SAN DIEGO SAN DIEGO ESA COLLEGE

Transition to Perkins V

Tina Recalde Dean, Health Sciences & Public Service

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



One of the most significant changes in Perkins V (the Orne on time makes arguments attempted an information of time.

Strengthening Career and Technical Education for the 2435. strengmening Career and recomman courseous for one zax Century Act) is the new requirement for local eligible recipients Lessury stay as one new requirement rus now engine recipions to conduct a comprehensive local needs assessment and update

The new needs assessment is designed as the foundation of Perkins y implementation at the local level at drives your local returns y imprementation at the local rever—it unives your rocal application development and future spending decisions. This approximation three supprises and a policy of the special supprises as a chance to take an in-depth look at our entire local CTE system and identify areas where targeted A commence to a system one werrany areas where targeted provements can lead to increased opportunities for student improvements can read to anti-passed vigatoriumness for success.

Success, The needs assessment, if implemented thoughtfully, auccess. The needs assessment, it implemented discontinuous can also be a powerful opportunity to engage stakeholders in a Lean about we promenous upportunity to engage assertioners on a common understanding and vision for the future of CTE in your

To implement the local needs assessment, you must evaluate, in to insulation with a wide range of stakeholders, how your overall

- arrenings measure up ou:

 Performance on federal accountability indicators Alignment to labor market needs
- Scope, size and quality of programs offered
- Scope, sice and greatly or programs and programs
- Recruitment, retention and training of faculty and staff Progress toward improving access and equity

This tool will provide an overview of how to get started on your This upon may provide an over men on more up yet stanted on your local needs assessment and help you translate the language in to the law into concrete, actionable steps for conducting a rigorous the law into concrete, is consider seeps for community a reported local needs assessment that meets Perkins V requirements, it Notes needs assessment treat needs remains a requirement will also provide tips to help you ensure that your needs Assessment is not an exercise in compliance, but a valuable tool assessment is not an exercise in compinance, but a valuable to for program improvement, founded on meaningful, regular, or program improvements, the interest of the state of the

State Role

During the Perkins V implementation process, states will be During the Perkins Y implementation process, states will be developing guidance around the local needs assessment. This developing symulance around the notal interest assessment. The guidance may include state goals and benchmarks that must be Junuary may multiple vide goes and benchmarks that addressed, as well as requirements for presenting and aboresives, as well as requiremental for presenting entering and incorporating results into your local submitting findings and incorporating results into your local application. Some states will even create specific forms or application. Notice Matter will even circule aspectant furning or templates to be used for various parts of the process, so it is important to pay close attention to state requirements and important to pay crose actenion to some requirements and consult with your state CTE agency before beginning any specific work on your local needs assessment.

In addition, your state may have developed, or be in the midst of as autonom, your state may have developed, or De III the impose of developing, technical assistance, processes for accessing and sharing data, and plans for coordinated stakeholder assembly wells, only promotion confunction pronentioner, engagement that will facilitate state goals and help local Agessment Imprementation ecross urautate, time accommente engagement could include key players in a Career pathways assessments revoice to, the Every schools successed an most recent iteration of the Elementary and Secondary Figure returns the continuous and continuous and decontains and for the Workforce Innovation and Education Accided Any and for the Workforce Immiration Opportunity Act (WIOA), among other federal and state Apparature part feeting, minory some nature and assessing policies, in addition, states may facilitate collaboration among process, in audition, states may rachinese evineuriation arm local recipients, or allow locals to drive intrastate regional approaches to the local needs assessment through consortia or

Your state will also be developing or updating key definitions your saste any and use use supporty or upwaring key occurrence relevant to the comprehensive needs assessment language in Perkins V, particularly definitions for "Size," "scope" and Persons v, parocularly denotions for ace, acope and cuality, as well as definitions for accountability indicators and quarry, as wen as Deninguous run accountagement montagons of the legislation that may be relevant. Finally, user cerms in one regovernor true may be renevant. Interp. specific deadlines for completion of the local needs assessment specific organisms, for compression or one recent return assessment and submission of the local application will be set by your state and yournessons on one outer applications are one your years. CTE eligible agency, and may be different from state to state.



District Consultation Framework

CONSULTATION				
	AGREEMENTS FOR EXPANSION			
Required Stakeholder Groups	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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