students. The percentage of public school students who were ELs ranged from 0.8 percent in West Virginia to 19.2 percent in California. In general, a higher percentage of public school students in lower grades than of those in upper grades were EL students in fall 2017. For example, 15.9 percent of kindergarteners were ELs, compared with 8.6 percent of 6th-graders and 7.0 percent of 8th-graders. Among 12th-graders, only 4.6 percent of students were EL students.⁴⁹

The EL student population is diverse. While the most common native language among these students is Spanish, accounting for 74.8 percent of ELs in fall 2017,⁵⁰ other native languages spoken by ELs include Arabic (2.7 percent), Chinese (2.1 percent), Vietnamese (1.6 percent), Somali (0.8 percent), and Russian (0.7 percent).⁵¹ Their proficiency in speaking, listening, reading, and writing both their native language and English varies greatly as well; some ELs, for example, may be fluent speakers of their native language but struggle to read and write it. Consequently, experts urge that decisions regarding English language acquisition and content area instruction for ELs recognize the “tremendous heterogeneity of EL populations” and be based carefully on detailed and multiple sources of information about the proficiency of each EL student.⁵²

Addressing the English language development needs of ELs is an important part of their preparation for careers because limited English proficiency is a significant disadvantage in the labor market. For example, among full-time, year-round workers with a high school diploma or some college, the median annual earnings of individuals who are proficient in English are 39 percent higher (\$40,000) than the earnings of individuals who are not (\$28,700). Working age adults who are not proficient in English also are more likely to be poor (25 percent) than those who are proficient in English (14 percent).⁵³

Research suggests that, on average, EL students need between 4 to 7 years of English language acquisition instruction to achieve proficiency in English.⁵⁴ Some analysts have expressed concern that EL students’ placement in English language development instruction may “crowd out” opportunities for EL students to participate in CTE.⁵⁵ National data indicate that the proportion of ELs who concentrate their studies in CTE is about the same as that of peers who are proficient in English. The National Center for Education Statistics’ (NCES) High School Longitudinal Study of 2009 is following the education and transition to adulthood of a nationally representative sample of more than 20,000 students who were in ninth grade in 2009. Among this group of young people, there was no measurable difference in the percentage of students who were CTE concentrators (that is, students who earned 2 or more credits in a single program area) between ELs and non-ELs.⁵⁶ However, other data indicate that ELs are underrepresented in some CTE programs. For example, researchers examining participation in career academies in Florida during the 2006-07 school year found that students identified as ELs were significantly less likely to be enrolled in a career academy;⁵⁷ a more recent study of career academies in Wake

County, North Carolina found that ELs were less likely to be enrolled in those career academies as well.⁵⁸ A study of CTE in New York City found that ELs were underrepresented among CTE participants and CTE concentrators in that school district.⁵⁹

Though national data indicate that EL students concentrate in CTE at about the same rate as students who are not ELs, the outcomes of ELs overall lag behind their non-EL peers. In 2015–16, 67 percent of ELs graduated from high school on time (i.e., in four years), well below the 85 percent graduation rate for students who were not EL.⁶⁰ Among EL students who concentrated in CTE, states reported that, in the 2015-16 school year, the average on-time graduation rate was 87.5 percent, as compared with an 93.8 percent graduation rate for all CTE concentrators⁶¹

Tip: Use Perkins V Funds for Outreach to English Learners and Their Families

The comprehensive local needs assessment must include a description of the subgrantee’s progress toward implementation of equal access to high-quality CTE courses and programs of study for all students, including “strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations.” (Perkins V section 134(c)(2)(A)(i)). Evidence from California suggests that maximizing student choice and district-level leadership and outreach to ELs and their families are critical to prevent their underrepresentation in CTE programs. An evaluation of the certified Linked Learning Pathways initiative, a California effort to promote high-quality CTE programs and rigorous academics, found that the school districts that were most successful in promoting access to ELs and other special populations gave 8th grade students the opportunity to choose their high schools and the pathways they pursued and centralized recruitment and outreach at the district-level.⁶²

Tip: Use Perkins V Funds for Professional Development Related to Instructing English Learners

In-service professional development related to instructing ELs is an allowable use of Perkins V state leadership funds under section 124 and the funds available to local subrecipients under section 135 and can be an important part of a state’s or school district’s strategy to improve the outcomes of ELs in CTE. Some surveys have found concern among high school teachers about the extent to which they are prepared to help ELs acquire English proficiency and master the core content they teach.⁶³ That may be because, regardless of the subject they teach, most public high school teachers do not receive in-service professional development focused on teaching ELs. A national survey of teachers found that only about one in five public high school CTE teachers and one in five public high school teachers in other subject areas reported receiving EL-related professional development during the previous year.⁶⁴

Perkins V’s definition of “professional development” includes a requirement that it be “designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate

language and academic support services to those students, including the appropriate use of curricula and assessments” (Perkins V section 3(40)(B)(vii)). Section 124(b)(5)(B) of Perkins V authorizes state eligible agencies to use state leadership funds to prepare “career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support.” At the local level, section 135(b)(2)(H) of Perkins V permits subrecipients to use funds for “training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support.”

Perkins V Definition of English Learner

Perkins V defines “English learner” at the secondary level as a secondary student who meets the definition of “English learner” found in section 8101 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA). This definition is:

- (20) ENGLISH LEARNER. The term ‘English learner’, when used with respect to an individual, means an individual—
- (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

(ESEA section 8101(20))

The use of the ESEA definition in Perkins V ensures that students who identified as ELs under other federal elementary and secondary education programs, like the ESEA Title I, Part A program and the Title III English Language Acquisition State Grants program, are also

considered ELs under Perkins V, enabling teachers of all subjects in a school to collaborate to address the needs of EL students.

For adults and out-of-school youth, Perkins V defines the term to mean an individual “who has limited ability in speaking, reading, writing, or understanding the English language and (i) whose native language is a language other than English; or (ii) who lives in a family environment in which a language other than English is the dominant language.” This definition is comparable to the definition of English language learner” used in the Adult Education and Family Literacy Act (AEFLA),⁶⁵ enabling collaboration and coordination with that program in helping adult and out-of-school youth attain proficiency in English and the technical skills needed to advance in the job market.

Other Federal Programs Serving English Learners

English Language Acquisition State Grants

Authorized by Title III of the ESEA as amended by ESSA, the English Language Acquisition State Grants program is the U.S. Department of Education’s principal investment in improving the English language skills and academic achievement of ELs at the elementary and secondary levels. The program awards formula grants to states based on each state’s share of the nation’s ELs and immigrant children and youth, with 80 percent of allocations based on state shares of ELs and 20 percent based on state shares of immigrant children and youth (ESEA section 3111(c)(2)). Congress appropriated \$787.4 million for the program for Fiscal Year (FY) 2020.

States must allocate their formula funds for subgrants to school districts or consortia of school districts, based on each subgrantee’s share of the state’s ELs (ESEA section 3114(a)). Each state must also reserve up to 15 percent of its Title III allocation to make at least one subgrant to a school district that has experienced a significant increase in the percentage or number of immigrant children and youth over the preceding 2 years (ESEA section 3114(d)). A state may also use up to 5 percent of its allocation for state-level activities, such as professional development, planning, evaluation, and the provision of technical assistance (ESEA section 3111(b)(2)).

School districts receiving the regular EL subgrants must supplement effective language instruction educational programs to improve the education of ELs by helping them to learn English and meet the same challenging state academic standards as other students. School districts must use funds in supplemental ways to:

- Increase the English language proficiency of ELs by providing effective LIEPs that demonstrate success in increasing English language proficiency and academic achievement;
- Provide effective professional development to educators that is designed to improve instruction and assessment for ELs;
- Provide and implement other effective strategies to support language instruction of ELs;
- Provide parents, family, and community engagement activities (ESEA section 3115(c)).

School districts that are awarded funds based on a significant increase in the number or percentage of immigrant children and youth must use funds for activities that provide enhanced instructional opportunities for those children, which may include parent training, tutorials, mentoring, and career counseling (ESEA section 3115(e)). All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under state or local laws. Title III funds also may not supplant other federal, state, and local resources used to educate ELs (ESEA section 3115(g)).

Tip: Use English Language Acquisition State Grants Subgrant Funds for CTE

Providing CTE to ELs is an allowable use of the subgrant funds that districts receive under the English Language Acquisition State Grants program (ESEA section 3115(d)(3)(A)). Another allowable use of funds is “[o]ffering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education” (ESEA section 3115(d)(8)).

The English Language Acquisition State Grants program has performance accountability requirements that are integrated with the accountability system established under Title I, Part A of the ESEA. States must set long-term, ambitious goals and timelines for students towards reaching proficiency in English, and include in their Title I, Part A state accountability system an indicator of progress towards English language proficiency (ESEA section 1111(c)(4)A)(ii)). (See the [Legislative Roadmap](#) for more information about ESEA Title I, Part A and the accountability system). States must assist school districts in meeting the state’s long-term goals and measurements of interim progress, monitor progress, and take steps if a school district’s strategy is ineffective in helping ELs make progress and achieve content and language proficiency.

- [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#) includes frequently asked questions about the English Language Acquisition State Grants program.

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) Grants awarded by formula to state educational agencies (SEAs) and LEAs may be used to improve access to CTE programs under some circumstances, particularly to improve access for student subpopulations, including English learners, who are underrepresented in certain CTE programs.

Authorized by Title IV, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, SSAE Grants are intended to improve academic

achievement by increasing the capacity of states and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology (ESEA section 4101). The term “well-rounded education” is defined to mean “courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience” (ESEA section 8101(52)).

States must use at least 95 percent of the funds they receive to make subgrants to LEAs and not more than 1 percent for administrative costs (ESEA section 4104(a)) and may use any remaining funds for state-level activities consistent with the purposes of the program (ESEA section 4104(b)). One authorized state-level activity is “supporting LEAs in providing programs and activities” that “offer well-rounded educational experiences to all students,” including “including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects” (ESEA section 4104(b)(3)(A)).

Another authorized state-level activity is increasing “access to personalized, rigorous learning experiences supported by technology” by developing or using strategies that are innovative or evidence-based for “the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act)” (ESEA section 4104(3)(C)(iii)).

States allocate SSAE subgrants to LEAs by formula, except that no LEA may receive less than \$10,000 (ESEA 4105(a)). LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment once every three years (ESEA section 4106 (a)(2) and (d)) and use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology (ESEA section 4106(e)(2)(C), (D), and (E)). LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas (section 4106(f)). LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of children from low-income families, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools (ESEA section 4106(e)(2)).

LEAs may use SSAE funds for a range of activities to support a well-rounded education (ESEA section 4107). These activities include “increasing access” to “high-quality courses” in science, technology, engineering, and mathematics (including computer science) for “students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students” (ESEA section 4107(a)(3)(C)(i)). Another allowable use of funds is

“supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)” (ESEA section 4107(a)(3)(C)(ii)). Both states and LEAs must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities (ESEA section 4110).

Congress appropriated \$1.2 billion for SSAE Grants in Fiscal Year 2020.

Access and Success in CTE for Adolescent English Learners

Manhattan Bridges High School in New York City offers rigorous academic and CTE coursework integrated with language development strategies⁶⁶ to meet the instructional needs of the EL student population who comprise 49 percent of the school’s enrollment.⁶⁷ Two career academies, both based on National Academy Foundation® models, are available to all students: the Academy of Information Technology and the Academy of Engineering. The school has a job-shadowing program and offers frequent field trips to visit employers such as American Express to enhance students’ awareness of career options.⁶⁸ All 12th-grade students are paired with an online mentor and are placed in weekly advisory groups to learn about postsecondary options and to receive comprehensive career advice. Students also have high participation and pass rates for Advanced Placement® (AP®) exams: Manhattan Bridges ranked number 1 on U.S. News and World Report’s “College Readiness Index” for 2019 because 100 percent of its students took and passed at least one AP exam.⁶⁹ The school’s 4-year graduation rate was 97 percent in 2017-18 and 68 percent of last year’s graduating class enrolled in a postsecondary program with 6 months of graduation.⁷⁰

Adult Education and Family Literacy Act

State and local CTE administrators looking to improve services for ELs who are adults or disconnected youth may want to coordinate their efforts with the state eligible agency that administers AEFLA (Title II of WIOA), and with local providers of AEFLA-funded adult education and literacy activities. AEFLA awards formula grants to states to support adult education and literacy activities for individuals ages 16 and older who are not enrolled in school or required to be enrolled in school, and who are basic skills deficient, lack a secondary school diploma or its equivalent, or who are English language learners. Congress appropriated \$657 million for state grants in FY 2020.

English language acquisition instruction, as well as integrated English literacy and civics education, are key allowable adult education and literacy activities under AEFLA. During Program Year 2017-18, 38 percent of the 1.4 million AEFLA participants were enrolled in an English language acquisition program, and 11 percent were enrolled in an integrated English literacy and civics education program.

- State eligible agencies that administer AEFLA can be identified using the U.S. Department of Education’s [directory of state contacts](#).

Tip: Collaborate with Adult Education Partners on Integrated Education and Training Programs for English Learners

Integrated education and training (IET) is a new allowable adult education and literacy activity under AEFLA, as reauthorized by WIOA in 2014. IET provides an opportunity for collaboration between recipients of Perkins V and AEFLA funds at both the state and local level. AEFLA defines IET as a “service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” (WIOA section 203(11)). In support of this model, the state’s Perkins V and AEFLA agencies could collaborate to develop IET models for ELs who are adults or disconnected youth that also are “programs of study” under Perkins V. Similarly, AEFLA state leadership funds could be used for “integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers” (WIOA section 223(a)(2)(G)); the state Perkins V agency would supply support and expertise to develop the occupational training with which literacy and English language instruction is integrated.

There are parallel opportunities for collaboration at the local level between AEFLA providers and Perkins V subrecipients. For example, an AEFLA provider could use its AEFLA subgrant to support the English language acquisition instruction provided in an IET program while a Perkins V subrecipient uses its subgrant to support the occupational education components.

Other Resources on English Learners

- Developed by the U.S. Department of Education’s Office of English Language Acquisition (OELA), the [English Learner Toolkit](#) is designed to help state and local educational agencies in meeting their legal obligations to ELs and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards.
- The [English Learner Family Toolkit](#) was created by OELA to help families choose education services that meet their child’s needs. Teachers, principals, and other school staff can also share the toolkit as a resource for ELs and their families.
- OELA has published three “data stories” that include interactive charts that display state and national data on EL students, their outcomes, and their educational experiences: [Our Nation’s English Learners](#), [Academic Performance and Outcomes for English Learners](#), and [Educational Experiences of English Learners](#).

- [Adolescent and Adult English Learners: A National Profile of Educational and Employment Barriers and Opportunities](#) summarizes national data on adolescent and young adult ELs and the services provided to them by school districts.
 - The U.S. Department of Education’s [Office for Civil Rights](#) produces and disseminates information for education officials about their obligations to EL students and parents whose proficiency in English is limited.
 - Funded by OELA, the [National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs](#) (NCELA) collects and disseminates a broad range of research and resources to promote high quality education for ELs. NCELA maintains a Resource Library, a searchable database of over 20,000 items—including research articles, literature reviews, reports, classroom materials, curricula, fact sheets, multimedia products, and more—to help stakeholders learn about and advance EL education.
 - Funded by the Office of Career, Technical, and Adult Education, [the Literacy Information and Communication System](#) (LINCS) creates, collects, and disseminates resources to support and inform adult education program administrators and instructors, including English language acquisition programs for adults. LINCS includes, for example, [online professional development courses](#) for English language acquisition instructors.
 - Also published on LINC’s, [Preparing English Learners for Work and Career Pathways](#) is a suite of resources that offers tools, practical ideas, and hands-on strategies for educators who help adult ELs in preparing for work or training in career pathways.
-

Access and Success in CTE for Adult English Learners

IET is an evidence-based innovation that was added to the AEFLA state grant program as an allowable adult education and literacy activity, when AEFLA was reauthorized by WIOA in 2014. Under AEFLA, IET brings together in a single program adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational or career advancement. It offers an important opportunity for collaboration between adult education programs supported by AEFLA and CTE programs funded by Perkins V.

The Socorro Independent School District (Socorro) in El Paso, Texas is a pioneer in collaboration that has demonstrated how valuable partnerships that support IET programs can be. In 2015, Socorro’s Community Education unit, which provides adult education and literacy activities, including English language acquisition instruction, approached the district’s CTE administrators about working together to create several IET programs. They proposed using the district’s high school CTE classrooms and CTE teachers to teach adult learners in the evening, along with Community Education’s instructors, who would deliver the adult education instruction. Socorro’s CTE department agreed to the partnership and helped Community Education identify career areas that were in demand in the local economy. Four IET programs

were created and the interest among adult learners proved to be strong—more than twice as many adult learners enrolled in the new opportunities as Community Education had anticipated. Importantly, the collaboration also saved money because the adult education program was able to use the district’s CTE classrooms and equipment. It was able to provide the IET programs for less than half the per-participant cost for which it had planned.⁷¹

Homeless Individuals

Background

Promoting access and success in CTE for homeless children and youth is critical because it can provide them with economic mobility and a pathway out of poverty. More than 1.5 million children and youth enrolled in public schools were identified as homeless during the 2017-18 school year. About 8.6 percent of them were unaccompanied minors, meaning they were not in the physical custody of a parent or guardian.⁷² Another estimated 3.5 million young adults ages 18 to 25 who are not enrolled in elementary or secondary school are believed to experience homelessness each year.⁷³

Unaccompanied young adults experiencing homelessness are disproportionately African American, Hispanic, and Native American. For example, while African Americans comprise about 15 percent of all U.S. residents who are 18 to 24 years old,⁷⁴ 34 percent of unaccompanied youth ages 18 to 24 who were young adults experiencing homelessness in 2018 were African American.⁷⁵

Many students experiencing homelessness, approximately 76 percent, share housing with others due to economic hardship or a similar reason. Shelters are the next most commonly used type of housing, as approximately 14 percent of homeless students resided in shelters. Approximately 6 percent had a primary nighttime residence of hotels or motels, and approximately 4 percent were identified as unsheltered.⁷⁶

Due to unstable living situations, these homeless students often have high rates of absenteeism, which decreases their likelihood of receiving a high-quality education. The U.S. Department of Education began collecting data on adjusted cohort graduation rates (ACGRs) disaggregated for homeless students at the high school, LEA, and SEA level for the first time beginning with data from SY 2016-17. Of the 44 SEAs that reported data, the 4-year ACGR for homeless students ranged between 45 percent to 88 percent compared to a national average of 64 percent that excludes some states with large homeless student cohorts.⁷⁷

Perkins V Definition of Homeless Individuals

For its definition of “homeless individuals,” Perkins V uses the definition of “homeless children and youths” from section 725(2) of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) that also is used in the U.S. Department of Education’s Education for Homeless Children and Youth (EHCY) program. This definition considers an individual to be homeless if he or she lacks a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living in emergency or transitional shelters; or
 - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
 - Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - Migratory children who qualify as homeless because they are living in circumstances described above.
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Other Federal Programs for Homeless Individuals

Education for Homeless Children and Youths Program

CTE state and local administrators and teachers concerned about improving CTE access and success for homeless individuals have allies and resources within their state educational agency and school districts. The McKinney-Vento Homeless Assistance Act, which authorizes the Department’s EHCY program, is designed to address the challenges that homeless children and youths face in enrolling, attending, and succeeding in school, and the Act requires each SEA to identify a state coordinator for homeless education and each LEA to identify a local liaison for homeless education in every school district.

- Funded by the U.S. Department of Education, NCHE provides direct technical assistance to stakeholders—including SEAs, school districts, and families experiencing homelessness—to ensure the effective implementation of the EHCY grant program. NCHE’s technical assistance portfolio includes in-person training and presentations, virtual learning opportunities, and written publications and tools. NCHE also maintains a phone and email helpline to provide direct assistance to stakeholders.
 - To find your state’s coordinator for homeless education, as well as information about homeless students in your state, visit the **National Center for Homeless Education’s** ([NCHE’s website at https://nche.ed.gov/data](https://nche.ed.gov/data)).
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Title I, Part A of the Elementary and Secondary Education Act

Title I, Part A Grants to Local Educational Agencies provides supplemental education funding, especially in high-poverty areas, for local programs that provide extra academic support to help students in high-poverty schools meet challenging state academic standards. The program serves an estimated 25 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools. Students experiencing homelessness are eligible for Title I services even if they are not enrolled in Title I schools.

In addition to providing services to assist homeless students in meeting the state's challenging academic standards, Title I, Part A funds may be used to provide services to homeless children and youths that may not ordinarily be provided to other Title I, Part A students. For example, to help homeless students effectively take advantage of educational opportunities, a school district may use Title I, Part A funds to provide, where appropriate, items or services including, but not limited to: personal school supplies; student fees that are necessary to participate in the general education program; counseling, medical and dental services; extended learning time to compensate for lack of quiet time for homework in shelters or overcrowded living conditions; and fees for college entrance exams.

- More information about how Title I, Part A funds may be used to serve homeless students can be found in the U.S. Department of Education's [Non-Regulatory Guidance on the Education for Homeless Children and Youths Program](#).

Higher Education Act of 1965

The Higher Education Act of 1965 authorizes Pell Grants and other federal student aid programs to help students and their families afford postsecondary education. Youth under age 24 who are verified as being unaccompanied and homeless or unaccompanied, self-supporting, and at risk of homelessness are considered "independent," meaning that only the assets and income of the student (and not those of parents or guardians) are counted in determining the amount of federal student financial aid for which a student is eligible.

- NHCE provides a range of resources related to [postsecondary education](#) and homeless individuals.
- The U.S. Department of Education has published a guide to applying for federal student financial aid for students experiencing homelessness, [I Want to Go to College: Now What?](#)

Workforce Innovation and Opportunity Act Title I Youth Program

State and local workforce development boards may be entities with which state eligible agencies and local sub-recipients may want to consult in providing services to homeless children and youth because these young people also are a focus in the [WIOA Title I Youth](#) program that state and local boards administer.

WIOA designates homeless individuals as individuals “with a barrier to employment,” a status that is similar to the “special population” designation in Perkins V. For example, performance data for WIOA’s core programs must be disaggregated by each group designated as individuals “with a barrier to employment,” including homeless individuals. For its definition of “homeless individuals” who are children and youth, WIOA uses the same definition from section 725(2) of the McKinney-Vento Act that is used by Perkins V.

Adult Education and Family Literacy Act

The [Adult Education and Family Literacy Act](#) (AEFLA) (Title II of WIOA), supports adult education and literacy activities for individuals ages 16 and older who are not enrolled in school or required to be enrolled in school, and who are basic skills deficient, lack a secondary school diploma or its equivalent, or who are English language learners. In Program Year 2017-18, nearly 400,000 youth ages 16 to 24 enrolled in AEFLA-funded services. More than 18,000 AEFLA participants were homeless youth and adults.⁷⁸ AEFLA programs offer basic skills instruction, instruction to prepare individuals for a high school diploma or its equivalent, English language acquisition activities, family literacy activities, integrated English literacy and civics education, workforce preparation activities, and integrated education and training. Perkins V funds could be used to provide CTE instruction to homeless youth who are enrolled in an AEFLA-funded program at the secondary school level.

- State eligible agencies that administer AEFLA can be identified using the U.S. Department of Education’s [directory of state contacts](#) by searching for “State Adult Education Agency.”
- [Supporting In-School and Out-of-School Youth Experiencing Homelessness Through Education and Workforce Partnerships](#), a brief published by NHCE, provides an overview of education and workforce programs that serve youth experiencing homelessness, including Perkins V, the WIOA Title I Youth program, and AEFLA, and highlights some examples of how cross-program collaboration can benefit homeless individuals.

Access and Success in CTE for Homeless Individuals

CTE can be an important part of programmatic responses to youth homelessness. Based in California, the Friendship Club’s Homeless Youth Career Technical Education Pilot Program, which is called Stability, Access, Foundation, and Empowerment (SAFE), provides academic, social, and emotional support along with life-skills to homeless high school juniors and seniors as they transition into adulthood. The students recently entered the [SAFE](#) pilot program at the end of their junior year of high school. They will continue while they attend Sierra College in Grass Valley and Rocklin and take classes to earn a CTE certificate.

Other Resources on Homeless Individuals

- The [Homeless Youth Legal Network](#) provides legal services to youth experiencing homelessness. The Network fosters collaboration to assist attorneys and other advocates address gaps in legal services and improve outcomes for homeless youths—including those transitioning from the child welfare system and exiting the juvenile justice system. The Network provides services for young adults through at least age 25.
- Homelessness sometimes intersects with involvement in the criminal justice system. Results of a survey of unaccompanied homeless youth between the ages 13 and 25 that was published by Chapin Hall in 2017 indicated that nearly half of the interviewed youth had been in juvenile detention, jail, or prison prior to becoming homeless.⁷⁹ Effective reentry programs ease the transition of justice-involved youth as they return to their communities. States may want to explore the [School-Justice Partnership National Resource Center](#). States can work with school districts to understand state policies and the responsibilities of the school district by working to ensure successful student reentry. In many cases, the failure to re-enroll is caused by administrative delays such as the transfer of records. States can improve this transfer through clear policies and staff training.

Youth Who Are in, or Have Aged Out of, the Foster Care System

Background

When state or local child welfare agencies remove children from the care of a parent or guardian, the children are placed in a foster home or, less frequently, a group home or other group care setting. Foster homes may be headed by relatives of a child, a close family friend, or unrelated adults. Foster caregivers may receive a monthly stipend to pay the costs associated with caring for a child.

Foster care is supposed to be a temporary arrangement. While a child is in foster care, the child welfare agency tries to secure a permanent living arrangement by working with the child's parents to address the issues that led to the child's removal or by identifying an adoptive parent or guardian.⁸⁰ Foster youth who are emancipated as adults when they reach the age of majority without having been adopted or reunited with their birth families are commonly described as having "aged out" of foster care.

During FY 2017, adolescents ages 13 to 20 comprised about 27 percent of those in foster care in the United States, or 119,278 youth. During FY 2017, 19,945 youth, or about 8 percent of the children and youth who exited foster care in that fiscal year, aged out of foster care.⁸¹

Policymakers have given greater attention to the needs of older youth in foster care in recent years as alarming data about their outcomes as adults has become available. For example, the Midwest Evaluation on the Adult Functioning of Former Foster Care Youth followed young people in foster care in Illinois, Iowa, and Wisconsin as they aged out of the system and entered adulthood. The study found that, by age 26—

- 20 percent of former foster care youth had not earned a high school diploma or its equivalent, compared with just 6 percent of a nationally representative sample of similarly aged adults;
- 40 percent of former foster care youth had completed one or more years of postsecondary education, as compared with 72 percent of the national sample of adults;
- 48 percent of former foster care youth were currently employed, as compared to 80 percent of the national sample of adults;
- The median annual income of former foster care was nearly one-third of the median annual income of the national sample of adults;⁸² and
- Nearly 40 percent had experienced some form of homelessness as adults.⁸³

High-quality CTE programs can offer opportunities to help foster youth overcome some of their challenges in the labor market, particularly if they can leverage the other resources available

through the child welfare system to support the transition of these youth to adulthood and independent living, such as case management, financial assistance, and tuition support (see Other Programs for Foster Youth for more information). While the career guidance and the opportunities to explore different careers during high school that are offered by high school CTE programs are valuable for all young people, they are especially important for foster youth because the financial assistance, tuition aid, and special supports provided by the child welfare system are limited in their duration. Writing in *[Outline to Improve the Postsecondary Educational Outcomes of Students from Foster Care](#)*, a publication from the organization Foster Care to Success, Marina Garin Jones noted, "...[M]ost students from foster care do not enjoy the luxury of time when it comes to deciding on a major and specific career focus. With time-limited financial resources and programmatic supports, it is imperative that they understand their options and make educational choices that will move them forward and enable them to successfully enter the workforce."⁸⁴

Some research suggests that participation in job preparation opportunities can improve the outcomes of adolescents who have been in foster care. An evaluation of a U.S. Department of Labor demonstration program, the Foster Youth Demonstration Project, found that youth who participated in "job preparation" activities—defined by the study as work experience, leadership development classes, or employability skills training—were more likely to be employed or enrolled in postsecondary education at the conclusion of the program than participants who did not receive these services.⁸⁵

Most foster youth aspire to further learning after high school⁸⁶ and participating in a postsecondary CTE or workforce development program also fulfills one of the requirements that foster youth must meet to receive assistance after age 18 under the Foster Care program authorized by Title IV-E of the Social Security Act (see Other Federal Programs for Foster Youth below for more information). There is evidence that the employment and earnings gap between foster youth and their peers narrows as foster youth participate in and complete postsecondary education. One study that examined the outcomes of former foster youth in the Midwest Study and compared them with peers who had similar characteristics but who had not been in foster care found that earning an associate's or bachelor's degree eliminated the disparity in employment rates and reduced the gap in annual earnings between the two groups.⁸⁷

Offering case management and guidance and counseling in coordination with the child welfare system may be important to helping foster youth attain their goals for further learning. A random assignment study of a Massachusetts program for high-need youth in foster care that included case management, guidance and counseling, and other supports found that participants were more likely to enroll and persist in postsecondary education than foster youth in the control group.⁸⁸

Access and Success in CTE for Foster Youth in High School

A partnership between Hamilton County (Ohio) Job and Family Services, Cincinnati State Technical and Community College, Great Oaks Career Campuses, the University of Cincinnati, and others, the [Higher Education Mentoring Initiative](#) (HEMI) seeks to increase the rate at which foster youth graduate from high school and obtain a postsecondary credential by matching volunteer mentors to work long-term with foster youth. Mentors recruited from the community receive extensive training on the child welfare system, childhood trauma, educational options, financial literacy for youth, applying for postsecondary education scholarships, emancipation, and independent living. A 2017 descriptive study of HEMI found that participants had higher high school graduation and postsecondary credential attainment rates than emancipated foster youth who were followed in the Midwest Evaluation of the Adult Functioning of Former Foster Youth (Midwest Study). In addition, 71 percent of participants were employed, as compared with 47 percent of the emancipated foster youth in the Midwest Study, and their estimated mean hourly wages were \$4 higher.⁸⁹

Other Federal Programs for Foster Youth

Title IV-E of the Social Security Act Foster Care Assistance Program

Administered by the U.S. Department of Health and Human Services, the Foster Care program authorized under Title IV-E of the Social Security Act reimburses states and tribes for a portion of the costs of providing foster care for children and the related expenses for administration, data collection, and training. An estimated \$5.25 billion in assistance will be provided to states for these purposes in FY 2020.⁹⁰

Foster care costs are eligible for reimbursement through the child's 18th birthday. States have the option to extend foster care assistance to youth through age 23 provided that the youth is: (1) completing high school or earning an equivalent credential; (2) enrolled in an institution that provides postsecondary education or vocational training; (3) participating in a program designed to promote employment or remove barriers to employment; (4) working at least 80 hours per month; or (5) has a medical condition that prevents the youth from fulfilling one of the other four requirements.⁹¹ Twenty-six (26) states and 6 tribes have extended foster care to youth older than age 18 under the Title IV-E program.⁹² Another 19 states use state funds to extend care beyond age 18.

- To learn more about states policies on extended care, consult the Juvenile Law Center's [database](#) of state policies on extended foster care eligibility.⁹³

The Title IV-E program requires state child welfare agencies to engage foster youth in planning for their future. At age 14, a foster youth must be involved in the development of the case plan

that identifies where the child is being placed and describes the services to be provided to the child, the parents, and foster parents. The case plan must include a description of the programs and services that will be provided to help the youth transition to independent living. Participation in CTE, for example, could be identified in the case plan.⁹⁴ In addition, no later than 90 days before a youth ages out of foster care, the child welfare agency must work with the youth to develop a transition plan that describes the youth's plans for housing, employment, mentoring services, and further education. Here, too, participation in CTE may be specified.

- [Working with Youth to Develop a Transition Plan](#), a bulletin produced by the Child Welfare Information Gateway, provides information on the federal requirements for transition plans and ideas on how to meet them.

Chafee Foster Care Program for Successful Transition to Adulthood

Administered by the U.S. Department of Health and Human Services, the Chafee Foster Care Program for Successful Transition to Adulthood provides aid to states and tribes for services to youth who are in, or who have aged out of foster care. Generally, current and former foster youth between the ages of 14 and 21 (or up to age 23 in states that extend foster care to age 21) are eligible to be served. Funds may be used for a wide range of transitional supports, such as assistance in obtaining a high school diploma and postsecondary education, career exploration, “vocational training,” job placement and retention, training and opportunities to practice daily living skills, substance abuse prevention, and preventive health activities. Up to 30 percent of a state's or tribe's allotment may be used for room and board expenses. FY 2020 funding for the program was \$143 million.⁹⁵

- CTE administrators and educators interested in learning more about foster care in their states can find a [list](#) of state child welfare agency websites on the Child Welfare Information Gateway, which is supported by the Children's Bureau in the Administration for Children and Families in the U.S. Department of Health and Human Services (HHS).

Chafee Education and Training Voucher Program

Administered by the U.S. Department of Health and Human Services, the Chafee Education and Training Voucher (ETV) Program provides funding to states to provide vouchers to eligible current and former foster youth for part-time or full-time attendance at an institution of higher education. The voucher amount is \$5,000 annually, or the costs of attendance, whichever is less. Youth are eligible to receive an ETV for no more than 5 years and up to age 26 so long as they are making satisfactory progress toward completion of their program. Congress appropriated \$43.3 million for the ETV program in FY 2020. In FY 2015, the most recent year for which the HHS has released data, 14,619 youth received an ETV.⁹⁶

- CTE administrators and educators interested in learning more about ETV in their states can find a [list](#) of state coordinators of the on the Child Welfare Information Gateway.

- More than half of the states (28) also have state-funded tuition assistance programs. A 2017 [publication](#) from the Education Commission of the States identifies the states with student aid programs for foster youth and outlines their policies.⁹⁷

Title I, Part A of the Elementary and Secondary Education Act

The ESEA Title I, Part A Grants to Local Educational Agencies provides supplemental funding to school districts for local programs that provide extra academic support to help low-achieving students in high-poverty schools meet challenging state academic standards, and includes provisions designed to promote educational stability for elementary and secondary school students who are in foster care. Legislators have grown interested in promoting greater school stability for foster youth as data has emerged about how disruptive foster care can be to a child's education. For example, a survey of 18-year old foster youth in California found that 90 percent of them had changed schools at least once, and about one-third had changed schools 7 or more times.⁹⁸

ESEA Title I, Part A requires that, when a student enters the foster care system or experiences a change in foster care placement, the student must remain in his or her school of origin if that is determined to be in the student's best interest. If, on the other hand, it is not in the student's best interest to continue attending the school of origin, the student must be immediately enrolled, and the new school must promptly contact the school of origin to obtain necessary records. To ensure that a student in foster care remains in his or her school of origin (when it is in his or her best interest), school districts must develop procedures in consultation with the state or local child welfare agencies that address how transportation to schools of origin will be provided, arranged, and funded. There are complementary provisions in the Title IV-E Foster Care program that direct child welfare agencies to work with SEAs and school districts to promote the educational stability of children and youth in foster care.

In addition, ESEA Title I, Part A requires each SEA to designate a state-level point of contact (POC) for state child welfare agencies. This POC is charged with overseeing the implementation of the state's responsibilities under the Title I, Part A educational stability provisions for children and youth in foster care. If a child welfare agency reaches out to a school district to provide a POC for educational stability matters, the Title I, Part A provisions require the school district to reciprocate and identify its own POC for these issues.

- In 2016, the U.S. Department of Education and HHS issued [joint guidance](#) on the school stability requirements in Title I, Part A that provides more detail about the Title I, Part A foster care provisions.⁹⁹

Higher Education Act of 1965

The income of foster or birth parents is not considered in determining eligibility for federal student financial aid, such as Pell Grants, because youth who were in foster care at any time after age 13 are automatically considered independent students.¹⁰⁰ In addition, eligibility determinations and aid calculations exclude any stipends paid to a foster youth by a child welfare agency under the Title IV-E Foster Care program to support their independent living.¹⁰¹

Title I of the Workforce Innovation and Opportunity Act (WIOA) Youth Program

State and local workforce development boards are other allies and possible sources of support for CTE administrators and educators interested in developing programs and activities to improve the outcomes of foster youth because foster youth also are a focus in the [Workforce Innovation and Opportunity Act \(WIOA\) Title I Youth](#) program that state and local boards administer.

WIOA designates youth who are in or who have aged out of foster care as individuals “with a barrier to employment,” a status that is similar to the “special population” designation in Perkins V. For example, performance data for WIOA’s core programs must be disaggregated by each group designated as individuals “with a barrier to employment,” including foster youth.

The Title I WIOA Youth program is designed to serve low-income youth who face obstacles in obtaining education and employment. Out-of-school youth and in-school youth have different eligibility requirements. Seventy-five (75) percent of the state and local area allotments must be used to provide activities for out-of-school youth (WIOA section 129(a)(4)(A)).

Out-of-school youth is defined as individuals 16-24 years old who are not attending any school as defined by state law and meet at least one of the following criteria:

- Dropped out of school;
- Is within compulsory school age but did not attend during the previous school year;
- Has obtained a secondary school diploma or equivalent but is low income and basic skills deficient or an English language learner;
- Is in the juvenile or adult justice systems;
- Is homeless, a runaway, or either in or aged out of foster care;
- Is pregnant or parenting;
- Is an individual with a disability; and/or
- Is low-income and “requires additional assistance to enter or complete an educational program or to secure or hold employment” (WIOA section 129(a)(1)(B)(iii)(IV)).).

In-school youth are low-income individuals aged 14-21 who are attending school and face one of the following barriers:

- Is basic skills deficient;
- Is an English language learner;

- Is homeless, a runaway, or either in or aged out of foster care;
- Is pregnant or parenting;
- Is an individual with a disability; and/or
- Requires additional assistance to complete an education program or secure and hold employment.¹⁰²

In Program Year 2017-18, the WIOA Title I Youth program served 5,541 youth who were in or who had aged out of foster care.¹⁰³ For more information about WIOA Title I Youth funds may be used, please see the summary of this program in the brief on “[Homeless Individuals](#).”

- You can identify your local workforce development board by consulting the [Workforce Development Board Finder](#), web-based directory published by the Employment and Training Administration in the U.S. Department of Labor.

Access and Success in CTE for Foster Youth in Community College

Available at 45 community colleges in California, [NextUp](#) programs offer youth who are in or who have aged out of foster care and who are ages 16 through 26 case management services, counseling, tutoring, career guidance, child care and transportation assistance, and grants to assist with the cost of books, housing and other non-tuition costs. [Video segments](#) on NextUp and its participants are available on the website of the California Community College system.

Other Resources on Foster Youth

- Developed by the U.S Department of Education, the [Foster Care Transition Toolkit](#) provides foster youth and supportive adults information about resources available to support their transition to independent living.
- [Outcomes of Youth Transitioning from Foster Care to Adulthood: A Literature Review](#) summarizes research on the transition from the foster care system to adulthood.
- A service of the Children's Bureau, Administration for Children and Families, HHS, the [Child Welfare Information Gateway](#) offers print and electronic publications, websites, databases, and online learning tools for improving child welfare practice, including resources that can be shared with families.
- Child Trends’ [Supporting Young People Transitioning from Foster Care: Findings from a National Survey](#) describes the results of a 2016 survey of state child welfare agency independent

living coordinators and offers insight into how different states approach preparing youth in foster care to transition to adulthood.

- [Fostering Youth Transitions: Using Data to Drive Policy and Practice Decisions](#) published by the Annie E. Casey Foundation in 2018 presents national and state-level data on the characteristics and outcomes of older youth in foster care.

Youth with Parent(s) in Active Military Duty

Background

For youth of active duty military parents, the normal stress of a major move is exacerbated by a parent's deployment. Education leaders, school administrators, teachers, and support services personnel should work together to better understand the circumstances in which military children may find themselves, and to have programs and resources in place to support all students in navigating their education.

In 2018, there were approximately 555,000 school-aged children who had one or more parents on active duty in the military, and about 40 percent of these children were between the ages of 12 and 18. About another 400,000 school-aged children had one or more parents in the National Guard or Reserve and about half of these children were between the ages of 12 and 18.¹⁰⁴ Most youth of active duty military families attend public schools in the United States. Children who have active duty military parents move approximately six to nine times from kindergarten to their high school graduation, about two-and-a-half to three times as many moves as the average student.¹⁰⁵ While youth with parents in active duty military face many challenges, how education systems and school personnel approach these challenges is critical to building resiliency and creating educational opportunities for all students to succeed in school. As these students move around the country (and around the world), the schools they attend present different cultures, different curricula and standards, different course offerings and schedules, and different graduation requirements – all of which complicate and make the school experience more stressful.¹⁰⁶

Mobility is identified as the key difference between military-connected youth who have parents in active duty military and those who are not connected to the military.¹⁰⁷ Military-connected youth face many challenges, including enrollment and withdrawal because both of these processes vary substantially, sometimes on a school-by-school basis. Specific requirements for accepting and verifying students' academic records, and requirements about placement can be complicated by frequent transfers. Course content varies from district to district and from state to state. Schools have differing academic years, differing scheduling protocols (e.g., block scheduling), differing course protocols (e.g., year-long courses as compared with semester courses), and differing availability of courses and academic programs from school to school, from district to district, and from state to state. In addition to CTE, problems occur when Advanced Placement, International Baccalaureate, and programs of study – are not available in the school to which the student transfers. There can be significant disruption when the former school/state and the new school/state have differing testing or graduation requirements – youth who have parents in active duty military transfer from school to school frequently with little or no control over the timing of the transfers.

Other Federal Programs Serving Youth with Parent(s) in Active Military Duty

Department of Defense Education Activity

The [Department of Defense Education Activity \(DoDEA\)](#) is responsible for planning, directing, coordinating, and managing prekindergarten through 12th grade educational programs on behalf of the Department of Defense (DoD). DoDEA is globally positioned, serving more than 70,000 of the 765,000 children of Active military parents, operating 163 accredited schools in 8 districts located in 11 foreign countries, 7 states, Guam, and Puerto Rico. DoDEA is committed to ensuring that all school-aged children of military families are provided a world-class education that prepares them for postsecondary education, career success in our 21st century globalized society, and to be leading contributors in their communities.

DoDEA requires high school students to earn 2 credits in CTE in order to graduate; of these credits, 0.5 must be in computer technology.¹⁰⁸ In addition, DoDEA uses national standards to provide a framework for career pathways designed to support military students transferring into and out of the DoDEA system. However, because state and local career pathways are determined by local business and industry needs, DoDEA may not support the full array of pathways that may be offered in a particular school district.

A complete snapshot of all the courses offered by DoDEA, the [Career Practicum program](#) is designed to connect programs, align requirements and minimize program gaps. It is the responsibility of parents and students to check with their individual schools to make sure a course found in this list is indeed offered as they transfer.

DoDEA identifies the articulation of course credits between secondary and post-secondary institutions as a challenge and can be a significant disadvantage for students with active military parents. Since the reauthorization of Perkins V, DoDEA is prioritizing the development of articulation agreements providing students with parent(s) in active duty military the opportunity to graduate from high school with college credits.

Title I, Part A of the Elementary and Secondary Education Act of 1965

The U.S. Department of Education's largest elementary and secondary education grant program, Elementary and Secondary Education Act (ESEA) Title I, Part A, Grants to Local Educational Agencies, requires state educational agencies and local educational agencies (LEAs) to prepare and disseminate report cards that provide information on state, LEA, and school performance and progress in an understandable and uniform format. As a result of an amendment enacted as part of the Every Child Succeeds Act in 2015 and regulations issued by the U.S. Department of Education in 2017, these report cards must disaggregate assessment data on students who have parents in active duty military, defined in regulations to include students with a parent who is a member of the Army, Navy, Air Force, Marine Corps, and Coast Guard on active duty or, including on full-time National Guard duty. This means that states have to develop a military student identifier for their assessment data reporting systems.

Gauging the performance of the nation’s youth who have parents in active duty military is vital because they move many times during their K–12 years, far more than typical American children. As a result, they are at much greater risk for uneven and inconsistent education.

Until now, there has been very little reliable, consistent data about the academic achievement of most stateside students who have parents in active duty military. This lack of information translates to a lack of awareness about their academic progress, and these students’ unique contributions and challenges all too often go unnoticed in schools. But now, practitioners, families, policymakers, and researchers have available to them information about the specific performance of students who have parents in active duty military.¹⁰⁹

Impact Aid Basic Support Payments Program

Authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) and the National Defense Authorization Act of 2017 (NDAA), the U.S. Department of Education’s Impact Aid Basic Support Payments program compensates LEAs for the expense of educating federally connected children, including children whose parents are in the military services. In communities across the country, the presence of federal activities can both increase the number of students and decrease the local property tax base, which is the major source of revenue for education in most LEAs. Basic Support Payments go into the general funds of these LEAs, which use them for such expenses as teacher salaries, computers, curricular materials, regular and special instruction programs, and utilities. Congress appropriated \$1.3 billion for Impact Aid Basic Support Payments for Fiscal Year 2020.

Higher Education Act of 1965

Section 135 of the Higher Education Act of 1965 (HEA) requires states to provide members of the Armed Forces on active duty, their spouses, and their dependent children with in-state tuition at public institutions if they are domiciled or stationed on permanent duty within the state for more than 30 days. States must also allow such individuals to continue to pay in-state tuition if they are continuously enrolled, even if the member’s permanent duty station is relocated outside of the state. No federal funds are made available to assist states in complying with this requirement; and no penalties are specified for non-compliance.

Other Resources for Serving Youth with Parent(s) in Active Military Duty

- [The Career Explorer: Education- and Career-Planning Guide for DoDEA Students](#) from the DoDEA explains the types of CTE programs offered by DoDEA schools, the outlook for occupations in a variety of fields, the important skills required for labor market success, and the resources available to help student achieve their professional goals.
- [Getting School Districts Ready for the Military Student Identifier](#) from the Lexington Institute seeks to help school district leaders gauge their schools’ readiness to use the Military Student Identifier to its full potential. Having studied some of our nation’s finest

public schools serving students with active duty military parents, its authors identify essential practices underway that can support the effective use of the new identifier, once state educational agencies have fully implemented it into their education data systems.

- The [Military OneSource Website](#) from the Department of Defense offers around-the-clock connection to information, answers and support on a full range of issues, including education and employment to help military families reach their goals, overcome challenges and thrive.

Other Student Subgroups for Whom States and Subrecipients Must Disaggregate Outcome Data

Migratory Students

Background

A “migratory child” is defined in section 1309(3) of the ESEA as a child or youth who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher, or with or to join a parent or spouse who is a migratory agricultural worker or migratory fisher.. The ESEA further defines a “child” as not older than 21 years of age who is entitled to a free public education in the state through grade 12.

Migratory students represent an especially disadvantaged group due to multiple risk factors. In particular, the high mobility of these children across school districts and state boundaries (often during the school year) means that, in general, no single school district or state has ongoing responsibility for the education of these students, thus creating a need for federal support to assist in the coordination of services to meet their unique educational needs. This high mobility creates additional challenges for both students and the school systems serving them, such as the need for additional supports to students to overcome the effects of disruptions in their education and helping high school students accrue credits towards high school graduation. In addition to being highly mobile, migratory students tend to live in poverty, be English learners, and belong to families that experience food and job insecurity and poor health and housing conditions. Moreover, the characteristics of the migratory population create a need for educational services that go beyond services traditionally supported with state and local education budgets.

The 46 state educational agencies (SEAs) that currently receive Title I, Part C (MEP) funds reported to the U.S. Department of Education over 304,000 migratory children were eligible for the MEP during the 2017-18 performance reporting period and over 216,000 received MEP-funded services during the same period.¹¹⁰ California, Texas, Florida, Washington, and Oregon identified and served the greatest numbers of migratory children during that period. Of the migratory children and youth eligible to receive MEP services during the 2017-18 performance reporting period, approximately 35 percent had moved within the previous 12 months. In addition, approximately 41 percent of eligible migratory children and youth were English learners and 8 percent of eligible migratory children and youth were eligible to receive services under the Individuals with Disabilities Education Act.

Other Federal Programs Serving Migratory Students

Migrant Education Program (MEP)

The MEP, funded under ESEA, provides financial assistance to SEAs to establish and improve programs of education for children of migratory agricultural workers and migratory fishers. The

goal of the MEP is to enable migratory children: (1) to meet the same academic standards as other children; and (2) to graduate from high school or a high school equivalency program with an education that prepares them for responsible citizenship, further learning, and productive employment. To help achieve this goal, states utilize MEP funds to provide high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children. The program statute encourages coordination of services within and across states and encourages greater access for migratory children to services available under local, state, and other federal programs (e.g., Title I, Part A grants to LEAs and other programs authorized under the ESEA), so that MEP funds can be used for services not already available from those programs.

High School Equivalency Program (HEP)

The HEP, authorized under Title IV, section 418A of the Higher Education Act of 1965, as amended¹ (HEA), helps migrant and seasonal farmworkers (MSFWs) (or immediate family members of such workers) to obtain the equivalent of a secondary school diploma and subsequently to gain improved employment, enter into military services, or be placed in an institution of higher education (IHE) or other postsecondary education or training. The program serves approximately 5,000 students annually. Competitive awards are made for up to five years of funding. Services offered include academic and support services (including counseling, health services, and placement) to help those students obtain a high school equivalency diploma.

National Farmworker Jobs Program (NFJP)

The NFJP, funded under WIOA, is a nationally-directed, locally-administered program of services for MSFWs and their dependents. The program provides grants to community-based organizations and public agencies that assist MSFWs and their families attain greater economic stability. The program helps farmworkers acquire the skills they need to retain agricultural jobs or start new careers. Eligible farmworkers are those individuals who primarily depend on employment in agricultural labor that is characterized by chronic unemployment and underemployment. Among the program's services are:

- Career Services - including outreach, skills assessment, labor market information, job search, program eligibility determination and placement assistance, individual employment plans developed through a case management-based service strategy, group and individual counseling, and short-term prevocational services, such as workplace readiness training. MSFWs can also access the other services of the American Job Center.
- Training Services - including occupational skills and job training, on-the-job training opportunities, programs that combine workplace training with related instruction, skills upgrading and retraining, entrepreneurial training, and other training activities.
- Youth Services – including tutoring, dropout prevention, paid and unpaid work experiences, occupational skills training, certain education, leadership development opportunities,

¹ Title IV, Section 418A of the Higher Education Act of 1965 was amended by section 408 of the Higher Education Opportunity Act P.L. 110-315 (H.R. 4137)(HEA).

mentoring, comprehensive guidance and counseling, financial literacy training, and entrepreneurial skills training.

State and local Perkins agencies can contact a local program at the [NFJP grantee directory](#).

Adult Education and Family Literacy Act Programs (AEFLA)

AEFLA programs, funded under Title II of WIOA, provide instruction below the postsecondary level to migrant and seasonal farmworkers who lack a high school credential or proficiency in English. In Program Year 2017-18, 10,742 migrant and seasonal farmworkers were served by AEFLA programs. State eligible agencies that administer AEFLA can be identified using the U.S. Department of Education's [directory of state contacts](#) by searching for "State Adult Education Agency."

College Assistance Migrant Program (CAMP)

The CAMP, authorized under Title IV, section 418A of the Higher Education Act of 1965, as amended, assists MSFWs (or immediate family members of such workers) who are enrolled or are admitted for enrollment on a full-time basis at an IHE complete their first academic year. Competitive five-year grants for CAMP projects are awarded to IHEs or to private nonprofit organizations that cooperate with such institutions. The program serves approximately 2,500 CAMP participants annually. Services include outreach to eligible persons, counseling, tutoring, skills workshops, health services, and housing assistance to eligible students during their first academic year at an IHE.

Other Resources for Serving Migratory Students

Migrant Student Information Exchange (MSIX)

MSIX is a nationwide, electronic records exchange mechanism (authorized under section 1308(b) of the ESEA) that allows states to exchange health and educational information regarding all MEP-eligible children, in order to facilitate timely school enrollment, grade and course placement, accrual of secondary course credits, and participation in the MEP. SEAs that receive MEP funds are required to collect, maintain, and submit the necessary data to MSIX within timeframes outlined in program regulations.

Students from Major Racial and Ethnic Groups

Background

Ethnic and racial minorities refer to a broad spectrum of individuals who may identify as Hispanic or Latino/a, African American or Black, Asian American, Pacific Islander, Alaska Native, Native Hawaiian, Native American, and of two or more races. Between 2000 and 2017, the percentage of U.S. school-age children who were White decreased from 62 to 51 percent and the percentage who were Black decreased from 15 to 14 percent. In contrast, the percentages of school-age children from other racial/ethnic groups increased: Hispanic children, from 16 to 25 percent; Asian children, from 3 to 5 percent; and children of two or more races, from 2 to 4 percent. The percentage of school-age American Indians/Alaska Natives remained at 1 percent and the percentage of Pacific Islanders remained at less than 1 percent during this time.¹¹¹

Other Federal Programs Serving Racial and Ethnic Minorities

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) Grants awarded by formula to state educational agencies (SEAs) and LEAs may be used to improve access to CTE programs under some circumstances, particularly to improve access for student subpopulations, including minority students, who are underrepresented in certain CTE programs.

Authorized by Title IV, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, SSAE Grants are intended to improve academic achievement by increasing the capacity of states and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology (ESEA section 4101). The term “well-rounded education” is defined to mean “courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience” (ESEA section 8101(52)).

States must use at least 95 percent of the funds they receive to make subgrants to LEAs and not more than 1 percent for administrative costs (ESEA section 4104(a)) and may use any remaining funds for state-level activities consistent with the purposes of the program (ESEA section 4104(b)). One authorized state-level activity is “supporting LEAs in providing programs and activities” that “offer well-rounded educational experiences to all students,” including “including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects” (ESEA section 4104(b)(3)(A)). Another authorized state-level activity is increasing “access to personalized, rigorous learning experiences supported by technology” by developing or using strategies that are innovative or evidence-based for “the delivery of specialized or rigorous academic courses

and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act)” (ESEA section 4104(3)(C)(iii)).

States allocate SSAE subgrants to LEAs by formula, except that no LEA may receive less than \$10,000 (ESEA 4105(a)). LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment once every three years (ESEA section 4106 (a)(2) and (d)) and use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology (ESEA section 4106(e)(2)(C), (D), and (E)). LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas (section 4106(f)). LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of children from low-income families, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools (ESEA section 4106(e)(2)).

LEAs may use SSAE funds for a range of activities to support a well-rounded education (ESEA section 4107). These activities include “increasing access” to “high-quality courses” in science, technology, engineering, and mathematics (including computer science) for “students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students” (ESEA section 4107(a)(3)(C)(i)). Another allowable use of funds is “supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)” (ESEA section 4107(a)(3)(C)(ii)). Both states and LEAs must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities (ESEA section 4110).

Congress appropriated \$1.2 billion for SSAE Grants in Fiscal Year 2020.

White House Initiatives

A number of committees and other groups assist and advise the President and the U.S. Secretary of Education in carrying out the U.S. Department of Education’s mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- [White House Initiative on Educational Excellence for African Americans](#) – Established in 2012, this Initiative was created to strengthen the nation by improving educational outcomes for African Americans of all ages and to help ensure that this population would receive an education that prepares them for college and productive careers to contribute to the well-being of society. The Initiative works with individuals and organizations throughout the country to highlight and share effective national and local programs, policies, and practices

that support the development and success of African American students. Specifically, the Initiative highlights and mobilizes youth voice by providing platforms for African American youths to make recommendations for actions that can be taken to ensure all students feel and are safe, supported and engaged in schools, in communities, and in life.

- [White House Initiative on Educational Excellence for Hispanics](#) – Established in 1990, this Initiative addresses the educational disparities faced by the Hispanic community. This commitment demonstrates the strong support for the critical role Hispanics play in the overall prosperity of the nation and highlights the federal government’s commitment to expanding educational opportunities and improving educational outcomes for all students.
- [White House Initiative on Asian Americans and Pacific Islanders](#) – Established in 1999, this Initiative seeks to highlight the tremendous unmet needs in Asian American, Pacific Islander, and Native Hawaiian communities and the dynamic community assets that can be leveraged to meet many of those needs. The Initiative engages with federal leaders and the community on four cross-cutting ideas: data disaggregation, language access, capacity building, and workforce diversity.
- [White House Initiative on American Indian and Alaskan Native Education](#) – Established in 2011, seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all American Indian and Alaska Native students. It is committed to furthering tribal self-determination and ensuring American Indian and Alaska Native students, at all levels of education, have an opportunity to learn their Native languages and histories, receive complete and competitive educations, preparing them for college, careers, and productive and satisfying lives.
- [White House Initiative on Historically Black Colleges and Universities](#) – Established in 1981, this Initiative works with agencies, private-sector employers, educational associations, philanthropic organizations, and other partners to increase the capacity and competitiveness of Historically Black Colleges and Universities (HBCUs) to provide the highest-quality education to an increasing number of students. The Initiative is dedicated to helping HBCUs successfully compete for top opportunities in national and global markets, while providing education and economic experiences that can improve the standards of living for the students and communities HBCUs primarily serve.

Magnet Schools Assistance Program

Authorized under Part D of the ESEA of 1965 as amended by the Every Student Succeeds Act, the [Magnet School Assistance Program](#) provides grants to eligible local educational agencies to establish and operate magnet schools that are operated under a required, e.g., court-ordered or federally approved voluntary desegregation plan. These grants assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. In order to meet the statutory purposes of the program, projects also must support the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging academic content and

student academic achievement standards. Projects support the development and design of innovative education methods and practices that promote diversity and increase choices in public education programs. The program supports capacity development—the ability of a school to help all its students meet more challenging standards—through professional development and other activities that will enable the continued operation of the magnet schools at a high performance level after funding ends. Finally, the program supports the implementation of courses of instruction in magnet schools that strengthen students’ knowledge of academic subjects and their grasp of tangible and marketable vocational skills.

The statute defines a “magnet school” as a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Other Resources for Serving Racial and Ethnic Minorities

- **The Status and Trends in the Education of Racial and Ethnic Groups’ [website](#)**¹¹² produced by the NCES in the U.S. Department of Education presents key indicators that examine the educational progress and challenges students face in the United States by race/ethnicity. These indicators summarize the latest racial/ethnic data as well as trends on topics such as demographics; preprimary, elementary, and secondary participation; student achievement; student behaviors and persistence in education, postsecondary education, and outcomes of education.
- **Stereotype threat** arises from a fear among members of a group of reinforcing negative stereotypes about the intellectual ability of the group. This [report](#)¹¹³ from the Regional Educational Laboratory Southeast supported by the U.S. Department of Education’s Institute of Education Sciences identifies three randomized controlled trial studies that successfully used classroom-based strategies to reduce stereotype threat and improve the academic performance of Black students, narrowing their achievement gap with White students.
- Another Regional Educational Laboratory, Regional Educational Laboratory Midwest (REL Midwest) reports on the results of its systematic review of research on interventions that may improve educational outcomes for Black students in [Evidence-Supported Interventions Associated with Black Students' Education Outcomes: Findings from a Systematic Review of Research](#).¹¹⁴ Drawing on this review, a new REL Midwest video, [Supporting Black Students' Excellence: Connecting Research to Practice](#), illustrates how some of these practices are developing at Racine Unified School District in Racine, Wisconsin. This video, and its accompanying [viewing guide](#) highlights three promising practices, showing that Black students who are mentored, have strong student-teacher relationships, and have teachers with high expectations perform better in school.
- **Making It: Latino Students’ Pathways to College** is a 30-minute [documentary](#), also from Regional Educational Laboratory Midwest, shares evidence-based practices to support Latino students on their pathways to postsecondary education. Researchers Jennifer Trujillo and Awilda Rodriguez discuss instructional practices teachers can use to support Latino students

in high school and strategies and approaches to encourage Latino student success in college. The program also features stories from students, families, and educators at Cesar Chavez High School in Detroit and Migrant Student Services at Michigan State University.

- This [annotated bibliography on promising education interventions to improve the achievement of Native American students](#) from the West Comprehensive Center was supported by a grant from the U.S. Department of Education and identifies promising programs, policies, practices, and processes supporting research that may benefit educators in their efforts to close the achievement gap between American Indian and Alaska Native and their peers.
- [Youth.gov](#) is the U.S. government’s website to help individuals create, maintain, and strengthen effective youth programs. The website provides youth facts, funding information, and tools to help individuals assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.
- [Youth Engaged 4 Change](#), overseen by HHS, provides youth-focused resources and opportunities that inspire and empower youth to make a difference in their lives and in the world around them by improving their knowledge and leadership skills.
- The [Perkins Data Explorer](#) on the U.S. Department of Education’s Perkins Collaborative Resource Network (PCRN) enables individuals to generate customized reports that provide disaggregated data on the enrollment and outcomes for students who participate in CTE programs.
- The [Civil Rights Data Collection](#) provides aggregate and disaggregated data from a biennial survey of local educational agencies and schools, including juvenile justice facilities, charter schools, alternative schools, and schools serving only students with disabilities, collected by the U.S. Department of Education.

Perkins V and Native American and Native Hawaiian Students

Perkins V authorizes two competitive grant programs that support CTE programs for Native American students: the [Native American Career and Technical Education Program \(NACTEP\)](#) and the [Tribally Controlled Postsecondary Career and Technical Institutions Program \(TCPCTIP\)](#). Another competitive grant program funds CTE programs and activities for Native Hawaiians, the [Native Hawaiian Career and Technical Education Program \(NHCTEP\)](#).

Funds under these programs are used for a wide variety of purposes, including the maintenance and operation of CTE programs, including development costs, costs of basic and special instruction (including special programs for individuals with disabilities); daycare; family support programs; and student stipends.

Endnotes

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- ¹ Section 1111(h)(1)(C)(ii) also requires disaggregation of assessment results for six subgroups that also are “special populations” in Perkins V: economically disadvantaged students, children with disabilities, English learners, homeless individuals, students in foster care, and students with a parent who is on active duty in the Armed Forces.
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supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The regulation at 34 CFR §300.43 includes this same definition, but also clarifies that “transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education” (34 CFR §300.43(b)).

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