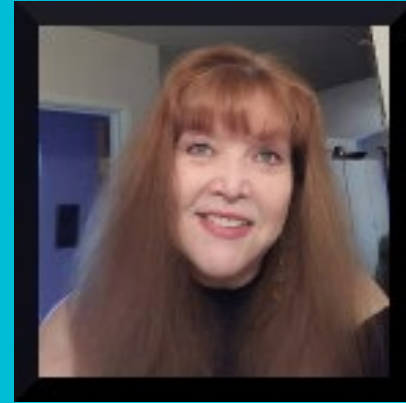




# PERKINS V WORKSHOP

Consultation/Advisory  
Group Training



Santa Monica CCD  
January 21, 2022

**1.**

**Goals of this  
Workshop**

**Overview**



# Advisory Committee Training Overview

- Advisory Committee (Overview)
  - ✓ Minimal Membership
  - ✓ Training Requirement
  - ✓ Overall Purpose
  - ✓ Informing Comprehensive Local Needs Assessment
  - ✓ Informing 4-year District Application
  - ✓ Continued Consultation Perkins V State View
- Consultation/Advisory Input Overview
- Perkins V (Overview)
  - ✓ Perkins V Overall Purpose
  - ✓ Local Requirements of the Act (Objectives)
  - ✓ Allowable & Non Allowable Expenditures
  - ✓ Accountability Requirements
  - ✓ Perkins V State View
- Next Steps

# 2.

## Perkins V Consultation

**Advisory  
Committee**



# 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)

**The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities within the Advisory Committee to participate in local decisions that relate to development of the local comprehensive needs assessment and 4-year application.**



# Advisory Committee Overall Purpose

## ▶ Informing a Comprehensive Local Needs Assessment and 4-Year Application so that:

- ✓ Programs are of sufficient:

Size: parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of or working toward inclusion within clearly defined career pathway with multiple entry and exit points.

Quality: High-Skilled (programs resulting in an industry recognized certificates, credentials, or degrees); High-Wage (above medium wage for occupation); and In-demand occupations.

- ✓ District 4-year Applications are aligned with In-demand Industry Sectors and designed to meet local education or economic needs.

## ▶ Continued Consultation:

- ✓ An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by CCCCCO.



# 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:**
  - ✓ Provide 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.

**3.**

**Perkins V**

**Comprehensive  
Local Needs  
Assessment**





# 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 2<sup>nd</sup> CLNA must be submitted by April 20, 2022 and the Application submitted by May 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 (Section I)

## ▶ LMI Data Review

- ✓ A description of how career and technical education programs offered by the eligible recipient are—
  - sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
  - aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or Local WIOA Board, including career pathways, where appropriate; or designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- ✓ In-demand industry sector is defined as an industry sector that has substantial current or potential impact (including jobs that lead to economic self-sufficiency on the State, regional, or local economy as appropriate and contribute to the growth and stability of businesses or growth of other industry sectors.



## Comprehensive Local Needs Assessment (Section II)

### ▶ **Accountability Section 113 (Core Indicators)**

- ✓ An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965. (homeless youth, foster youth, youth with a parent in full-time active military duty, major ethnic groups, economically disadvantaged, disabled, English Learners, and by gender)



# Core Indicator Aggregate Information

## Chancellors Core Indicators:

Core Indicator 1: Postsecondary Retention & Placement

Core Indicator 2: Earned Postsecondary Credential

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.

Core Indicator 3: Non-traditional Program Enrollment

A non-traditions student is a student that is in a program that leads to an occupation where their gender represents less than 25% of those employed. Examples would be woman in automotive or men in nursing)

Core Indicator 4: Employment



# Accountability — Core Indicators

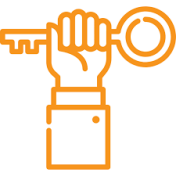
- (B) Core indicators of performance for CTE concentrators at the postsecondary level.— Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of 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.



## 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 (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)



## Comprehensive Needs Assessment (Section III)

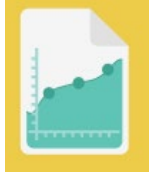
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
  - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
  - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
  - (iii) 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.





## 4-year Application (*Additional Required Assessment*)

- ▶ how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- ▶ a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
  - (A) career exploration and career development coursework, activities, or services;
  - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
  - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- ▶ a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);



## 4-year Application (*Additional Required Assessment Cont.*)

- ▶ *a description of how the eligible recipient will—*
  - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
  - (B) prepare CTE participants for non-traditional fields;
  - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
  - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- ▶ 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 opportunities for career and technical education students, as applicable;
- ▶ a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;



## 4-year Application (*Additional Required Assessment Cont.*)

- ▶ a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- ▶ a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.



# 4-Year Perkins Application

## ▶ **After Advisory Approves Comprehensive Needs Assessment Recommendations**

- ✓ A description of the results of the comprehensive needs assessment.
- ✓ How the comprehensive needs assessment informed In-demand industry sectors.
- ✓ How the comprehensive needs assessment informed activities to be funded.

## ▶ **Self-Assessment Section III ( Is used to complete 4-year application narrative)**

- ✓ CTE Student Services (developing coursework, career guidance, academic counseling, work-based learning etc.)
- ✓ CTE Special Populations (equal access, non-discriminatory, overcoming gaps)
- ✓ How the District will recruit, prepare, retain, and train CTE teachers, faculty, specialized instructional support, paraprofessionals, and career and academic counselors.

# 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

**4.**

**Perkins V**

**Consultation/  
Advisory Input**



# Consultation/Advisory Group Input

## ✓ *Intent*

(Consult with stakeholders to inform the comprehensive needs assessment and use that input to determine gaps to student success that may add activities/processes to focused 1-year applications).

## ✓ *Format*

Stakeholders review questions already required for assessment and then using their area of expertise determine gaps (via a survey) in ensuring that program/programs of study (from secondary to postsecondary to employment) do not have gaps preventing student success. Examples include activities such as identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment and encouraging opportunities for work-based learning and/or coordinating with other local resources.)

## 2. Articulation

- Gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors.
- There is a gap in the way pass/no-pass is given as articulated grades from secondary to postsecondary as UC/CSU will not then accept these credits. So the process needs to be revised with articulation being "credit by exam" with a letter grade transcript
- There is a gap in the number of dual and concurrent enrollment offered from secondary to postsecondary. This is limited in a lot of cases to the faculty time and effort. So a structured process across all programs needs to be designed.
- Other

Comment:

500 characters left.



Subject	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>ARTICULATION</b>													
<ul style="list-style-type: none"> <li>Gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<ul style="list-style-type: none"> <li>There is a gap in the number of dual and concurrent enrollment offered from secondary to postsecondary. This is limited in allot of cases to the faculty time and effort. A structured process across all programs needs to be designed.</li> </ul>	✓	✓	✓	✓	✓	✓							
<b>BASIC SKILLS</b>													
<ul style="list-style-type: none"> <li>Need to increase transferable skills.</li> </ul>	✓	✓	✓	✓	✓	✓							
<ul style="list-style-type: none"> <li>Gaps in needed soft skills/employability skills (starting in early grades, designed for special populations).</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>There is a gap in the foundation of the basic skills (math, reading and writing).</li> </ul>	✓	✓	✓	✓	✓	✓							
<b>COUNSELING</b>													
<ul style="list-style-type: none"> <li>There are professional development gaps in giving counselors (secondary &amp; postsecondary) an extensive understanding of CE (what each program provides, requirements for each program, the lucrative careers offered, the multiple entry and exit points allowing advancement, the wage attainment at each level and services available for special populations to help them retain and complete) empowering them to guide students in CE.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Consistent sharing of more specific CE information needs to happen with counseling faculty (counselor &amp; faculty relationships).</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<ul style="list-style-type: none"> <li>Gap in the level of CTE counselors to student ratio.</li> </ul>	✓	✓	✓										
<ul style="list-style-type: none"> <li>Gap in offering Counseling during non-traditional hours.</li> </ul>	✓	✓	✓	✓	✓	✓	✓						

# Perkins CNLA Gap Analysis

The survey will take approximately 10 minutes to complete.

Two years ago you participated in Santa Monica College's Comprehensive Needs Local Assessment (CNLA) where a survey was provided to determine where you thought there were student performance gaps.

Here we have the top gaps from that survey and we're asking if these gaps have improved, not improved, or gotten worse. You need not fill out every section. The very last option gives opportunity to add gaps not covered.

...

## 1. Accountability

	Improved	Not Improved	Worsened
There is a gap in promoting non-traditional occupations. There needs to be a strategic plan to be a more conscious when promoting nontraditional occupations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaps in lack of student data systems, seamless information where all information about the student is in one places (to determine student gaps, at risk students, special accommodations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5.**

**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)

# Local Requirements of Perkins V(Title I-C)

- ▶ *(Size, Scope & Quality)* – The California State Plan for Perkins V states that size, scope and quality starts with a District having adequate facilities, appropriate equipment, properly accredited faculty to meet the requirement of each program of study or industry pathways.
  - Size -- The state has equated size with the in-demand industry sector concept as they are talking about CTE programs to meeting local and regional workforce and economic needs (parameters/resources that affect whether the program can adequately address student-learning outcomes)
  - Scope-- Statewide California Workforce Pathways Joint Advisory Committee (CWPJAC) guiding principles: promoting equity & access; achieving system alignment; supporting continuous improvement; curricula is aligned to state standards; accessing a continuum of learning (pathway) from secondary to postsecondary with multiple entry and exit points; and equitable access to special populations. (Programs of Study are part of or working toward inclusion within clearly defined career pathway with multiple entry and exit points.)
  - Quality– High—Skilled (programs resulting in an industry recognized certificates, credentials, or degrees; High-Wage (above medium wage for occupation); and In-demand occupations.

# Local Requirements of Perkins V(Title I-C)

- ▶ *(Overarching Statement to the Six Title I-C Requirements)* 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 needs assessment.
- ▶ Required Objectives of Perkins
  - ✓ Provide career exploration and career development activities through an organized, systematic framework designed to aid students in CTE in making informed plans and decisions about future education and career opportunities and programs of study.
  - ✓ Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
  - ✓ Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
  - ✓ Support integration of academic skills into career and technical education programs and programs of study.
  - ✓ Plan and carry out elements that support the implementation of CTE programs and programs of study.
  - ✓ Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment





## 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 – State View of Overall Purpose

- ▶ Perkins is the Glue that fills the gaps:
  - ✓ 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 and ensure Perkins V funding is used in a coordinated manner with other local resources.
  - ✓ Is structured to mimic objectives of Guided Pathways
  - ✓ Is structured with similar objectives of Strong Workforce funding
  - ✓ CCCCO has included Perkins Data into the Student Success Matrices
  - ✓ Comprehensive Needs Assessment is completed in 2-year increments
  - ✓ Apprenticeship can be a part of Perkins V and helps with meeting the accountability of a recognized postsecondary credential
  - ✓ State , Regional, Local Focus

# 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>
- ▶ Perkins V State Plan  
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>
- ▶ 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/>

# Next Steps – Advisory Input

2. Perkins V advisory members looking in advance of the scheduled Zoom meeting at its first 2019-20 completed survey (in listing and table format) that was used for the first 2-year Comprehensive Local Needs Assessment (CLNA) and 4-year application.

The purpose of survey review is to be able to provide input during the last hour of the Advisory meeting as to additional subject areas and/or additional gaps in existing subject areas. This will then update the Perkins V stakeholder survey which will be sent out to all members via a link after the meeting and inform Santa Monica College's updated (CLNA) and the last two years of the 4-year application.

# Perkins V – Subject Areas

Accountability

Articulation

Basic Skills

Counseling

Mentoring

Outreach

Certifications

LMI Data

Personal

Pedagogy/Teaching Strategies

Professional Development

Relationship Building

Support Services

Work-Based Learning/Employment

Covid?????



# QUESTIONS

## **Contact Information:**

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