New Perkins Administrator Orientation

Session 2

Welcome

Today's Agenda

- Welcome and Orientation Overview
- What: Perkins V Deep Dive
- So What: How Does This Impact Me as a Perkins Administrator?
- Now What: How Will You Apply Today's Information?
- Adjournment

New Perkins Administrator Orientation

Session 1

Setting the Stage
- Getting to know ICCB
- Perkins Context
- Perkins 101: A History of CTE

Session 2

Perkins Legislation and Regulations
- Deeper dive into Perkins V

Session 3

Grant Cycle Responsibilities
- Quarterly Reports
- Budget Modifications
- Grant Close-out
- Monitoring

Session 4

Wrap up
- Collaboration
- Resources

This orientation series is designed to provide information to support new Illinois Postsecondary Perkins Administrators in navigating the Perkins V grant.

ICCB CTE Team

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Core ICCB Perkins Team

What?
Perkins V: A Deep Dive

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

- The federal legislation that guides and provides funding for career and technical education (CTE)

- CTE: An educational option that provides learners with the knowledge and skills they need to be prepared for college and careers. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus

- Full Perkins V Text

What Does Perkins V Do?

- Perkins is a federal education program that invests in secondary, postsecondary and adult Career Technical Education (CTE) programs in all 50 states, the District of Columbia and the territories
- Perkins is:
  - dedicated to the continuous improvement of and relevancy of CTE to meet the ever-changing needs of learners and employers
  - increasing learner access to high-quality CTE programs of study

How Does Perkins Funding Work?

- Congress appropriates funds to Perkins on an annual basis

- States designate an eligible agency to administer Perkins and must submit a plan to the U.S. Department of Education to receive funds

- Locals submit an application to the eligible agency to receive funds, local recipients of Perkins funds often include:
  - Local school districts
  - Area technical centers
  - Community and technical colleges
  - Pre-apprenticeship/youth apprenticeship programs

What Do Perkins Funds Support?

- A variety of activities, including:
  - Programs of Study
  - Professional development
  - Technical assistance
  - Career exploration, guidance and advisement
  - Data collection and analysis, including program and plan evaluation and monitoring

Major Tenets of Perkins V

Major Tenet 1: Program Improvement

- Commitment to programs of study
- Comprehensive local needs assessment
- Reserve fund to spur local innovation and implement programs of study
- National, competitive grant program that focuses on innovation and modernization
- Alignment to labor market needs
- Focus special populations and equity

Major Tenet 2: Flexibility

- Governance structure and flexibility of eligible agency to determine:
  - Secondary and postsecondary split
  - How to leverage funds
- Allows support for career exploration to go as low as grade 5
  - Alignment to the Every Student Succeeds Act (ESSA)
- Alignment to the Workforce Innovation and Opportunity Act (WIOA)

Uses of State Leadership Funds

Required (5 total)

- Preparation for non-traditional fields, programs for special populations
- Individuals in state institutions
- Recruiting, preparing or retaining CTE teachers/faculty
- Technical assistance
- Reporting on effectiveness of funds

Permissible (25 total)

- Vary greatly in scope and feasibility
- Many retained from Perkins IV (e.g., awarding incentive grants, enhancing data systems, partnering with intermediaries, etc.)
- Some new uses (e.g., adoption/integration of recognized postsecondary credentials and work-based learning into programs of study, support for the integration of employability skills into CTE programs, supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective teachers, etc.)

Major Tenet 3: Data & Accountability

- Defines who is included in the accountability system
    - CTE Concentrator:
        - (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
        - (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
            - (i) earned at least 12 credits within a career and technical education program or program of study; or
            - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

- Process for setting performance targets
    - Includes strengthened stakeholder engagement process

- Focuses on disaggregation of data

- Accountability indicators

Secondary Accountability Indicators

- Required
  - Secondary 1S1: Four-Year Graduation Rate
  - Secondary 1S2: Extended (Six-Year) Graduation Rate
  - Secondary 2S1: Academic Proficiency in Reading/Language Arts
  - Secondary 2S2: Academic Proficiency in Mathematics
  - Secondary 2S3: Academic Proficiency in Science
  - Secondary 3S1: Postsecondary Placement
  - Secondary 4S1: Nontraditional Program Enrollment
- Illinois
  - Secondary 5S2: Program Quality – Attained Postsecondary Credits
  - 5S3: Program Quality – Work-Based Learning

Postsecondary Accountability Indicators

- **1P1: Post-Program 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, a service program, the Peace Corps or are placed or retained in employment.

- **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.

- **3P1: Nontraditional Program Concentration**: The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.
    - The term "non-traditional fields'' means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work

So What?

How Does This Impact me as a Perkins Administrator?

Perkins V State Plan

Section 122(a)(1) – State Plan Submission
Section 122(a)(2) – State Plan Revisions
Section 122(a)(3) – Hearing Process
Section 122(a)(4) – Public Comment

Illinois Perkins V State Plan FY2025-28

- **Equity as a Foundational Tenet**: Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

- **Goal 1:** Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential.

- **Goal 2:** Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.

- **Goal 3:** Increase participation in meaningful CTE early college credit.

- **Goal 4:** Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.

- **Goal 5:** Recruit and retain a sustainable pipeline of CTE educators.

- **Goal 6:** Expand access to quality work-based learning for all students.

Local Application

Section 134(a) – Local Application
Section 134(b)(1-9) – Content of the Local Applications

Local Application

Perkins Sec. 134 Requirements

Required use of Local Funds Section 135 (b)(1-6)

Federal Perkins Application Requirements and ICCB Local Application Crosswalk

Local Application Materials Due During the Four-year Cycle

Year 1	Year 2	Year 3	Year 4
Application Cover Page	**Application Cover Page**	**Application Cover Page**	**Application Cover Page**

Annual Work Plan
• Annual Accountability Report
   ✓ Performance Data Report & Analysis, and Performance Improvement Narrative
   ✓ Performance Improvement Plan (if applicable)
• Annual Activity Plan & Programs of Study
	Annual Work Plan
	• Annual Accountability Report
	   ✓ Performance Data Report & Analysis, and Performance Improvement Narrative
	   ✓ Performance Improvement Plan (if applicable)
	• Annual Activity Plan & Programs of Study
		Annual Work Plan
		• Annual Accountability Report
		   ✓ Performance Data Report & Analysis, and Performance Improvement Narrative
		   ✓ Performance Improvement Plan (if applicable)
		• Annual Activity Plan & Programs of Study
			Annual Work Plan
			• Annual Accountability Report
			   ✓ Performance Data Report & Analysis, and Performance Improvement Narrative
			   ✓ Performance Improvement Plan (if applicable)
			• Annual Activity Plan & Programs of Study

Uniform Budget	**Uniform Budget**	**Uniform Budget**	**Uniform Budget**
Acknowledgement of Grant Processes	**Acknowledgement of Grant Process**	**Acknowledgement of Grant Processes**	**Acknowledgement of Grant Processes**
Comprehensive Local Needs Assessment (CLNA)		**Comprehensive Local Needs Assessment (CLNA)**	
CLNA Outcomes Review		**CLNA Outcomes Review**	
Application Narrative (local 4-year planning)			

Local Application

- Barring any unforeseen circumstances, Perkins applications will be due each year as follows:

Fiscal Year	Due Date
FY2025 Application	May 17, 2024
FY2026 Application	May 16, 2025
FY2027 Application	May 15, 2026
FY2028 Application	May 14, 2027

Local Uses of Funds

Section 135(b)(1-6) – Requirements for Uses of Funds

Local Funds Uses of Funds

- Perkins requires six uses of funds
- The required uses of funds detail permissible uses of funds
- Administrative costs may not exceed 5% of the allocation

Local Funds Uses of Funds

1. **Offering career exploration and career development activities**: 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.

2. **Providing professional development**: Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals

3. **Providing students with skills needed to pursue careers in high skill, wage or in-demand industries**: Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations.

4. **Supporting integration of academic skills into CTE programs and programs of study**: Support integration of academic skills into career and technical education programs and programs of study to support—

   (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

   (B) CTE participants at the postsecondary level in achieving academic skills.

5. **Planning and carrying out elements supporting implementation of CTE programs and programs of study that increase student achievement**: Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113.

6. **Developing and implementing evaluations of Perkins-funded activities**: Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

* **Note**: see the full text Perkins V for the permissible use of funds listed under the required uses of funds.

Programs of Study

Section 3(41) – Program of Study Definition
Section 134(b)(2) – Local application shall contain at least 1 program of study

Programs of Study

- The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
  - (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
  - (B) addresses both academic and technical knowledge and skills, including employability skills;
  - (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
  - (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
  - (E) has multiple entry and exit points that incorporate credentialing; and
  - (F) culminates in the attainment of a recognized postsecondary credential.

Perkins V Sec (3)(41)

Programs of Study

- Perkins V requires states to define size, scope, and quality.
- Perkins V requires a process for approving locally developed programs of study.
- To use Perkins funds, programs of study must meet or be working towards meeting the definition of size, scope, and quality.
  - Funding means direct program costs like supplies, equipment, instructor salaries, etc.

Programs of Study

- Programs of study may be funded for two years while working towards meeting the requirements.

- Prior to the third year, the program of study must be submitted to ICCB for approval to continue using Perkins funding.

- Perkins funds may be used to support professional development for all CTE instructors and to provide allowable direct student support for all CTE students regardless of whether a program of study is submitted or approved.

Programs of Study: Size Definition

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Programs of Study: Scope Definition

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

Programs of Study: Quality Definition

- Nine Quality Components
  1. Development and Engagement
  2. Employer-Informed Competencies and Skills
  3. Instructional Sequence
  4. Work-Based Learning
  5. Recruitment and Access
  6. Academic Instruction and Supports
  7. Instructors
  8. Facilities and Equipment
  9. Continuous Improvement

Comprehensive Local Needs Assessment (CLNA)

Section 134(c)(1)(A-B) – Comprehensive Local Needs Assessment – Implementation and Updates
Section 134(c)(2)(A-E) – Comprehensive Needs Assessment – Descriptions and Evaluations
Section 134(d)(1-8) – Comprehensive Needs Assessment – Consultation
Section 134(e)(1-4) – Continued Consultation

Comprehensive Local Needs Assessment

AN EQUITY-CENTERED, COMPREHENSIVE LOCAL-NEEDS ASSESSMENT

Illinois Community College Board

OCCRL
Office of Community College
Research and Leadership

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Comprehensive Local Needs Assessment

- Data-informed, continuous improvement process for community colleges to assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas:
    1. student performance data
    2. size, scope, and quality as defined by the state plan
    3. labor market alignment
    4. progress towards implementing CTE programs of study
    5. recruitment, retention, and training of faculty and staff
    6. progress toward improving access and equity

Comprehensive Local Needs Assessment

- The CLNA is completed every two years and informs the local application
- The process must engage various stakeholders:
  - Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
  - Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
  - Representatives of the state board or local workforce development boards and a range of local or regional businesses or industries
  - Parents and students
  - Representatives of special populations
  - Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
  - Adult education providers
  - Representatives of Indian tribes and tribal organizations in the state, where applicable

Now What?
How Will You Apply Today's Information?

Let's Chat

- As a result of today's session, what is something you may need to start doing, stop doing, or look forward to continuing doing or expanding?

- Who else needs to be involved at your institution to strengthen the impact of Perkins?

- How will you use the information discussed today to inform how you administer Perkins daily?

- How will you use the information discussed today to inform the next Perkins application process?

Questions?