Perkins Workshop Series

San Diego and Imperial Counties Regional Consortia

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

Welcome
Introductions
Thank yous

Regional Workshop Series

Second Workshop:
Friday, October 29th 9am-11am
Topic - Data Collection, Reporting, and Core Indicators

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Spring Workshop: TBD
Topic - Perkins Regional Priorities

Today's Agenda

Overview of Perkins V

Basic Components, Requirements, and Changes from Perkins IV

Community College Presentations

- Southwestern College
- San Diego Mesa College

Discussion and Open Q&A

Close

Perkins V

The Basics

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- Federal Legislation funding Career & Technical Education

- First authorized in 1960s

- Largest federal source of funding for CTE (K12 & CC)

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The Goal of Perkins:

- To develop more fully the academic knowledge, technical, and employability skills of secondary and postsecondary students enrolled in CTE programs study.

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Building on the efforts of states and localities to develop challenging academic and technical standards;

Promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating students;

Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE.;

Disseminating national research and providing professional development and technical assistance to enhance C.T.E. programs of study, services, and activities.

Conducting technical assistance that promotes leadership and professional development to enhance the quality of C.T.E. teachers, faculty, administrators and counselors

Supporting partnerships among secondary schools, postsecondary institutions, area C.T.E. schools, local workforce investment boards, business and industry, and intermediaries

Providing individuals with the skills to keep the United States competitive; and

Increasing employment opportunities for special populations.

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Reauthorized in 2018 and renamed the *Strengthening Career & Technical Education Act for the 21st Century* **(Perkins V)**

- **Last reauthorized in 2006** (Perkins IV)

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Fundamental Differences Between Perkins IV and Perkins V

1. Comprehensive Local Needs Assessment (CLNA)
2. Expanded Consultation
3. Changes in Special Populations
4. Required Uses
5. Changes in Core Indicators
6. Changes in Quarterly Reporting
7. Changes to the Reserve Funds
8. NOVA

Foundational Changes

1. Comprehensive Local Needs Assessment (CLNA)

2. Expanded Consultation

Comprehensive Local Needs Assessment (CLNA)

Every two years

Results drive funding decisions

Six required elements

Comprehensive Local Needs Assessment (CLNA)

Institutions must evaluate, in consultation with a diverse range of stakeholders, how overall CTE offerings measure up on:

1. Performance on federal accountability indicators
2. Alignment to labor market needs
3. Scope, size, and quality of programs offered
4. Progress toward implementing programs and programs of study
5. Recruitment, retention, and training of faculty and staff
6. Progress toward improving access and equity

CLNA Guides & Recommendations

ACTE 2019 Guide for Local Leaders

- Recommended questions to ask, data and materials to collect, etc.

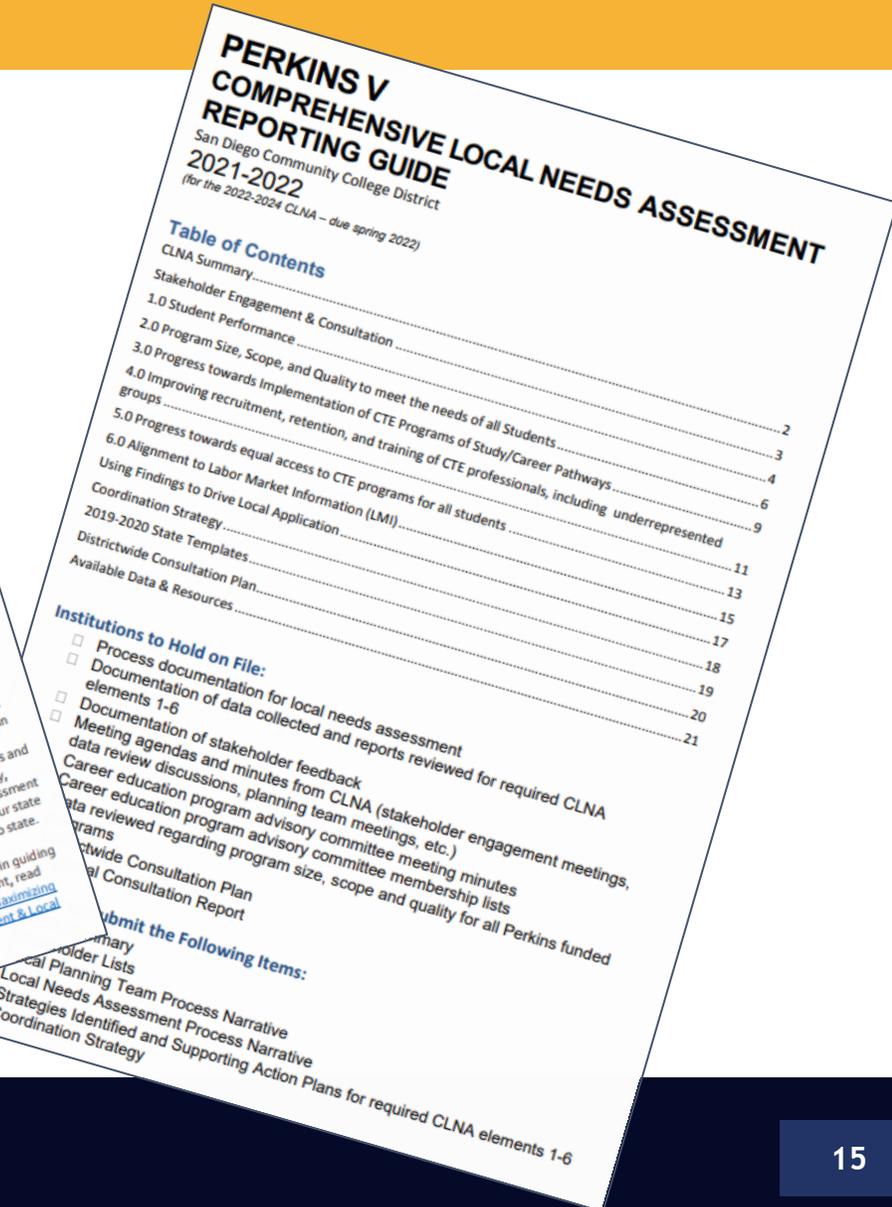# Comprehensive Local Needs Assessment (CLNA)

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Expanded Consultation

Consultation with a "diverse range of stakeholders"

1. CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations*
6. Representatives from agencies serving at-risk, homeless and out-of-school youth
7. Representatives from Indian Tribes or Tribal organizations, where applicable

Consultation Model

Regional Consultation Model Proposed

Engagement in Regional CLNA Process and Report

Local application of the findings

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EXPANDED CONSULTATION

Required Stakeholder Groups	Program Advisory Committees	Institution Specific Local Planning Team	Districtwide Consultation Group	Regional Consultation Group
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty; pathway representatives including K12 Pathway representatives, University (4-year) representatives; and noncredit, adult education, or credit pathway representatives	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				SD Workforce Partnership
Representatives from a range of local businesses and industries	Industry representatives *(majority of committee membership should be industry/employer)*; Regional Director of sector	Industry representative(s)		Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni	Student representatives		
Representatives of special populations		Local DSPS; Student Equity Initiative(s) representatives; Student Equity Deans	DSPS District Director	Organizations representing and/or working closely with special populations
Representatives from agencies serving at-risk, homeless and out-of-school youth				SD regional representative(s) (Calworks, County Office of Ed, Housing Commission
Representatives from Indian Tribes or Tribal organizations, where applicable			Representatives from Indian Tribes or Tribal organizations, where applicable	

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CLNA

Focus on Special Populations

This focus on Special Populations must include:

- Evaluation of the performance of special populations on the performance measures
- Evaluation of strategies to overcome barriers that results in lower access to, or performance gaps in, the courses and programs for special populations
- Programs that are designed to enable special populations to meet the local levels of performance
- Provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency

Nine (9) Special Populations

1. Individuals with disabilities

2. Individuals from economically disadvantaged families, including low- income youth and adults

3. Individuals preparing for non-traditional fields

4. Single parents, including single pregnant women

5. Out-of-workforce individuals

6. English learners

7. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Acf (42 U.S.C. 11434a)

8. Youth who are in, or have aged out of, the foster care system

9. Youth with a parent who is a member of the armed forces and is on active duty

CA PERKINS JOINT Special Populations ADVISORY COMMITTEE

The California Joint Special Populations Advisory Committee (JSPAC) is committed to empowering educators with equity and access resources to address barriers to opportunities for Career Technical Education students related to special populations.

Carl D. Perkins Career and Technical Education Improvement Act of 2006 State Leadership funding supports our ongoing efforts to:

1. Identify and disseminate specialized curriculum materials and resources to support services to Special Populations.

2. Expand linkages with other programs for which equity and access to Special Populations is mandated by funding sources and for which that service is critical to program success; share information on best practices; coordinate and leverage resources to maximize the number of students who can be served; and incorporate the expertise, resources, and support those having a stake in assuring all students succeed in school and the workforce, including business and labor, and community-based organizations.

3. Continue to expand the strong relationship between the CCCCO and CDE in service to students who are members of special populations and involve other Special Populations staffing in all Perkins VTEA planning and implementation.

4. Create linkages with other state and federal agencies serving the identified Special Populations and offer jointly developed professional development and technical assistance opportunities.

Required Uses

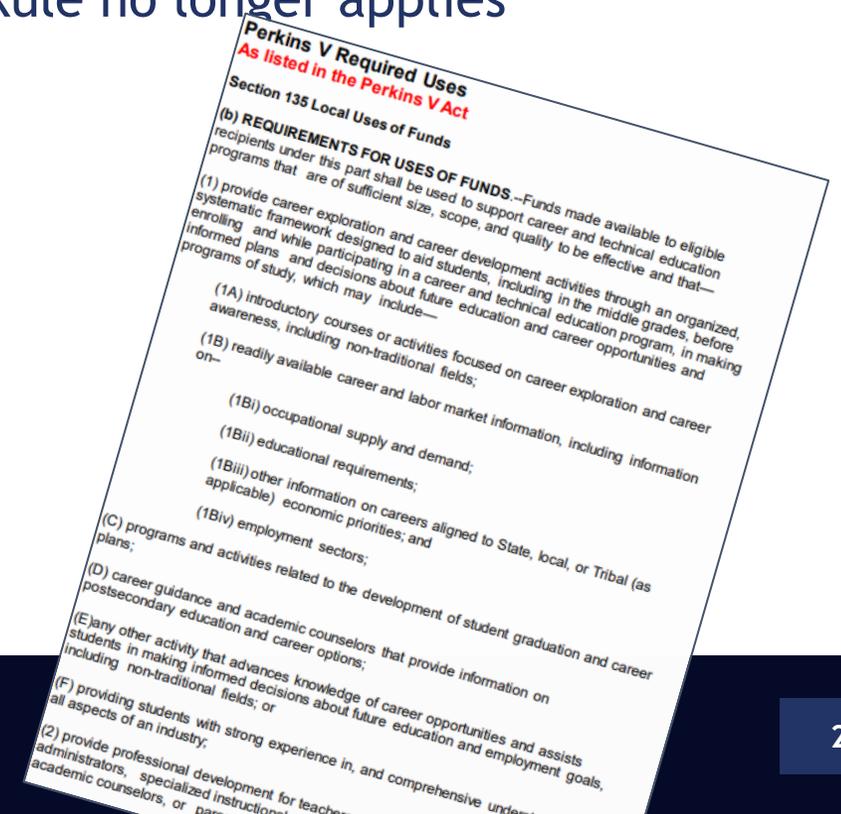## From Permissive Uses to Required Uses

Six (6) required uses - *Section 135 Local uses of Funds (b) required uses of funds.*

Federal guidelines require each institution to meet all 6 (not necessarily each program).

An institution can meet the required uses with Perkins funds and/or other funds.

CA's Three-year Rule no longer applies

Section 135 Local Required Uses of Funds

Institution:

Number of Programs submitted for Funding:

Across Programs submitted for funding:

☐ Yes

☐ No

Required Use	Fully Funded by Perkins Partially Funded by Perkins Funded by Other Sources
(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—	Fully Funded by Perkins
(1A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;	
(1B) readily available career and labor market information, including information on--	
(1Bi) occupational supply and demand;	
(1Bii) educational requirements;	
(1Biii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and	

Perkins V Required Uses
As listed in the Perkins V Act

Section 135 Local Uses of Funds

(b) 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 and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(1A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(1B) readily available career and labor market information, including information on–

(1Bi) occupational supply and demand;

(1Bii) educational requirements;

(1Biii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(1Biv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or par...

Changes in Core Indicators

From five to 3

1. Postsecondary Placement & Retention
2. Earned Recognized Postsecondary Credential
3. Nontraditional Program Concentration

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From five to 3

1. Postsecondary Placement & Retention
2. Earned Recognized Postsecondary Credential
3. Nontraditional Program Concentration

Perkins V Core Indicator	Vision for Success Goal
1P1 Postsecondary placement and retention	Goal 2 – Over five years, increase by 35% the number of CCC students transferring annually to a U.C. or C.S.U. Goal 4 – Over five years, increase the percent of existing FTE students who report being employed in their field of study
2P2 Earned Recognized Postsecondary credential	Goal 1 – over five years, increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets to prepare them for an in-demand job.
3P3 Nontraditional Program Concentration	Goal 5 – reduce equity gaps across all measures.

PERKINS V CORE INDICATORS

Core Indicator	Statute Language	Numerator	Denominator
1P1 Postsecondary Retention & Placement	The percentage of C.T.E. 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 I 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.	C.T.E. Concentrators who, during the 2nd quarter after exit, remain enrolled in postsecondary education, are in advanced training, military services, or a service program, or are placed or retained in employment	The Number of C.T.E. Concentrators who completed a program of study
Data Sources: *State, Community Colleges Administrative Records*			
2P1 Earned Recognized Postsecondary Credential	The percentage of C.T.E. concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	The number of C.T.E. concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer.	Concentrators enrolled in most recent academic year or concentrators who completed an existing point in a previous academic year
Data Sources: *Industry certification, self-reporting, state community colleges administrative records*			
3P1: Nontraditional Program Concentration	The percentage of C.T.E. concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	Concentrators in the denominator who are of underrepresented gender	The number of C.T.E. concentrators in programs deemed nontraditional for either gender
Data Sources: *Community Colleges Administrative Records*			

Quarterly Reporting

- Progress on Core Indicators
- No longer focused on activities

1. Describe your progress toward the Perkins V Core Indicator - 1P1: Postsecondary Retention and Placement

Please be specific and cite examples

1P1: Postsecondary Retention and Placement - 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 I 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.

Character Limit (2,500)

2. Describe your progress toward the Perkins V Core Indicator - 2P1: Earned Recognized Postsecondary Credential

Please be specific and cite quantifiable examples

2P1: Earned Recognized Postsecondary Credential - The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Character Limit (2,500)

3. Describe your progress toward the Perkins V Core Indicator - 3P1: Non-Traditional Program Enrollment

Please be specific and cite quantifiable examples

3P1: Non-Traditional Program Enrollment - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Character Limit (2,500)

4. Describe your progress toward any or all of the California Community Colleges Chancellor's Office Vision for Success Goals

Please be specific and cite quantifiable examples

Full goals and details available online at **https://vision.foundationccc.org/looking-ahead**

Vision Goals

1. *Increase credential obtainment by 20%*
2. *Increase transfer by 35% to UC and CSU*
3. *Decrease average unit obtainment for a degree to 79*
4. *Increase employment for CE student to 76$ int heir field of study*
5. *Reduce and ease equity gaps*
6. *Reduce regional gaps*

Character Limit (5,000)

Changes to the Reserve Funds

From 10% to 15% of State's total Perkins Allocation

Previously distributed directly to colleges

Moving towards competitive local and/or regional RFPs

- Target strategic Vision For Success Goals
- Be funded based on data and outcomes
- Solve systems issues aligned with Vision For Success Goals

RFA awards will be focused on:

- Rural areas (State definitions TBD)
- Areas with high % of CTE Concentrators or CTE participants
- Areas with high numbers of CTE concentrators or CTE participants
- Areas with disparities or gaps in performance

Changes to the Reserve Funds

Crickets…

From 10% to 15% of State's total Perkins Allocation

Previously distributed directly to colleges

Maybe moving towards competitive local and/or regional RFPs:

- Target strategic Vision For Success Goals
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- Solve systems issues aligned with Vision For Success Goals

RFA awards may focused on:

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NOVA Integration

Faster Integration than originally planned

Changing functionality

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NOVA Integration

Faster Integration than originally planned

Changing functionality

Yipee!

Perkins V

1. Comprehensive Local Needs Assessment (CLNA)
2. Expanded Consultation
3. Special Populations
4. Required Uses
5. Three Core Indicators
6. Quarterly Reporting on Progress Towards Core Indicators
7. Missing Reserve Funds
8. Integration into NOVA

Challenges & Opportunities

Implementation of a meaningful CLNA process

Culture Change

Facilitation of data discussions

Alignment with other funding sources, student success metrics, and vision for success

Regional alignment

Community College Presentation

Southwestern

Community College Presentation
San Diego Mesa College

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Discussion and Open Q&A

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Open space for questions, sharing of resources, tools, and templates

What challenges are you facing?

What questions for you have?

Have you started your CLNA process?

What data are you using? How are you supporting meaningful conversations about data?

How are you supporting faculty? What faculty training are you providing?

Shared Resources

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Perkins Leads

Cuyamaca College - Larry McLemore

Grossmont College - Javier Ayala

Imperial Valley College - Efrain Silva

MiraCosta College – Ben Gamboa

Palomar College - Susan Wyche

San Diego City College – Shana Carr & Rose LaMuraglia

San Diego Mesa College – Tina Recalde

San Diego Miramar College – Jon Kropp/Claudia Estrada Howell

San Diego College of Continuing Education – Alex Berry/Cassandra Storey

Southwestern – Jennifer Lewis

Thank You

Reminder:
Next Workshop
Friday, October 29th
9am -11am