

Perkins V

Getting Ready for Perkins

OVERALL PURPOSE OF PERKINS V

To develop academic knowledge and technical and employability skills for secondary and postsecondary schools students who are enrolled in CTE 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 on Career and Technical Education.
3. Developing, implementing and improving Career and Technical Education.
4. Dissemination of national research and information on best practices to improve CTE and programs of study , services and activities.
5. Professional development for CTE faculty, administrators, and counselors.
6. Supporting K12 partnerships.
7. Promoting continuous learning.
8. Increasing employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals with economically disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of the foster care system, and homeless individuals.



1. The Comprehensive Needs Assessment

Perkins V section (134 (c))

1. Conduct a comprehensive local needs assessment related to Career Technical Education and include the results of the needs assessment in the local 4-year application submitted.
2. Perkins V section (134(c)(1-2)) requires a comprehensive needs assessment (not less than once every 2 years) that is related to CTE programs.
3. With the Third-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.
4. The draft state Perkins V application has equated size with the in-demand industry sector concept as they are talking about CTE programs to meet local and regional workforce and economic needs.

1. The Comprehensive Needs Assessment

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 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.)

1. The Comprehensive Needs Assessment

SCCRC Industry Sectors

Agriculture
Business
Construction
Education (ECE)
Health
Hospitality
Information and Communication Technologies & Digital Media
Manufacturing
Public Safety
Transportation

Priority Sectors

Advanced Manufacturing
Health
Information and Communication
Technologies & Digital Media
Public Safety

2. Advisory Committees

Perkins V Section 134 (d) Consultation – an eligible recipient shall involve a diverse body of stakeholders, including at a minimum representation of:

1. CTE programs local education agencies (instructors, career guidance and academic counselors, principals and administrators, instructional support personnel and paraprofessionals).
2. CTE programs at Postsecondary Colleges (including faculty and administrators).
3. Regional or Local WIOA Boards and Business or Industry.
4. Parents and students.
5. Representatives of Special Populations.
6. Regional or Local Agencies Servicing out-of-school, homeless, and at-risk youth.
7. Where applicable, Indian Tribes and Organizations.

3. Special Populations

Perkins V Special Populations have had two name changes and three new populations:

- Individual with disabilities
- Economically Disadvantaged
- Non-traditional fields
- Single parents (including single pregnant women)
- Out of workforce individuals (used to be referred to as Displaced Homemakers)
- English Learners (used to be referred to as Limited English Proficient)
- Homeless Youth (New)
- Youths who are in or have aged out of the foster care system (NEW)
- Youth with parents in the armed forces and on active duty (NEW)

4. Core Indicators

Perkins V Accountability Section 113 (B) ACCOUNTABILITY/CORE INDICATORS

Core indicators of performance for CTE concentrators (9+ CTE units in a given year) 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 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 1 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 received 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 program of study that lead to **non-traditional fields**.

4. Strong Workforce Core Indicators

ACCOUNTABILITY/CORE INDICATORS

The host district/college in each region will support a regional team that will work to coordinate, collaborate, organize, and facilitate interaction in the region to ensure workforce training is provided to all in a way that is accessible, efficient, responsive, data-driven and improves outcomes. These efforts will be measured by the following outcomes:

- i. The expansion of work-based learning for all students;
- ii. The increase of student employment outcomes; and
- iii. The responsiveness of colleges to the training needs of employers.

According to the CCCCCO

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

Timeline

- If planning on applying for Perkins funds, requests should be reflected in program review.
- Perkins planning worksheets sent to Harriet.
- Section II, Part B no longer required.
- Comprehensive Local Needs Assessment completed by 3/1/22.
- State Plan finalized by 3/31/22.
- Applications entered into NOVA beginning on 4/1/2022.
- Last day to submit application on 5/15/2022.
- Funding awarded by 9/30/2022.