



# PERKINS V WORKSHOP

Consultation Group  
Training

South Central Coast  
Regional Consortia  
March 6, 2020

# 1.

Goals of this  
Workshop

Overview



## Consultation Group Training Overview

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

# 2.

## 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 until June 30, 2020 is in an interim year (where a Comprehensive Local Needs Assessment (CLNA), 4-year application and 1-year focused application must be 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

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## 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.

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

- ▶ **(Overarching Statement to the Six Title I-C Requirements)** Aligned to State, regional, Tribal, or local in-demand industry sectors and designed to meet local education or economic needs. 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
- ▶ ***In-demand industry sector or occupation in general means:***

An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.
- B) Determination**

The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information

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## 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
  - 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.
  - Quality-- removal of institutional or systemic barriers, providing multiple entry points as CTE students progress, within sector occupations or industries; reduction of institutional barriers to eliminate racism, bias, or favoritism and eliminate achievement gaps; creating pathways with demonstrable careers for students with ample opportunities to attain skill, education and training; leadership across secondary, postsecondary, and employment to insure integration, engaged learning and employment outcomes; high quality integrated curriculum and instruction; professional development that leads to skilled instruction and educational leadership; a strong presence of career exploration, comprehensive counseling and individualized support; CTE should be continuously approved through relevant data use and focusing on student and employer needs; opportunities for cross-system alignment; promotion, outreach, alignment (marketing) should reflect student and employer needs and be consistent; sustained investments funding through mutual agreement; strong partnership with industry and employers to inform, improve and design CTE instruction and work-based learning activities.

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



## 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)

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## 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

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## 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)

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## 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.

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## 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

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### 3.

## Perkins V Consultation

## Advisory Committee

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## 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)

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## 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.

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## Comprehensive Needs Assessment

### ▶ Perkins V § (134(c) - Comprehensive 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 needs assessment (not less than once every 2 years) that is related to Career Technical Education programs (CTE).
- ✓ 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.

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## 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.

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## 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)

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## 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.

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### 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);

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### 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;

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## 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.

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## 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.

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## 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

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# 4.

## Perkins V

## Round Table Discussions

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## Consultation/Advisory Group Round Table Discussions

✓ **Intent**

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

✓ **Round Table Format**

Discussion and report outs – reviewing questions already required for assessment (ensuring that program/programs of study align with skills require by local employment opportunities, including activities such as identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment and encouraging opportunities for work-based learning and that funding under this part is used in a coordinated manner with other local resources.)

# 5.

## Perkins V

## NEXT STEPS

## Resources

- ▶ Joint Special Populations Advisory Committee Resource Website  
<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/>

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## QUESTIONS

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