Perkins V FAQ

Q **What is Perkins V?**

A The *Strengthening Career and Technical Education for the 21st Century Act* (commonly referred to as Perkins V) is a bipartisan reauthorization of previous Carl D. Perkins federal programs. Funding for Perkins V represents the largest federal investment in career and technical education provided to states.

Q **What is its purpose?**

A

- Develop challenging academic and technical skills that prepare students for employment in high skill, high wage or in-demand occupations.
- Promote integration of rigorous ad challenging academic and CTE instruction.
- Provide services and activities designed to develop, implement and improve CTE.
- Support partnerships between secondary and postsecondary institutions, local workforce investment boards, business and industry.
- Develop lifelong learning opportunities to keep America competitive.
- Increase employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economic disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of foster care, and homeless individuals.

Q **When does Perkins V begin?**

A A Transition Plan will be developed in 2019-20 with full implementation beginning July 1, 2020 through June 30, 2024.

Q **What happens during the transition year?**

A

- Recipients will conduct a data-driven Comprehensive Needs Assessment in consultation with a diverse group of stakeholders.
- A four-year Local Application will be submitted for approval that is based on findings from the Comprehensive Needs Assessment and contains core indicator performance targets for the four-year period.
- Once the Local Application is approved, an Annual Plan for 2020-21 containing individual activities based on the Local Application will be submitted for approval.
- No performance targets will be required during the transition year.

Q **What institutions are eligible for funding?**

A Institutions that provide associate or below programs.

Q **What CTE programs are eligible for funding under Perkins?**

A In the federal fiscal year 2019 Consolidated Appropriations ACT passed in February, Congress approved a technical amendment to the Perkins V legislation which added language to the definition of "eligible institution" to make clear that for the purposes of distributing funds for postsecondary education programs, a recognized postsecondary credential does not include a baccalaureate degree. The language reads: "…does not intend for…funds provided under this ACT to support the attainment of baccalaureate degrees, but instead to support CTE programs and programs of study integrated into career pathways aligned with workforce and education systems." Based on this guidance and other considerations, eligible programs under Perkins V will be Certificate of Proficiency, Technical Certificate and Associate of Applied Science. CIP 24 for general study type programs, regardless of program level, is not eligible.

Q **How much funding can a college receive?**

A Funding is determined by a formula that is based on the number of Perkins Concentrators (CTE students who have completed 12 credit hours) that receive Pell or Bureau of Indian Affairs financial aid. Recipients receive a proportionate share of the state's total Concentrators.

Q **Who are Perkins students?**

A Students who have declared a major in a CTE program of study. Perkins Participants have earned at least three credit hours and Concentrators have earned at least twelve credit hours (or completed a program less than twelve hours in length). Perkins students are not transfer students.

Q **What can Perkins funds be used for?**

A Generally, for any activity that advances the goals of the Perkins program but with stipulations. Activities may not supplant state funding, must be EDGAR complaint and must be planned for in the Local Application. Activities can meet all eligibility requirements and still not be funded if absent from the Local Application. What is eligible at one institution may not be eligible at another due to supplanting and contents of the Local Application.

Q **What are postsecondary core indicator requirements?**

A Core indicators have been reduced to three. They are:

1. % of Concentrators who, during the second quarter after program completion, are employed; remain enrolled in postsecondary education; are in advanced training, military service or a program of the National and Community Service Act or in the Peace Corp.
2. % of Concentrators who receive a recognized postsecondary credential (industry-recognized credential, apprenticeship certificate, licensure, associate or below academic degree).
3. % of Concentrators who are in programs that lead to nontraditional fields.

Q **How are core indicator targets established?**

A The state establishes state targets with input from local recipients. Local recipients shall agree to accept those targets or may negotiate something different but changes must be based on same requirements as those required for the state. The local recipient shall include consultation with stakeholders when establishing targets. The recipient must make meaningful progress toward improving performance of all CTE students, including those from special populations.

Targets may be adjusted prior to the third program year but will require comparison to similar states and be higher than the average actual performance of the two most recently completed program years. Unanticipated circumstances may be taken into consideration but the circumstances must be extreme.

Q **What happens if performance targets are not met?**

A If actual performance of a core indicator falls below 90% of the target, the recipient must enter into an Improvement Plan and prioritize use of funds to address the deficiency. The Improvement Plan must include an analysis of the performance disparities or gaps in special populations. Sanctions are permitted by legislation but will only be applied if the recipient fails to implement a meaningful Improvement Plan. Adjustments to performance targets cannot be made while in Improvement Plan status.

Q **Who are special populations?**

A <u>Continued Categories</u>

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- English learners

<u>New Categories</u>

- Out-of-workforce individuals (replaces displaced homemaker)
- Homeless individuals
- Youth who are in or have aged out of foster care
- Youth with parents on active duty in armed forces

Q **How are special populations reported?**

A The institution may use already available information such as financial aid for economically disadvantaged but most categories will be collected manually with students self-reporting. Data may be collected through student management systems but if automatic systems are not available, a manual survey must be conducted in both Fall and Spring semesters.

Special population information is reported into AHEIS in the Perkins I-Special Populations File and is a requirement of the grant. Failure to do so will result in Improvement Plan status. Audits for validity and reliability will be included in compliance reviews.

Q **Who is a nontraditional student in Perkins?**

A Nontraditional for Perkins refers to students who are enrolled in programs leading to employment in a field where 25% of the national workforce is of a single gender (women in welding; men in nursing).

Q **What is the process for receiving funding?**

A A Comprehensive Needs is conducted, followed by input from stakeholders. Findings become the basis for a four-year Local Application which is the master document for an Annual Plan that describes specific activities to be funded.

Q **What is required in the Comprehensive Needs Assessment?**

A

- Description of how CTE programs offered by the recipient
- Analysis of student performance on core indicators including those of special population groups
- Size, scope and quality of programs that meet needs of all students
- How programs are aligned with labor market needs
- Progress on implementation of secondary to postsecondary programs of study as defined by Perkins
- How educator recruitment and retention will be improved, including transition from industry to teaching and recruitment from underrepresented groups
- How special populations will be assisted to meet performance targets
- How work-based learning opportunities will be identified

Q **What is required in the Local Application?**

A

- Results of the Comprehensive Needs Assessment and how the assessment will inform funding choices
- Which programs of study will be supported with Perkins funding
- Description of career guidance/counseling services and how those are provided through an organized system
- Description of activities for special populations and how they will be prepared for high skill, high wage or in-demand occupations
- How workplace learning opportunities will be provided
- Opportunities for high school students to earn postsecondary credit
- Collaboration opportunities with secondary on recruitment and training of teachers and staff particularly those from underrepresented groups
- How Required Uses of Funds will be satisfied
- Performance targets for four-year period

Q **What stakeholders must be consulted in development of the Local Application?**

A There are subgroups in the categories below and all subgroups must be included.

- CTE faculty and staff (both secondary and postsecondary)
- Local/regional/state workforce investment boards
- Business and industry
- Parents and students
- Representatives of special populations
- Representatives from regional or local agencies serving out-of-school youth, homeless children and youth as defined by ESEA

Q **What happens if the college wants to spend funds on activities not included in the Local Application?**

A Funding is restricted to needs specified in the Local Application. Given this, recipients must anticipate needs as defined by the needs assessment.

Q **Can the Local Application be updated as community conditions change?**

A Recipients must update the Local Application between years 2 and 3 of the four-year Local Application period and may update it annually if needed. Updating requires the same process as originally used: needs assessment and stakeholder consultation.

Q **Have requirements for use of reserve funds changed?**

A Yes. The amount that the state may withhold from the basic grants awarded by formula has increased from 10% to 15%. Additionally, use of reserve funds are restricted to: Colleges in rural with a high number of or a high percentage of CTE students, and areas with disparities or gaps in performance…in order to…foster innovation or promote implementation of programs of study. Gaps in performance and programs of study restrictions are new. It is expected that all colleges will meet the requirements of at least one of the funding criteria.

Q **What are the new requirements for funding professional development**

A Eligible uses for professional development have changed. Funds must be:

- Used to for activities that are integral to academic achievement.
- Sustained (not stand-alone, one-day or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.

The law contains an extensive list of "may include" activities that were present in Perkins IV. The difference in Perkins V is the restrictions shown above.

Q **Will the split between secondary and postsecondary change?**

A No. The split will continue with 75% to high schools; 25% to colleges.

Q **Who do I contact for more information?**

A Brinda Berry, ADHE Federal Program Manager, 501.371.2098, brinda.berry@adhe.edu
Monieca West, ADHE Federal Program Manager, 501.371.2018, monieca.west@adhe.edu