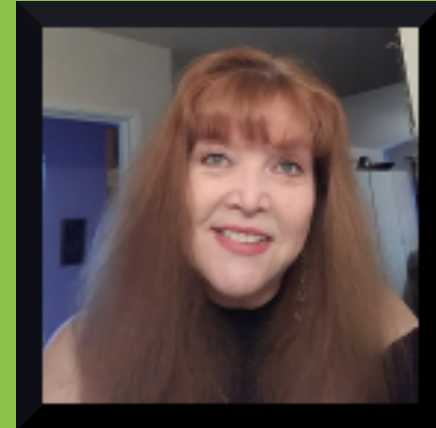




PERKINS V WORKSHOP

ABCs of Getting Ready for Perkins



Ventura Pierpont
January 14, 2020

1.

**Goals of this
Workshop**

**Overview & Overall
Purpose**



Goals of the Workshop

Perkins V (*Designing a Successful Application*)

Required Consultation – Structuring Your Advisory

Comprehensive Needs Assessment

4-Year Applications

1-Year Focused Application

Relevant snippets within the draft Perkin V state application

Chancellor's Office Said/Chancellor's Office Needs to Say?

Managing Perkins Funding (required/permissive – allowable/not allowable)



OVERALL PURPOSE OF PERKINS V ("SEC. 2. PURPOSE.)

To develop academic **knowledge** and **technical and employability** skills for secondary and post secondary schools student who are enrolled in CTE programs and **programs of study**, by:

1. Building challenging academic and technical standards (including high skill, high wage, or **in-demand** occupations in current or emerging professions.
2. integrating rigorous and challenging academic and career and technical instruction and linking secondary and postsecondary education in Career and Technical Education.
3. Developing, implementing and improving career and technical education.
4. Dissemination national research and information on best practices improve CTE and **programs of study**, services, and activities;
5. Professional development for CTE teachers, faculty, administrators, and counselors
6. supporting partnerships
7. promote lifelong learning
8. **increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.**

2.

Perkin V Application Structuring

Required Consultation –
Structuring Your Advisory



Perkin V Consultation/Advisory

- Advisory Committee
 - ✓ Minimal Membership
 - ✓ Training Requirement
 - ✓ Overall Purpose
 - ✓ Informing Comprehensive Needs Assessment
 - ✓ Informing 4-year District Application
 - ✓ Continued Consultation



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)



Advisory Training Requirement

- ▶ Section I-B within the Perkins 2019-20 Transitions Application
 - ✓ Perkins V § (134(d)(1-7) requires minimum involvement of a diverse body of stakeholders to develop the local application and conduct a comprehensive needs assessment as specified under § (134(b-c). Describe how these stakeholders will be recruited, structured and trained at the beginning of the transition year in order to meet these requirements.
 - ✓ 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.

NOTE: These stakeholder are required for consultation and continued consultation for the life of the Act.



Advisory Committee Overall Purpose

- ▶ Informing a Comprehensive Needs Assessment and 4-Year Application so that:
 - ✓ Programs are of sufficient size, scope, and quality to meet the needs of all CTE students served by the District.
 - ✓ 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.
 - ✓ If the District does not meet any of the three negotiated core indicators by 90% an analysis of performance gaps, leading to an improvement plan, must be done in consultation with the Advisory

3.

Perkin V Application Structuring

Comprehensive Needs Assessment



Comprehensive Needs Assessment

- ▶ **Perkins V § (134(c) - Comprehensive Needs Assessment**
 - ✓ Conduct a comprehensive local needs assessment related to Career Technical Education (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 needs assessment (not less than once every 2 years) that is related to CTE programs.
 - ✓ Within the 2019-20 Transitions Year Application, a narrative describing how the comprehensive 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.
 - ✓ The draft state Perkins V application 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.



Comprehensive 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. Or an occupation projected within an Industry Sector projected to have a number of positions (having significant impact on the state, regional or local economy).



Comprehensive 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).



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.



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)

► Narratives

- ✓ An evaluation of progress towards Implementation of CTE program/ programs of study.

- ✓ 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.



Comprehensive Needs Assessment (*Section III - Continued*)

- ▶ Narratives - 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:
 - ✓ strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
 - ✓ providing programs that are designed to enable special populations to meet the local levels of performance; and
 - ✓ 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 COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING FRAMEWORK

Consortium Name: Type your response here.

To be submitted with the 2020-2022 Local Application

POSTSECONDARY PERFORMANCE DATA REVIEWED

1P1 Postsecondary Placement

- Baseline: Type your response here.
- Year 1 Goal: Type your response here.
 - Year 1 Actual: Type your response here.
 - Year 1 Goal Met? YES/NO Type your response here.
- Year 2 Goal: Type your response here.
 - Year 2 Actual: Type your response here.
 - Year 2 Goal Met? YES/NO Type your response here.
- Year 3 Goal: Type your response here.
 - Year 3 Actual: Type your response here.
 - Year 3 Goal Met? YES/NO Type your response here.

(A) 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.

What strengths and gaps were identified by your needs assessment regarding student performance?

Type your response here.

What subpopulation of students could benefit from additional evidence-based services/supports?

Type your response here.

What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?

Type your response here.

What new or current partners will support student performance priorities identified?

Type your response here.

What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

Type your response here.

Data sources used to examine element: (Check all that apply)

- Consortium secondary student data on...enrollment, concentration, completion and ESSA math and English Language Arts (ELA) achievement
- Consortium postsecondary institution data on enrollment, concentration, completion, or placement.
- Disaggregate data on special populations examined in comparison to total CTE population
- Other (list/describe): Type your response here.

Needs Assessment Element #2

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of 6 State Recognized Programs of Study offered within a consortium will be a component of the full Perkins V plan.)

- Programs of study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$41,749 based on 2018 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through comprehensive local needs assessment.

Section II Part B

(Revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application

Program Information by TOP Code

College/District _____

Agreement #: XX-C01-XX

Retain in District Audit Files

TOP CODE(s) [2, 4 or 6 digit] _____

Program Title _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Enter applicable number in appropriate column below.				
<p>Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds."</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> 1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. 2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). 	<p>Core Indicator addressed by the activity listed.</p> <p>1 = Tech. Skill Attainment 2 = Credential/Certificate/Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion</p>	<p>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>				
<p>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).</p>				

4.

Perkin V Application Structuring

4-Year
Application



PERKINS V 4-YEAR APPLICATION NARRATIVE

Results of Comprehensive Needs Assessment.

How the Comprehensive Needs Assessment informed programs/activities to be funded.

Description of new Programs of Study to be developed

How CTE Students (including special populations) will learn about CTE course offerings and which are a part of a program of study.

How the District/College(s) works with WIOA systems/agencies providing:

- CTE career development, coursework activities and services

- CTE career information on employment opportunities in in-demand industry sectors

- CTE career guidance & academic counseling (before enrolling & while participating)



PERKINS V 4-YEAR APPLICATION NARRATIVE (*CONTINUED*)

Description of how CTE program integrate rigorous content aligned with challenging academic standards and relevant CTE programs.

Overview of how the District/College(s) will help CTE special populations participants:

- Prepare for high-skill, high-wage or in-demand industry sectors

- Prepare for non-traditional fields

- Provide equal access for special populations to CTE courses, programs, programs of study and

- Ensure special populations will not be discriminated against on the basis of their status as members of special populations.

Description of work-based opportunities the District/College(s) will provide for CTE students and how employers will be engaged to expand those opportunities.



PERKINS V 4-YEAR APPLICATION NARRATIVE (*CONTINUED*)

Descriptions of how District/College(s) offers opportunities for CTE students to gain postsecondary credit (dual or concurrent enrollment, early college high school, credit by exam, etc.)

Description of how the District/College(s) keeps the best and brightest faculty with good recruitment, preparation, retention, training (including individuals from groups underrepresented in the teaching profession).

Description of how the District/College(s) will address disparities or gaps within the Perkins V Core Indicators for each 1-year focused application and what additional activities will take place should (by the 3rd year) significant progress has not been made.

5.

Perkin V Application Structuring

1-Year Focused
Application



PERKINS V APPLICATION – (ONE-YEAR FOCUSED)

▶ Processes District/College(s):

Using In-Demand Industry Sectors and Activity Gaps
Determine Programs/Across All Program to be Funded

Consider if you Want to Restrict Any (permissive activities)

Determine Competitive/Non-Competitive and Guidelines for
who can Apply

Design Templates and Run Application Process

- ✓ Programs use their local Advisory Committees
- ✓ Programs review their individual core indicators
- ✓ Requested are based on issues and fixing those issues



PERKINS V APPLICATION – (ONE-YEAR FOCUSED)

- ▶ Four Year Application (narrative)
- ▶ Core Indicator Negotiations
- ▶ Required Approval and Federal Certifications
- ▶ One-year Focused Workplan (informed by comprehensive needs assessment)
 - Issues (comprehensive needs assessment, individual program core indicator review, advisory review)
 - Addressing the Issues
 - Budget
- ▶ Across All Programs

6.

Perkins V

Draft State Plan



PERKINS V DRAFT STATE PLAN

- ▶ Size, Scope and Quality Defined
- ▶ Reserve for CCCCCO
- ▶ Accountability
- ▶ Regional Consortia
- ▶ Split of funds are the Same (CTE Student Counts/Economically Disadvantaged)
- ▶ Use Draft State Plan to Help Answer Narrative Questions
Across All Programs

7.

Perkins V

Chancellor's Office



CHANCELLOR'S OFFICE SAID

- ▶ No more three-year rule
- ▶ Expectation that fewer programs will be funded
- ▶ Perkins is the glue that fits all other objectives together
- ▶ Not anticipating adding additional rules



CHANCELLOR'S OFFICE CLARIFICATION NEEDED

- ▶ Continued Consultation with Advisory Group
- ▶ Core Indicator Availability
 - ✓ Comprehensive Needs Assessment
 - ✓ Negotiated Core Indicator Rates
 - ✓ 1-year Focused Application Program Review
- ▶ Will the Comprehensive Needs Assessment be on a 2-year cycle?
- ▶ New Comprehensive Needs Assessment Template
- ▶ Reserve Funding??? (who, what, where, why)
- ▶ Where is Perkins Memo, Payments, Timelines on the CCCCCO Website?

8.

Perkins V

**Managing Perkins
Funding**



TITLE I-C REQUIRED USES

1. provide career exploration and career development activities for students down to 5th grade making informed plans and decision about opportunities and programs of study, which may include—
2. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
3. provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
4. support integration of academic skills into career and technical education programs and programs of study to support— secondary students in meeting academic standards and postsecondary level students in achieving academic skills.
5. plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
6. develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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 :
 - ✓ Three-year rule is no longer in affect
 - ✓ 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



COSTS NOT ELIGIBLE FOR FUNDING

- 1. Student Expenses or Direct Assistance to Students ***
2. Entertainment
3. Awards and Memorabilia
4. Individual Memberships
5. Membership with Orgs. that Lobby
- 6. College tuition, fees, books**
7. Fines and Penalties
8. Insurance/Self-insurance
9. Costs Required by Law
- 10. Three-Year Rule**
11. Expenses that Supplant
12. Audits (except single audit)
13. Contributions and Donations
14. Contingencies
15. Facilities and Furniture *
16. General Advertising
17. Alcohol
18. Fund Raising
19. General Administration
20. Faculty Salaries (for Instruction) **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 Skills Competitions**
- ▶ **Industry Recognized Certifications Examinations or Assessments (leading to a Postsecondary credential)**
- ▶ Instructional Equipment
- ▶ Professional Development/Travel **(workplace equipment, technologies)**



QUESTIONS

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