



Transition to Perkins V

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Timeline & Culture Shift

Reasonable & Feasible

Increased Engagement

Integration into Existing Systems

Professional Development

Creating a Culture Shift

Discussion and planning, lots of discussion and planning



Created a planning
team with regular
meetings



Included an
institutional researcher
with CTE expertise



Process
Development



Professional
Development

Perkins Planning Team

Lead CTE deans

Associate CTE dean

Institutional researcher

Senior clerical assistant

Input from faculty, business office, and facilities

Process Development

Reviewed Perkins V and ACTE documents

Developed a CTE Local Planning Team

- Invited Dean of Student Success and Equity
- Added representatives from DSPS, EOPS, STAR TRIO, FAST/NextUP

Created new documents:

- Program assessment
- Data documentation
- Pre-purchasing checklist
- Reformatted industry advisory committee lists



District Consultation Framework

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 Committees

Developed a CTE Local Planning Team

- Invited Dean of Student Success and Equity
- Added representatives from DSPS, EOPS, STAR TRIO, FAST/NextUP, WBL, and Institutional Effectiveness
- Included students and industry representatives

Allocation Committee

Professional Development

Flow of information



Professional Development

Perkins V - Strengthening CTE for the 21st Century Act

Program Assessment - 6 required elements

Program Data - alignment with Program Review and Strong Workforce

Advisory Committees

Mesa CTE Data Training

Local CTE Planning Team

What is CTE?, Perkins V Highlights, Student Story, CTE vs Overall Campus Data, Special Populations Data, SWP Faculty Institute, Program Success Story

Incorporating CLNA into Perkins Application and Creating Action Plans

Perkins V Program Application Training - Mandatory

Perkins Lead Dean - Program One-on-One Meetings

Next Steps - Culture Shift

Continue to:

Infuse equity as the focus

Analyze data related to special populations

Provide professional development

Have conversations with representatives from special population groups

Are we moving the needle for programs and the campus?

Thank you!

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