**Interesting Perkins Information**

1. Colleges will receive Perkins V funds if they:
   1. Complete their Comprehensive Local Needs Assessment (CLNA);
   2. Complete their 2020-23 Application, and
   3. Complete their local Plan and Budget based on the CLNA
2. We anticipate about $12 million going to colleges in 2020-21 or an average of $210,000 per college (Before the carry over, last year totaled $13.4 million)
3. The college allocation is based on about $270 per CTE student. (last year $313 per student)
4. Several colleges have reviewed student files and primary coding of CTE students, and they will see an increase in funding for the 2020-21 program year.
5. The comprehensive local needs assessment drives the Perkins program. All information for the application and plan is found in that initial work that was to be completed with some 15 local stakeholders.

**Perkins V – The Act**

1. The Purpose of the act is to develop more fully the academic knowledge and technical skills and **employability skills (new)** of secondary and postsecondary students who elect to enroll in CTE Programs.
2. Colleges develop challenging academic and technical skills within programs of study then assist student’s preparation for high skill, high wage or in-demand occupations in current and emerging professions. (Curriculum programs)
3. There is a strong secondary postsecondary link in programs of study addressing opportunities for all populations including those under employed or unemployed. **The act seeks to assist special population including homeless, unemployed, single parents, disabled, foster children, children of military parents, and students studying for careers where their gender is underrepresented.**
4. **New for Perkins V is the comprehensive local needs assessment** (CLNA) where school districts and colleges: **a)** evaluate student performance in programs of study; **b)** ensure the CTE programs of study are of sufficient size, scope, and quality to meet local labor market needs; **c)** confirm that programs of study are aligned to local labor market needs and have included local employers in the development and implementation of these programs; **d)** review local HS to Community College Articulation agreements and career and college promise programs were completion is defined as students earning a postsecondary credential such as a AAS Degree, Diploma, or Certificate; **e)** review professional development opportunities for faculty with emphasis on infusing technology in teaching; and **f)** assess how colleges are leveling the playing field for special population students who elect to enroll in CTE programs of study.
5. **New: College funding is based on the completion of the CLNA** where colleges use this data to write their local application for funding. The application includes: **a)** a summary the CLNA identifying needs or gaps in programs of study including new programs of study, **b)** addresses how the colleges work with high schools to provide career information for middle school students, career exploration for high school students and c) opportunities for high school students to begin their career pathway with college courses while in high school
6. **New: The local application highlights how colleges will improve the academic and technical skills of students** currently enrolled in their CTE program and what activities the college will undertake to inform the nine Perkins special populations about career opportunities while assisting them in completing the program of study.
7. **New: Perkins V places increased emphasis on work-based learning** opportunities across all CTE programs. The application also highlights how the colleges and high schools may work together to recruit, prepare, and retain, CTE Faculty.
8. Most colleges completed the needs assessment in the Fall of 2019. Colleges have some great examples of in-depth work with community stakeholders and the identification of CTE program gaps or needs.
9. In February – May 2020 colleges will use the CLNA information to write their application and then a short plan and budget for 2020-2021 funding.
10. **New: The local application** asks:
    1. **How is the college is developing students** with skills to meet the demand of the local labor market?
    2. **Do colleges have adequate classes** to meet the workforce demand, in an educational sequence that grows skilled individuals in a quality manner?
    3. **Are colleges offering programs where there will be jobs** when students complete their studies?
    4. **How are colleges building new and or modernizing existing CTE** programs to meet emerging industry demands?
    5. **How are colleges retaining faculty, improving their teaching skills**, and recruiting new faculty; and
    6. **How are colleges serving special populations** in terms of program access and the development of real skills for real jobs?

**New: The 2020-21 Perkins state plan addresses 16 questions**:

1. **A summary of state supported workforce development activities** and in-demand college CTE programs of study.
2. **Coordination with the states strategic vision for preparing and an educated and skilled workforce** and addressing how Perkins CTE fits into that plan.
3. **Alignment, coordination, and leveraging of resources** with the Workforce Development System.
4. **How rigorous academic and technical (AAS) programs will be supported**, developed and improved at the state level.
5. **How state leadership funds will enhance CTE programs** under the guidance of 8 recommended strategies.
6. **How DPI and NCCCS will make information on approved programs of study available** to students, counselors, career coaches’ and parents.
7. **How the state and local entities will collaborate with each other to provide a meaningful working relationship with employers**, addressing gaps in teaching and learning as they are preparing individuals for the workforce.
8. **How NCCCS and DPI will approve eligible recipients for funds** under the act and ensure continuous program improvement.
9. **How colleges will support the recruitment, preparation, and retention of faculty** including special education teachers.
10. **How funds will be distributed between DPI and NCCCS at the state level** with concurrence of the state board of education and state board of community colleges.
11. **Description of the agencies program strategies for serving special populations** providing equal access, appropriate accommodations and instruction.

1. **Procedures for performance measures for CTE concentrators** at the secondary and postsecondary level and how these measures will be assessed.
2. **How NCCCS and DPI will address disparities or gaps in performance**.
3. **How parents, teachers, administrator’s, guidance counselors, career coaches, and employers will be involved in the planning, developing, implementing and evaluating of CTE Programs**.
4. **How eligible agencies receiving funds will comply with assurances**.
5. **How public comments were received and documented in the plan**.