PERKINS V
SUPPORTING ACCESS & SUCCESS
CAREER AND TECHNICAL EDUCATION
Participants will:

- Understand why focusing on access and success in career and technical education (CTE) programs remain important.

- Learn how the newly-authorized Perkins V Act supports access and success in CTE programs.

- Identify resources for fostering access and success in CTE programs.
Why focus on students’ access and success in CTE programs now and moving forward?
Future needs of the workforce demand individuals with:

- Postsecondary credentials;
- Education and training in CTE fields such as health care, STEM, IT, artificial intelligence, and cybersecurity; and
- Strong employability skills

It is projected that there will be a shortage of about 3.4 million skilled technical workers by 2022.
• Only about one-third of high school students concentrate in a CTE field.

• Participation and outcomes vary by student subgroups.
ECONOMIC BENEFITS TO CTE PROGRAMS

- There are economic benefits to earning subbaccalaureate credentials.
- In some fields and occupations, individuals with certificates and associate degrees earn more than individuals with baccalaureate degrees.
How does the newly-authorized *Perkins V Act* support student’s access and success in CTE programs?
PURPOSES OF PERKINS V

Among the key purposes of Perkins V:

- Assist secondary and postsecondary education students in meeting challenging academic and technical standards
- Focus on high-skill, high wage, or in-demand occupations
- Increase employment opportunities for populations who are chronically unemployed or underemployed
STATE LEADERSHIP FUNDS

- States must set aside up to ten percent of their leadership funds to:
  - Serve individuals in State institutions
  - Prepare individuals for non-traditional careers
  - Recruit special populations to enroll in CTE programs*

* New provision in the Perkins V Act.
Local recipients must:

- Conduct a CLNA not less than once every 2 years*
- As part of the CLNA,
  - Evaluate the performance of all students, including Perkins V special populations and ESEA subgroups
  - Describe progress toward implementation of equal access to high-quality CTE programs

* New provision in the Perkins V Act.
LOCAL APPLICATIONS

Local recipients must include in their local applications for funding:

- Information about how students will learn about CTE offerings
- Description of how:
  - Special populations will be prepared for high-skill high-wage or in-demand occupations
  - CTE participants will be prepared for nontraditional fields
  - Special populations will have equal access
  - Special populations will not be discriminated against
  - Eligible recipient will address disparities or gaps in performance
Among the allowable uses of local funds:

- Strategies to improve student achievement and close gaps in participation and performance
- Support activities that increase access, engagement, and success in STEM for underrepresented groups*
- Reduce or eliminate out-of-pocket expenses for special populations*

* New provision in the Perkins V Act
ACCOUNTABILITY REQUIREMENTS

- States and local recipients must:
  - Report annually on core performance indicators for all students, as well as disaggregated by Perkins V subgroup, ESEA special population, and CTE program, program of study, or career cluster.
  - Identify and quantify any disparities or gaps in performance between any Perkins V special population category or ESEA subgroup compared to all CTE concentrators.
  - As applicable, develop program improvement plans to remedy areas of identified deficiency.
CORE INDICATORS OF PERFORMANCE

- **Secondary Indicators**
  - 1S1: Four-Year Graduation Rate
  - 1S2: Extended Four-Year Graduation Rate (At the State’s discretion)
  - 2S1: Academic Proficiency in Reading/Language Arts
  - 2S2: Academic Proficiency in Mathematics
  - 2S3: Academic Proficiency in Science
  - 3S1: Post-Program Placement
  - 4S1: Nontraditional Program Participation
  - 5S1-3: Program Quality Indicator (State selected: Postsecondary Credential, Postsecondary Credits, or Work-Based Learning)

- **Postsecondary Indicators**
  - 1P1: Postsecondary Placement
  - 2P1: Earned Recognized Postsecondary Credential
  - 3P1: Non-traditional Program Concentration
  - 4P1: Student Placement
PERKINS V: DATA DISAGGREGATION
BY SUBGROUP AND SPECIAL POPULATIONS

Special Populations (Sec. 3(48) of Perkins V):
- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields
- Single parents
- Out of workforce individuals*
- English learners
- Homeless individuals
- Youth In foster care
- Youth with parent in active military duty
- Migrant students

Subgroups (Sec. 1111(h)(1)(C)(ii) of the ESEA)
- Each major racial and ethnic group
- Economically disadvantaged students
- Children with disabilities
- English proficiency status
- Gender
- Migrant status
- Homeless status
- Status as a child in foster care
- Status as a student with a parent who is a member of the Armed Forces on active duty
Where can I find further resources to support student’s access and success in CTE programs?
PERKINS COLLABORATIVE RESOURCE NETWORK (PCRN)

- Legislative Roadmap
- Special Population Briefs
- Equitable Access Toolkit
- Civil Rights Data Collection

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