Perkins V
Strengthening Career and Technical Education for the 21st Century Act

FLEX #5216

Upcoming Trainings

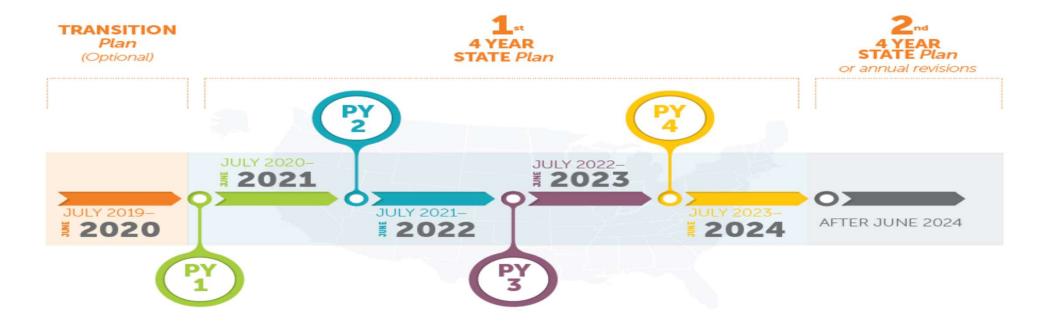| FLEX #	Title	Date	Time
5214	Mesa CTE Data Training	9/18/2020	10:00-12:00 p.m.
5212	Local CTE Planning Team	10/16/2020	9:00-12:00 p.m.
5215	Incorporating CLNA into Perkins Application and Creating Action Plans	11/6/2020	10:00-12:00 p.m.
5213	Perkins V Program Application Training - Mandatory	12/4/2020	10:00-12:00 p.m.

Objectives

- Provide an overview of Perkins V requirements

- Define programs of study

- Identify the components of a Comprehensive Local Needs Assessment

- Familiarize participants with groups identified as special populations

- Identify reporting requirements for Perkins V

California State Timeline

PERKINS V TIMELINE

ADVANCE CTE
State Leaders Connecting Learning to Work

TRANSITION *Plan* (Optional)

1st **4 YEAR STATE** *Plan*

2nd **4 YEAR STATE** *Plan* or annual revisions

PY 2

PY 4

JULY 2020– JUNE **2021**

JULY 2022– JUNE **2023**

JULY 2019– JUNE **2020**

JULY 2021– JUNE **2022**

JULY 2023– JUNE **2024**

AFTER JUNE 2024

PY 1

PY 3

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.

Programs of Study

- Coordinated non-duplicative sequence of academic and technical content at a secondary and postsecondary level that:
  - Incorporates challenging state academic standards
  - Addresses academic, technical knowledge and skills
  - Aligns with regional and state economies
  - Starts with introductions of all aspects of an industry leading to more occupation-specific instruction
  - Multiple entry and exit points
  - Culminates in a recognized postsecondary credential

Health Information

| Medical Coding Certificate | Health Information Technology Certificate/Associate Degree | Health Information Management Baccalaureate Degree |

Overall Framework

- Accountable to a larger audience of the college and community
- Look at how we will address the needs of the students based on the data

Comprehensive Local Needs Assessment

► New requirement of Perkins

► Requires data-driven decision-making on local spending

► Must be completed at beginning of Perkins V implementation

► Wide range of required stakeholders

► Evaluate how the college's overall CTE offerings measure on a number of elements

► Goal is to identify, understand, and prioritize the needs that districts and schools must address to improve performance

Required Stakeholder Groups

▶ CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff

▶ State or local workforce development board representatives

▶ Representatives from a range of local businesses and industries

▶ Parents and students

▶ Representatives from agencies serving at-risk, homeless and out-of-school youth

▶ Representatives from Indian Tribes or Tribal organizations, where applicable

CONSULTATION				
Required Stakeholder Groups	**AGREEMENTS FOR EXPANSION**			
	Program Advisory Committees	**Local Planning Team**	**Districtwide Consultation Group (NEW)**	**Regional Consultation Group (NEW)**
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, and or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Dean; SDUSD Director of CCTE	Lead Perkins/Career Education Deans
State or local workforce development board representatives	NA	NA	NA	SDWP
Representatives from a range of local businesses and industries	Industry representatives (majority of committee membership should be industry/employer); Regional Director of sector (formerly known as DSN)	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni to be added	Student representatives	NA	NA
Representatives of special populations	NA	Local DSPS to be added; Student Equity Initiative(s) rep to be added; Student Equity Deans to be added	DSPS District Director	NA
Representatives from agencies serving at-risk, homeless and out-of-school youth	NA	NA	NA	SD regional representative(s) (Calworks, County Office of Ed, Housing Commission
Representatives from Indian Tribes or Tribal organizations, where applicable	NA	NA	NA	NA

Campus Consultation Groups

- ▶ Program Advisory Committee Meetings
- ▶ CTE Local Planning Team
- ▶ Allocation Committee

Elements to be Reviewed

▶ Student performance on required performance indicators

▶ Program size, scope, and quality to meet the needs of all students

▶ Progress towards implementation of CTE programs of study

▶ Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

▶ Progress towards equal access to CTE programs for all students

▶ Alignment to labor market information (LMI)

Special Populations

- Individuals with disabilities
- Individuals form economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- **Homeless individuals**
- **Out of work individuals**
- **Youth who are in, or have aged out of, foster care**
- Single parents, including pregnant women
- **Youth with a parent who is in active duty with the armed forces**

Flow of Information

Program Assessment → Institution Assessment → Executive Summary

SDCCD Requirements (Tentative)

▶ Executive Summary

▶ Stakeholder Lists

▶ Local Planning Team Process

▶ Local Needs Assessment Process

▶ Data Element Lists for Key Components

▶ Coordination Strategy

Program Application Guidelines

- Not checking a box. Need to move the needle.
- What is your request?
- How is the program going to address the gaps?
- What is the program doing?
- Why is the program doing it?

Funding

- Fiscal Year runs from July 1st to June 30th
- Funds are normally **not available** in the months of July, August, and sometimes September

Required Uses of Funds

- General Authority
  - Use funds to **develop, coordinate, implement, or improve career and technical education programs that meet the needs identified in the comprehensive needs assessment described in section 134(c)**
- Requirements for Uses of Funds
  - Funds made available to eligible recipients under this part shall be used to support career and technical education programs **that are of sufficient size, scope, and quality to be effective …**

Local Required Uses of Funds

▶ 1) **Career exploration and career development** – activities to aid students in making informed plans and decisions about future education, career opportunities, and programs of study

▶ 2) Provide **professional development** for faculty, administrators, specialized instructional support personnel, and career guidance and academic counselors

▶ 3) **Skills development** – Provide the skills necessary to pursue careers in high skill, high wage, or in high demand industry sectors or occupations

▶ 4) Support **integration of academic skills into CTE programs** and programs of study to support CTE participants

▶ 5) **Implement Achievement Programs** – Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement

▶ 6) **Develop and implement evaluations** of the activities carried out with funds under this part and the comprehensive needs assessment

1) Career Exploration/ Career Development

▶ Introductory courses or activities focused on career exploration and career awareness

▶ Readily available career and LMI including occupational supply and demand, educational requirements, other information on careers aligned to state or regional economic priorities, and employment sectors

▶ Programs and activities related to the development of student graduation and career plans

▶ Career guidance and academic counselors that provide information on education and career options

▶ Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals

▶ Providing students with strong experience in, and comprehensive understanding of, all aspects of an industry

2) Professional Development

- ▶ Supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula

- ▶ Ensuring LMI is used to inform the programs, guidance, and advisement offered to students

- ▶ Providing faculty, administrators, specialized instructional support personnel, or career guidance and academic counselors with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials

- ▶ Supporting administrators in managing CTE programs in the schools or institutions

- ▶ Supporting implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs

2) Professional Development Continued

▶ Providing faculty, administrators, specialized instructional support personnel, academic counselors with opportunities to advance knowledge, skills, and understanding in pedagogical practices

▶ Training faculty, administrators, specialized instructional support personnel, career guidance and academic counselors to provide appropriate accommodations for students with disabilities

▶ Training faculty, specialized instructional support personnel, career guidance and academic counselors to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support

5) Programs of Study

▶ Curriculum aligned with a program of study

▶ Sustainable relationships to facilitate the process of continuously updating and aligning programs of study

▶ Dual or concurrent enrollment, early college HS, articulation agreements

▶ Appropriate equipment, technology, and instructional materials

▶ A continuum of WBL opportunities

▶ Industry-recognized certification exams or other assessments leading toward industry-recognized credentials

▶ Recruitment and retention efforts to ensure effective educators and CTE program administrators

▶ Coordination with other education and workforce development programs and initiatives

▶ Distance CTE and blended-learning programs

Application

- Request must fit within 1 of the 6 activity categories
- Consider the 20 permissive uses
- What are the gaps within the program/college that need to be addressed?
  - What is the evidence for those gaps?
  - Evidence must be provided
- Describe how the gap will be addressed with Perkins funding
- With which vision for success metric does the request align?

Local Application Categories

▶ Student performance

▶ Program size, scope, and quality

▶ Progress towards implementing CTE programs of study/career pathways

▶ Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

▶ Progress toward equal access to CTE programs for all students

▶ Alignment to LMI

Example – Gap Description

There is a need in the Dental Assisting program for improvements in Core Indicator 4 - Employment for CTE cohort, as well as Core Indicator 5a - Non-Traditional Participation and Core Indicator 5b - Non-Traditional Completions for CTE cohort, non-traditional, and economically disadvantaged. An analysis of equity data on our campus shows that there is an equity gap for male and African American students.

The program advisory committee supports the idea of developing a program for dental front office administrators as a way of exposing people to the field and providing options for people that do not want to perform back office duties. They state that in addition to the need for dental assistants, dental offices are always looking to hire front office administrators familiar with the dental field. The advisory committee stated that providing students with advanced dental knowledge and techniques will increase their wages in the field. They recommended purchasing equipment to upgrade and replace current equipment so that students can will be exposed to state of the art dental treatment and breakdown socioeconomic barriers.

Example – Addressing the Gap

To improve equity gaps, students' employment, and non-traditional participation and completion rates the program will:

a) Increase outreach to non-traditional students. Our faculty will attend career fairs, distribute flyers, and attend outreach events.

b) Support faculty in attending conferences that address issues of equity and concentrate on innovative tools for creating a classroom where diverse individuals feel welcome.

c) Upgrade, replace, and purchase state-of-the-art equipment and technology for the Dental Assisting Program. This will provide students with greater opportunities for employment and higher wages in the dental field.

d) Create a Certificate of Achievement in Dental Business Administration that would allow students to enter the workforce faster. Work with local high schools to offer this program on their campuses to expose students to careers in the dental field and potentially earn the certificate while still attending high school.

Remember

- Focus is on Special Populations
    - Individuals with disabilities
    - Individuals from economically disadvantaged families
    - Individuals preparing for nontraditional occupational field
    - English learners
    - **Homeless individuals**
    - **Out of work individuals**
    - **Youth who are in, or have aged out of, foster care**
    - Single parents, including pregnant women
    - **Youth with a parent who is in active duty with the armed forces**
- How are you moving the needle for these students?

Final Report

- Was the program improvement issue(s) addressed and/or planned objectives met?

- Describe any barriers encountered and lessons learned.

- Describe accomplishments including effective practices derived from the project.