



Career Education

# Perkins V Advisory Committee Meeting

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act

Santa Monica College  
Office of Workforce & Economic Development  
April 29, 2024

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# Overview



**Welcome**



**Advisory Committee Membership and Purpose**



**Size, Scope, and Quality**



**Stakeholder Continued Consultation**



**Perkins Overall Purpose**



**Local Requirements of the Act (Objectives)**



**Comprehensive Local Needs Assessment**



**Required Objectives**



**Allowable/Eligible Costs**



**Accountability**



**Next Steps**





## *Advisory Committee Overall Purpose – to help inform the Comprehensive Local Needs Assessment (CLNA) and 4-Year Application so that --*



Our Career Education (CE) Programs are of sufficient, size, and quality (as California defines it):

**Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.

**Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.

**Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

**High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.

**High-wage:** High-wage is anything that is above the median wage for all occupations






**In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment



The District 4-year Applications are aligned with In-demand Industry Sectors and designed to meet local education and economic needs

## Continued Consultation








*The District receiving Perkins funding shall consult with required stakeholders described in the Act on an ongoing basis. This may include consultation to:*

-  Inform annual updates to the comprehensive local needs assessment
-  Ensure programs of study are responsive to employment needs, aligned with employment priorities and in-demand industry sectors.
-  Allow employer input in the local area in the development and implementation of programs of study.
-  Identifying and encouraging opportunities for work-based learning
-  Ensuring Perkins funding is used in a coordinated manner with other local resources.



Advisory  
Committee  
Membership

***Section 134(d) Consultation.— an eligible recipient (SMC) shall involve a diverse body of stakeholders, including, at a minimum representatives of—***

-  CTE programs local education agencies (teachers, career guidance and academic counselors, principals & other school leaders, administrators, instructional support personnel and paraprofessionals;
-  CTE programs at Postsecondary Colleges (including faculty & administrators)
-  Regional or Local WIOA Boards and Business or Industries
-  Parents & Students
-  Representatives of Special Populations
-  Regional or Local Agencies Servicing (out-of-school, homeless, at-risk youth)
-  Where applicable (Indian Tribes/Organizations)

## Perkins Overview



The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018 and is authorized to run (July 1, 2019 through June 30, 2025)



Building CTE Programs/Programs of Study from Secondary to Postsecondary to Employment (in in-demand industry sectors and of sufficient size, scope and quality – leading to economic self-sufficiency and opportunities for advancement)





## Perkins Overview

*The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study by:*

- Building challenging academic and technical standards and to assist students (including preparation for high skill, high wage, or in-demand occupations in current or emerging professions).
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students.
- Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education
- Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities.
- Providing technical assistance that promotes professional development at the State and Local level and improves the quality of CTE teachers, faculty, administrators and counselors.
- Supporting partnerships among secondary, postsecondary, baccalaureate institutions, local workforce investment boards, business and industry, and intermediaries.
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs.
- Increasing the employment opportunities for populations who are chronically unemployed or underemployed.

# Local Perkins Requirements

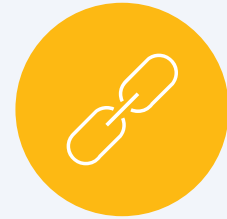


## ***Importance of Overarching Statement to Title I-C Basic Grant Funding***

Aligned to in-demand industry sectors as identified in the CLNA

Should be of sufficient size, scope, and quality

Coordinate, develop, implement, improve



## ***In-demand industry sector or occupation in general means:***

Substantial, current, or potential impact

Jobs that lead to economic self-sufficiency and opportunities for advancement

Contributes to growth or stability of other supporting businesses

Contributes to growth of other industry sectors

Or an occupation within an industry sector has a projected number of positions to have significant impact on State regional or local economy



## ***In-demand industry sector or occupation is determined by:***

WIOA State or Local Board (Using LMI data – state & regional)




Community College (Using LMI data – state & regional)









Comprehensive  
Local Needs  
Assessment

## *Perkins V § (134(c) - Comprehensive Local Needs Assessment*

-  Conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local 4-year application submitted.
-  Perkins V § (134(c)(1-2) requires a comprehensive local needs assessment (not less than once every 2 years) that is related to Career Technical Education programs (CTE).
-  Within the 2024-25 fiscal Year, a narrative describing how the comprehensive local needs assessment would lead to CTE funded programs of sufficient size, scope, and quality, aligned with local in-demand industry sectors and meet local economic development and equal access for all CTE students to high quality programs and programs of study.






## Comprehensive Local Needs Assessment

-  Consultation with required stakeholder (determining improvement needs) via survey
-  Review of Accountability Core Indicators (including special populations and other subgroups)
-  Review of LMI Data and internal programs to determine who is of sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and designed to meet the local education and economic needs as identified by local Workforce Development Boards.
-  Review ending in a narrative that specifies how the district will
  - Recruit retain and train CTE teachers, faculty, support personnel, paraprofessional, career guidance and academic counselors.
  - Progress towards equal access to high-quality CTE course and programs for all students.
  - Progress towards implementation of CTE programs and programs of study.

Local  
Requirements  
Title I-C

*Should be of sufficient size, scope and quality, to be effective and used to develop, coordinate, implement or improve CTE programs as identified in the comprehensive local needs assessment (in-demand industry sectors and gaps).*

**Required Objectives of Perkins:**

-  Provide career exploration and career development.
-  Provide professional development
-  Provide within CTE the skills for careers in high-skill, high-wage, or in-demand industry sectors or occupations.
-  Support integration of academic skills into CTE programs/programs of study.
-  Develop and implement evaluations required within the (CLNA) Section 134 and Core Indicator Review Section 113





Costs Not  
Allowable for  
Funding

## INELIGIBLE Costs

1. Entertainment
2. Awards and Memorabilia
3. Individual Memberships
4. Membership with Orgs. That Lobby
5. Fines and Penalties
6. Insurance/Self-insurance
7. Costs Required by Law
8. Expenses that Supplant
9. Audits (except single audit)
10. Contributions and Donations
11. Contingencies
12. Facilities and Furniture \*
13. General Advertising
14. Alcohol
15. Fund Raising
16. General Administration
17. Faculty Salaries (for Instruction with the exception of **adult or out-of-school youth**)

# Eligible Costs








Allowable  
Costs for Funding

1. Administrative Costs (5%)
2. Salaries (non-instructional)
3. Stipends (curriculum)
4. Consultants
5. Instructional Materials (including support for library resources)
6. Student Expenses for CTE Special Populations
7. Supporting CTE Student Organizations
8. CTE Student Preparation for and Participation in Skill Competitions
9. Industry Recognized Certifications Examinations or Assessments (leading to a Postsecondary credential)
10. Instructional Equipment
11. Professional Development/Travel (workplace equipment, technologies)

## Expanded Allowable Expenditures

*Funds may be used to develop, coordinate, implement OR improve Career Technical Education program needs as identified in the needs assessment:*










-  Allow professional development in learning about latest workplace equipment and technologies.
-  Instructional Materials (including support for library resources).
-  Industry-recognized certification examination or other assessment leading toward a recognized postsecondary credential.
-  Supporting CTE student organizations, including student preparation for and participation in technical skills competitions aligned with CTE education program standards and curricula.
-  Support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE.



## Core Indicators

### *Accountability*

An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for **special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

-  Individuals with Disabilities
-  Economically Disadvantaged
-  Non-traditional Fields
-  Single Parents (Including single pregnant woman)
-  Out of Workforce Individuals (Used to be Called Displaced Homemaker)
-  English Learners (Used to be Called Limited English Proficient)
-  Homeless Youth (New)
-  Youth who are in or have aged out of the foster care system (New)
-  Youth with parents in the armed forces and on active duty (New)



## Core Indicators

### *Accountability*



#### Core Indicator 1: Postsecondary Retention & Placement



#### Core Indicator 2: Earned Postsecondary Credential

The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.



#### Core Indicator 3: Non-traditional Program Enrollment

A non-traditions student is a student that is in a program that leads to an occupation where their gender represents less than 25% of those employed. Examples would be woman in automotive or men in nursing)








#### Core Indicator 4: Employment

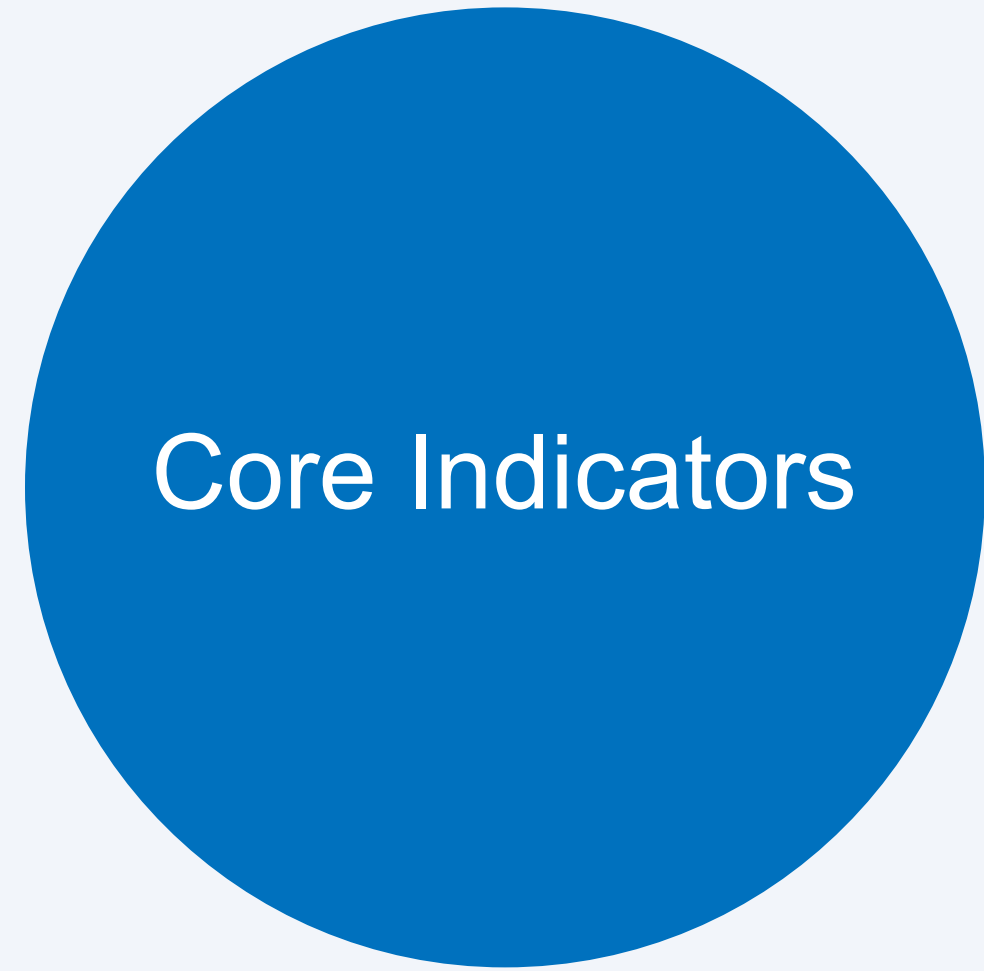


## Core Indicators

### *Accountability*

-  Pursuant to Section 123(b) of the Act, state agencies are required to:
-  Negotiate yearly core indicator targets with Districts receiving Title I-C allocations;
-  Yearly evaluation of established performance targets;
-  For those failing to meet 90% of any performance target follow-up on program improvement plans; and (the eligible recipient shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) in consultation with local stakeholders described in section 134(d)(1))
-  Consider technical assistance or sanctions for those Districts not meeting performance target for 3 consecutive years





**Accountability**

## College Core Indicator Information by 4-Digit TOP (2023-2024)

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_

District/College: SANTA MONICA/SANTA MONICA

0505 - Business Administration

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 48**

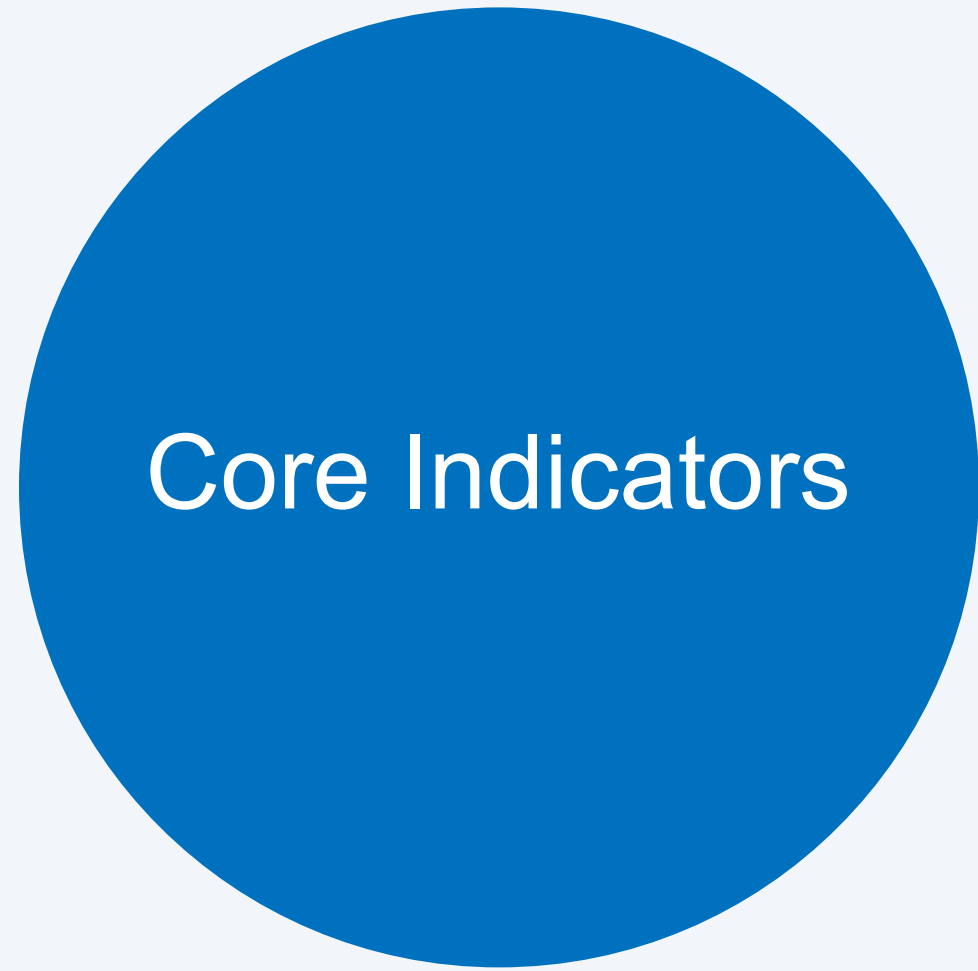
**CTE Headcount: 48**

*(includes CTE enrollments above introductory level only)*

*(CTE students enrolled above introductory level only)*

Core Indicator 1 - Cohort Yr: 2020- 2021 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	225	239	91.75	91.75	94.14	2.4
2 Individuals Preparing for Non-Traditional Fields	106	111	91.75	91.75	95.50	3.7
3 Out of Workforce Individuals	6	6	91.75	91.75	100.00	N/A
4 Individuals with Economically Disadvantaged Families	156	159	91.75	91.75	98.11	6.4
5 English Learners	7	7	91.75	91.75	100.00	N/A
6 Single Parents	6	6	91.75	91.75	100.00	N/A
7 Individuals with Disabilities	12	14	91.75	91.75	85.71	-6.0
8 Homeless Individuals			91.75	91.75	N/R	N/R
9 Youth in Foster Care	5	5	91.75	91.75	100.00	N/A
10 Youth with Parent in Active Military			91.75	91.75	N/R	N/R

Core Indicator 2 - Cohort Yr: 2020- 2021 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	249	249	89.00	89.00	100.00	11.0
12 Individuals Preparing for Non-Traditional Fields	120	120	89.00	89.00	100.00	11.0
13 Out of Workforce Individuals	7	7	89.00	89.00	100.00	N/A
14 Individuals with Economically Disadvantaged Families	171	171	89.00	89.00	100.00	11.0
15 English Learners	8	8	89.00	89.00	100.00	N/A
16 Single Parents	6	6	89.00	89.00	100.00	N/A
17 Individuals with Disabilities	17	17	89.00	89.00	100.00	11.0
18 Homeless Individuals			89.00	89.00	N/R	N/R
19 Youth in Foster Care	4	4	89.00	89.00	100.00	N/A
20 Youth with Parent in Active Military			89.00	89.00	N/R	N/R



Core Indicators

*Accountability*

Core Indicator 3 - Cohort Yr: 2020- 2021 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District			
21	CTE Cohort*	123	258	26.00	26.00	47.67	21.7
22	Individuals Preparing for Non-Traditional Fields	123	258	26.00	26.00	47.67	21.7
23	Out of Workforce Individuals	7	7	26.00	26.00	100.00	N/A
24	Individuals with Economically Disadvantaged Families	86	171	26.00	26.00	50.29	24.3
25	English Learners	7	8	26.00	26.00	87.50	N/A
26	Single Parents	6	6	26.00	26.00	100.00	N/A
27	Individuals with Disabilities	4	17	26.00	26.00	23.53	-2.5
28	Homeless Individuals			26.00	26.00	N/R	N/R
29	Youth in Foster Care	1	5	26.00	26.00	20.00	N/A
30	Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 - Cohort Yr: 2020- 2021 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District			
31	CTE Cohort*	39	61	73.23	73.23	63.93	-9.3
32	Individuals Preparing for Non-Traditional Fields	24	33	73.23	73.23	72.73	-0.5
33	Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
34	Individuals with Economically Disadvantaged Families	27	34	73.23	73.23	79.41	6.2
35	English Learners	DR	DR	73.23	73.23	DR	N/A
36	Single Parents	DR	DR	73.23	73.23	DR	N/A
37	Individuals with Disabilities	DR	DR	73.23	73.23	DR	N/A
38	Homeless Individuals			73.23	73.23	N/R	N/R
39	Youth in Foster Care			73.23	73.23	N/R	N/R
40	Youth with Parent in Active Military			73.23	73.23	N/R	N/R

## *Consultation/Advisory Group Input*

### Next Steps



#### ***Intent***

Consult with stakeholders/Advisory Committee to inform the comprehensive needs assessment and use that input to determine performance gaps to student success that may add activities/processes to our application.



#### ***Format***

Stakeholders review questions already required for assessment and then using your area of expertise determine gaps (via a survey) in ensuring that program/programs of study (from secondary to postsecondary to employment) do not have gaps preventing student success.

Examples include activities such as identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment and encouraging opportunities for work-based learning and/or coordinating with other local resources.



# Consultation/Advisory Committee Input

## Next Steps



### **Survey**

Consult with stakeholders/Advisory Committee to inform the comprehensive needs assessment and use that input to determine performance gaps to student success that may add activities/processes to our application.



Broad Topics such as Accountability, Articulation, Basic Skills, Counseling, Mentoring, Outreach, Certification, Labor Market Data, Personnel, Teaching Strategies, Credit for Prior Learning, Professional Development, Relationship Building, Support Services, Work Based Learning/Employment.



You do not need fill out each section as you may have no experience within some of the areas and/or do not perceive a gap..

# Consultation/Advisory Committee Input

Next Steps



## Survey

### 2. Articulation

- Gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors.
- There is a gap in the way pass/no-pass is given as articulated grades from secondary to postsecondary as UC/CSU will not then accept these credits. So the process needs to be revised with articulation being "credit by exam" with a letter grade transcript
- There is a gap in the number of dual and concurrent enrollment offered from secondary to postsecondary. This is limited in a lot of cases to the faculty time and effort. So a structured process across all programs needs to be designed.
- Other

Comment:

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# Thank you!



## Contact Information



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