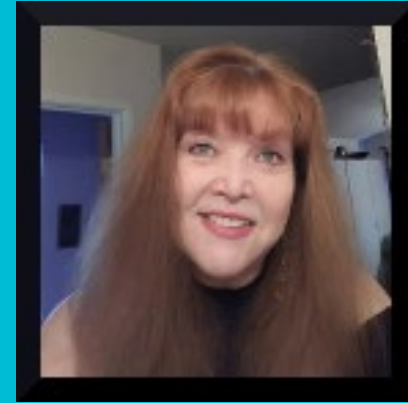




**PERKINS V
WORKSHOP**
Faculty and Staff



Santa Monica College
November 16, 2021

Faculty & Staff Workshop Overview

- Perkins V (Overview)
 - ✓ Changes in Focus and Procedures
 - ✓ Perkins V Overall Purpose
 - ✓ Local Requirements of the Act (Objectives)
 - ✓ Size, Scope & Quality
 - ✓ Advisory Membership (Stakeholders)
 - ✓ Stakeholder Continued Consultation
 - ✓ Comprehensive Local Needs Assessment (Requirement/Sections)

- Perkins V Title I-C (Overview)
 - ✓ Required Objectives
 - ✓ Non-Eligible/Eligible Costs
 - ✓ Perkins V Expanded Allowable Expenditures

- Perkin V Accountability (Negotiations, Review, Special Populations)

- Perkin V 1-Year Focused Application
 - ✓ Standard Sections
 - ✓ New Sections
 - ✓ When Competing

- Resources

1.

Perkins V

Overview

Perkins V

- ▶ The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018 and is authorized to run (July 1, 2019 through June 30, 2025) fiscal year 2019-20 was an interim year (where a Comprehensive Local Needs Assessment (CLNA), 2-year application and 1-year focused application was initially completed by May 15, 2020).
- ▶ Building CTE Programs/Programs of Study from Secondary to Postsecondary to Employment (in in-demand industry sectors and of sufficient size, scope and quality – leading to economic self-sufficiency and opportunities for advancement)
- ▶ Changes in required Consultation – Must be a District-level consultation/advisory group that informs the CLNA and the 4-year application and requires continued consultation during the life of the Act.
- ▶ Changes in what determines funding priorities (In-demand Industry Sectors, sufficient Size Scope and Quality)
- ▶ State View of Perkins V

Overall Purpose of Perkins V

- ▶ The purpose of this Act is to develop more fully the academic **knowledge** and **technical and employability** skills of secondary education students and postsecondary education students who elect to enroll in CTE **programs and programs of study** by:
 - ✓ Building challenging academic and technical standards and to assist students (including preparation for high skill, high wage, or **in-demand** occupations in current or emerging professions).
 - ✓ Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students.
 - ✓ Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education
 - ✓ Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities.
 - ✓ Providing technical assistance that promotes professional development at the State and Local level and improves the quality of CTE teachers, faculty, administrators and counselors.
 - ✓ Supporting partnerships among secondary, postsecondary, baccalaureate institutions, local workforce investment boards, business and industry, and intermediaries.
 - ✓ Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs.
 - ✓ **Increasing the employment opportunities for populations who are chronically unemployed or underemployed.**

Local Requirements of Perkins V(Title I-C)

- ▶ ***Importance of Overarching Statement to Title I-C Basic Grant Funding***
 - ▶ Aligned to in-demand industry sectors as identified in the CLNA
 - ▶ Should be of sufficient size, scope, and quality (on next slide)
 - ▶ Coordinates develops implement, improve
- ▶ ***In-demand industry sector or occupation in general means:***
 - ▶ Substantial, current, or potential impact
 - ▶ Jobs that lead to economic self-sufficiency and opportunities for advancement
 - ▶ Contributes to growth or stability of other supporting businesses
 - ▶ Contributes to growth of other industry sectors
 - ▶ Or and occupation within an industry sector has a projected number of positions to have significant impact on State regional or local economy
- ▶ ***In-demand industry sector or occupation is determined by:***
 - ▶ WIOA State or Local Board (Using LMI data – state & regional)
 - ▶ Community College (Using LMI data – state & regional)

Size, Scope & Quality(Title I-C)

- ▶ *(Size, Scope & Quality)* –Districts having adequate facilities, appropriate equipment, properly accredited faculty to meet the requirement of each program of study or industry pathway.
 - Size -- Meeting local and regional workforce needs (in-demand industry sectors)

Scope and Quality were designed by the California Workforce Pathways Joint Advisory Committee (CWPIAC)

- Scope – Equity of access (particularly to special populations), system alignment, continuous improvement, curriculum alignment, access to pathways , multiple entry and exit points.
- Quality– Student centered delivery, equity, access, career exploration and strong leadership, use of data, sustained investments with strong partnership, skilled instruction, and high quality curriculum.



Advisory Committee Membership

- ▶ Section 134(d) Consultation.— an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum representatives of—
 - ✓ CTE programs local education agencies (teachers, career guidance and academic counselors, principals & other school leaders, administrators, instructional support personnel and paraprofessionals;
 - ✓ CTE programs at Postsecondary Colleges (including faculty & administrators)
 - ✓ Regional or Local WIOA Boards and Business or Industries
 - ✓ Parents & Students
 - ✓ Representatives of Special Populations
 - ✓ Regional or Local Agencies Servicing (out-of-school, homeless, at-risk youth)
 - ✓ Where applicable (Indian Tribes/Organizations)



Continued Consultation

- ▶ **The District receiving Perkins funding shall consult with required stakeholders described in the Act on an ongoing basis. This may include consultation in order to:**
 - ✓ Inform annual updates to the comprehensive local needs assessment
 - ✓ Ensure programs of study are responsive to employment needs, aligned with employment priorities and in-demand industry sectors.
 - ✓ Allow employer input in the local area in the development and implementation of programs of study.
 - ✓ Identifying and encouraging opportunities for work-based learning
 - ✓ Ensuring Perkins funding is used in a coordinated manner with other local resources.



Comprehensive Local Needs Assessment

► Perkins V § (134(c) - Comprehensive Local Needs Assessment

- ✓ Conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local 4-year application submitted.
- ✓ Perkins V § (134(c)(1-2) requires a comprehensive local needs assessment (not less than once every 2 years) that is related to Career Technical Education programs (CTE). In the Current Fiscal Year 21-22 the 2nd CLNA must be completed by March 15, 2022?????
- ✓ Within the 2021-22 fiscal Year, a narrative describing how the comprehensive local needs assessment would lead to CTE funded programs of sufficient size, scope, and quality, aligned with local in-demand industry sectors and meet local economic development and equal access for all CTE students to high quality programs and programs of study.



Comprehensive Local Needs Assessment

- Consultation with required stakeholder (determining improvement needs)
- Review of Accountability Core Indicators (including special populations and other subgroups)
- Review of LMI Data and internal programs to determine who is of sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and designed to meet the local education and economic needs as identified by local Workforce Development Boards.
- Review ending in a narrative that specifies how the district will
 - ✓ Recruit retain and train CTE teachers, faculty, support personnel, paraprofessional, career guidance and academic counselors.
 - ✓ Progress towards equal access to high-quality CTE course and programs for all students.
 - ✓ Progress towards implementation of CTE programs and programs of study.

2.

Perkins V

Title I-C Overview

Local Requirements of Perkins V(Title I-C)

- ▶ Should be of sufficient size, scope and quality to be effective and used to develop, coordinate, implement and improve CTE programs as identified in the comprehensive local needs assessment (in-demand industry sectors and gaps).

- ▶ Required Objectives of Perkins
 - ✓ Provide career exploration and career development.
 - ✓ Provide professional development
 - ✓ Provide within CTE the skills for careers in high-skill, high-wage, or in-demand industry sectors or occupations.
 - ✓ Support integration of academic skills into CTE programs/programs of study.
 - ✓ CTE programs and programs of study.
 - ✓ Develop and implement evaluations required with in the (CLNA) Section 134 and Core Indicator Review Section 113



COSTS NOT ELIGIBLE FOR FUNDING

1. Entertainment
2. Awards and Memorabilia
3. Individual Memberships
4. Membership with Orgs. That Lobby
5. Fines and Penalties
6. Insurance/Self-insurance
7. Costs Required by Law
8. Expenses that Supplant
9. Audits (except single audit)
10. Contributions and Donations
11. Contingencies
12. Facilities and Furniture *
13. General Advertising
14. Alcohol
15. Fund Raising
16. General Administration
17. Faculty Salaries (for Instruction with the exception of **adult or out-of-school youth**)



ELIGIBLE COSTS

- ▶ Administrative Costs (5%)
- ▶ Salaries (non-instructional)
- ▶ Salaries (CTE for adults or out-of-school youth)
- ▶ Stipends (curriculum)
- ▶ Consultants
- ▶ Instructional Materials (including support for library resources)
- ▶ Student Expenses for CTE Special Populations
- ▶ Supporting CTE Student Organizations
- ▶ CTE Student Preparation for and Participation in Skill Competitions
- ▶ Industry Recognized Certifications Examinations or Assessments (leading to a Postsecondary credential)
- ▶ Instructional Equipment
- ▶ Professional Development/Travel (workplace equipment, technologies)

Perkins V Expanded Allowable Expenditures

- ▶ Funds may be used to develop, coordinate, implement or improve Career Technical Education program needs as identified in the needs assessment :
 - ✓ Allow professional development in learning about latest workplace equipment and technologies.
 - ✓ Instructional Materials (including support for library resources).
 - ✓ Industry-recognized certification examination or other assessment leading toward a recognized postsecondary credential
 - ✓ Supporting CTE student organizations, including student preparation for and participation in technical skills competitions aligned with CTE education program standards and curricula.
 - ✓ Support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE

3.

Perkins V Accountability

Core Indicators



PERKINS V ACCOUNTABILITY

Pursuant to Section 123(b) of the Act, state agencies are required to:

- Negotiate yearly core indicator targets with Districts receiving Title I-C allocations;
- Yearly evaluation of established performance targets;
- For those failing to meet 90% of any performance target follow-up on program improvement plans; and (the eligible recipient shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) in consultation with local stakeholders described in section 134(d)(1))
- Consider technical assistance or sanctions for those Districts not meeting performance target for 3 consecutive years



Accountability — Core Indicators

- (B) Core indicators of performance for CTE concentrators at the postsecondary level.— Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:
- (i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
 - (ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
 - (iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.



Core Indicator Aggregate Information

Chancellors Core Indicators:

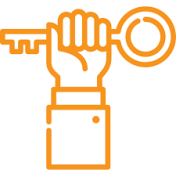
https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Forms_All.aspx:

Core Indicator 1: Postsecondary Retention & Placement

Core Indicator 2: Earned Postsecondary Credential

Core Indicator 3: Non-traditional Program Enrollment

Core Indicator 4: Employment



Accountability (Special Populations)

- Perkin Special Populations have had two name changes and three new populations
 - ✓ Individuals with Disabilities
 - ✓ Economically Disadvantaged
 - ✓ Non-traditional Fields
 - ✓ Single Parents (Including single pregnant woman)
 - ✓ Out of Workforce Individuals (Used to be Called Displaced Homemaker)
 - ✓ English Learners (Used to be Called Limited English Proficient)
 - ✓ Homeless Youth (New)
 - ✓ Youths who are in or have aged out of the foster care system (New)
 - ✓ Youth with parents in the armed forces and on active duty (New)

4.

Perkins V

**1-Year
Focused Application**

Perkins V One-Year Focused Application

- ▶ In addition a competitive or non-competitive 1-Year focused application process based on the comprehensive needs assessment and advisory decisions mentioned above is produced by each College within the District.
 - ✓ Program Based
 - ✓ Across All Programs Based
 - ✓ Programs use their local Advisory Committees
 - ✓ Programs review their individual core indicators
 - ✓ Requested are based on issues and fixing those issues



PERKINS V APPLICATION 2022-23

(TWO-YEAR APPLICATION/ONE-YEAR FOCUSED WORKPLAN)

- ▶ Application (Narrative – Application & CLNA narratives)
- ▶ Core Indicator Negotiations
- ▶ Required Approval and Federal Certifications
- ▶ One-year Focused Workplan (Informed by Comprehensive Local Needs Assessment)
 - Issues (comprehensive local needs assessment, individual program core indicators, advisory review)
 - Addressing the Issues
 - Budget
- ▶ Across All Programs



PERKINS V APPLICATION 2020-21 **(NEW SECTIONS)**

- ▶ Administrative 5%
- ▶ Student Success Matrices
- ▶ Identifying Permissible Activities to Cost
- ▶ Comprehensive Local Needs Assessment (PDF attached)
- ▶ Added CBO approval of Budgets

Perkins V Competing

- ▶ Answer Questions Clearly/Keep to the Point
- ▶ In-Demand Industry Sector
 - ✓ Leading to sufficiency and opportunities for advancement, and contributes to growth or stability of other business or industry sectors; Occupation that has or is project to have a large number positions (in self-sufficient or leading to self-sufficient and opportunities for advancement) as to have significant impact on regional or local economy.
 - ✓ Size Statement (Required if really low concentrator count)
- ▶ Address CLNA gaps
- ▶ Address Individual Core Indicator /Local Advisory Gaps
- ▶ Shows how it will improve programs/programs of study
 - ✓ Fulfills a Gap (Secondary/Postsecondary/Placement)
 - ✓ Improve retention, completion, placement,
 - ✓ The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Resources

- ▶ Chancellor's Office Perkins V
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>
- ▶ Joint Special Populations Advisory Committee Resource Website (JSPAC)
<http://www.jspac.org/>
- ▶ JSPAC Perkins Resources
<http://jspac.org/perkins>
- ▶ Draft Perkins V State Plan
<https://www.wested.org/wp-content/uploads/2019/12/Draft-Perkins-V-Plan-11-27-19.pdf>
- ▶ Advance CTE Website (Perkins V Act, Perkins V Side-by-Side Analysis, etc.)
<https://careertech.org/perkins>
- ▶ Perkins Collaborative Resource Network -- Perkins V
<https://cte.ed.gov/legislation/perkins-v>
- ▶ ACTE Perkins V Implementation
<https://www.acteonline.org/perkins-implementation/>



QUESTIONS

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