**November 2022**

# Perkins V Advertising for Special Populations Prior Approval Form

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) refers to special populations 48 times in the 2018 legislation. The act specifies that one of the purposes is to more fully develop the academic knowledge and technical employability skills for nine defined categories of students identified as chronically unemployed or underemployed. In Iowa, Perkins may be used to advertise to recruit and retain students in the nine categories to improve equity and access in CTE programming. *Marketing is ineligible for reimbursement.* Prior approval is required.

**Instructions**: Complete the form below and email for prior approval

**Purpose:** Advertising approval to Recruit and retain [Special Population](https://www.acteonline.org/about/structure/divisions/new-and-related-services-division/special-populations-section/) students as defined by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Special populations to be recruited as defined by Perkins V (select one or more):

* Individuals with disabilities;
* Individuals from economically disadvantaged families, including low-income youth and adults;
* 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;
* Youth with a parent who-
	+ Is a member of the armed forces;
	+ Is on active duty.
* Migrant/Immigrant students; and
* Individuals preparing for non-traditional fields see [NAPE 2020 Nontraditional Occupations](https://s3.amazonaws.com/PCRN/docs/REVISED_FINAL-2020-Nontraditional-Crosswalk-6-9-2021.xlsx).
	+ Female: Occupations in which less than 25 percent of individuals employed are female.
	+ Male: Occupations in which less than 25 percent of individuals employed are male.

Note: Traditionally underrepresented categories (first generation to college and students of color) may be included only if the primary designation is a special population category in the list above.

1. Include supporting evidence/documentation found in the advertising for the category chosen. **See concise messaging examples - Page 2.**
2. Indicate Advertising Medium and Cost. not to supplant the institutional budget for general or CTE recruiting.
3. List partners/locations in the regional distribution plan. **See list of examples - Page 2.**

Note: Unallowable advertising costs:

* Costs of displays, demonstrations, and exhibits.
* Building materials, supplies, and consumables.
* Promotional items and memorabilia including models, gifts, and souvenirs;
* Costs designed solely to promote the non-Federal entity.
* Costs described as “marketing.” See above messaging “Recruit and retain [Special Population](https://www.acteonline.org/about/structure/divisions/new-and-related-services-division/special-populations-section/) students”

## Concise messaging examples:

* “My instructors were aware of my learning disability…”
* “As a single parent, the flexible class schedules allowed me to…”
* “The migrant support I received from Student Services…”
* “After being out of the workforce for many years…”
* “I was about to age out of the foster care system…”

## Regional Distribution Plan Examples/Partners. Select one or more and include additional partners.

* Adult Education and Literacy Programs
* Community College Recruiting/Admissions
* Head Start
* Early Head Start
* Family and Children’s Services
* SNAP
* Goodwill Industries
* Homeless Shelters of Iowa
* Iowa Department of Human Services
* Iowa Works
* Libraries
* School Counselors
* United Way
* Youth and Shelter Services
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return to the CTE Bureau for prior approval.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reviewed by:** | **Approved** | **Not Approved – Element Reviewed** | **Notes** |
| Vybiral |  |  |  |
| Thomas |  |  |  |
| Fletcher |  |  |  |
| Harden |  |  |  |