

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

FLEX #5212



Objectives

- ▶ Provide an overview of Perkins V requirements
- ▶ Define programs of study
- ▶ Familiarize participants with groups identified as special populations



Purpose of Perkins Funding

To develop academic **knowledge** and **technical and employability skills** for students 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, career, and technical instruction and linking secondary and postsecondary education in CTE.
3. Developing, implementing, and improving CTE.
4. Dissemination of national research and information on best practices to improve CTE and **programs of study**, services, and activities.



Purpose of Perkins Funding

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

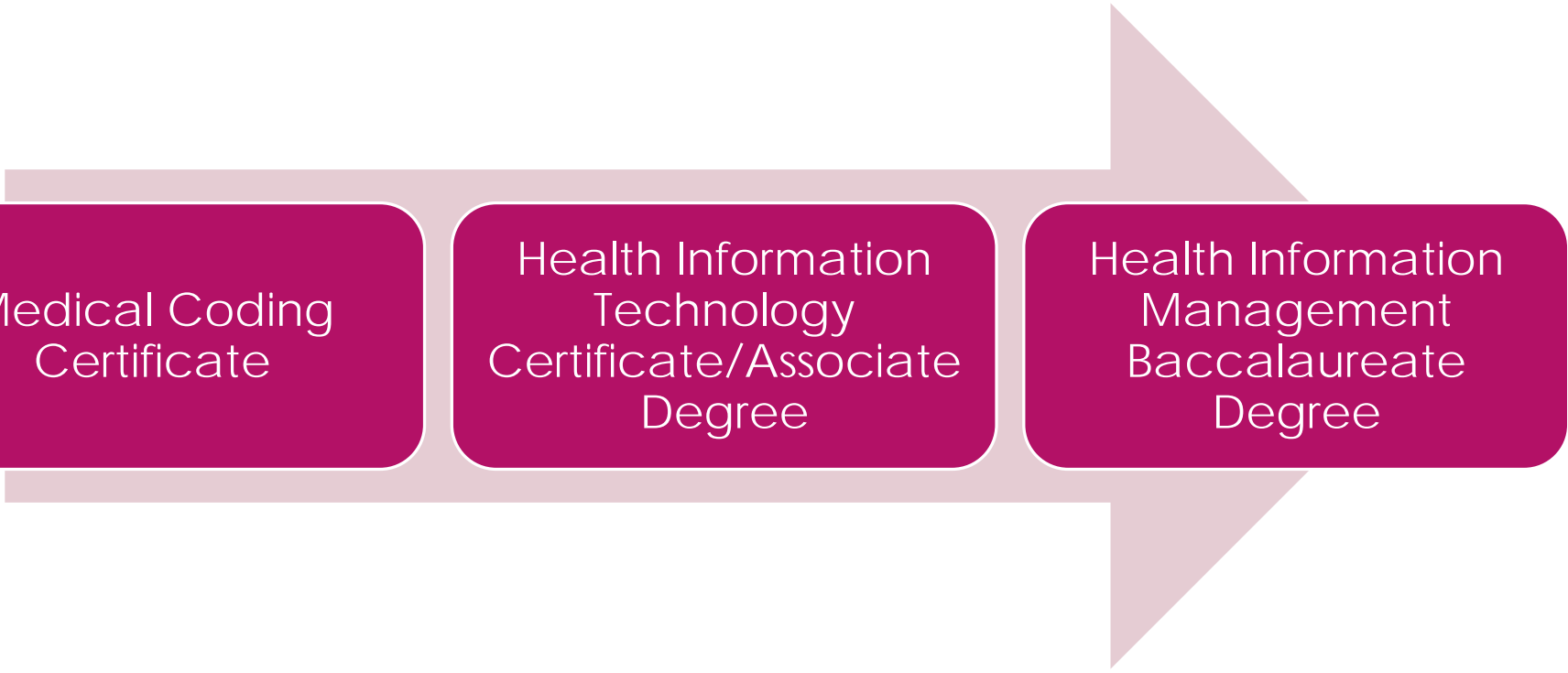
Health Information



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



Campus Consultation Groups

- ▶ Program Advisory Committee Meetings
 - ▶ CTE Local Planning Team
 - ▶ Allocation Committee
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- ▶ There are also districtwide and regional consultation groups



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)



Emphasis 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**



Program Use of Funding

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



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



Considerations for Today

What are the gaps within the college that need to be addressed?



Which areas should the college focus on?

- ▶ 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



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 we moving the needle for these students?