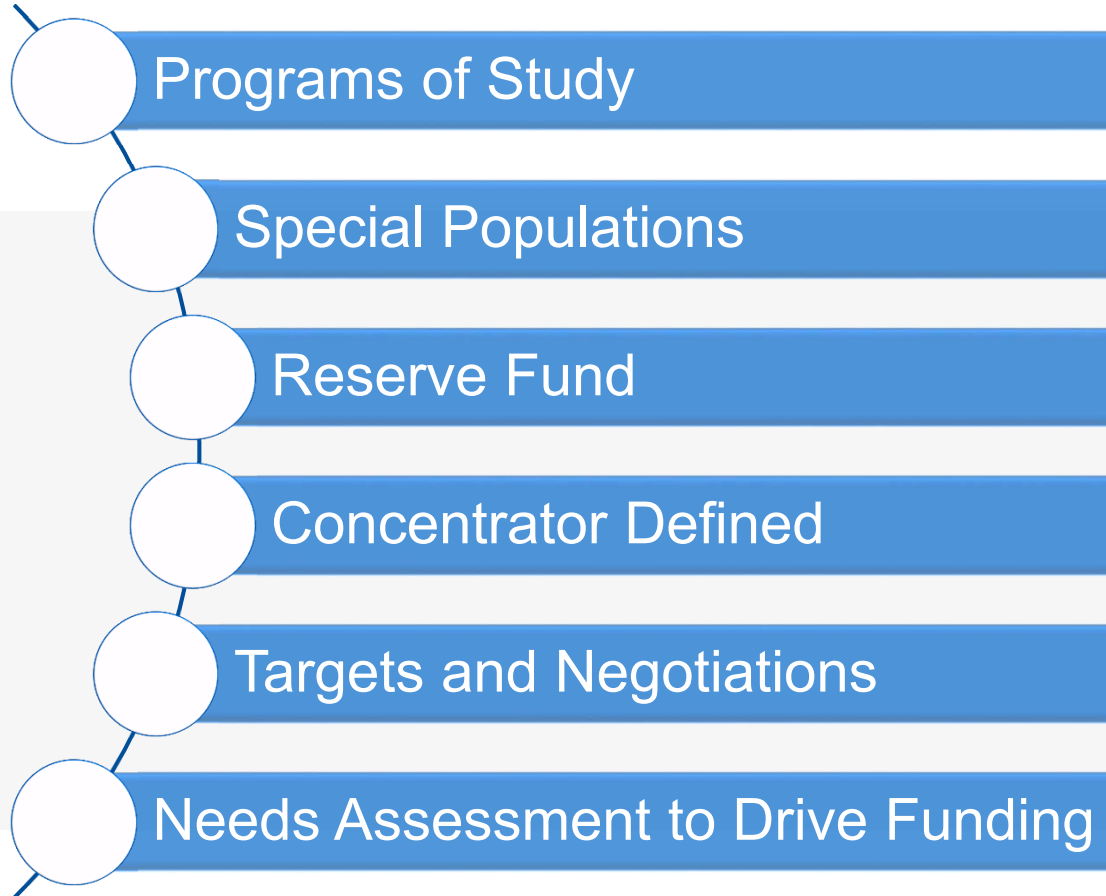


# Carl Perkins Updates

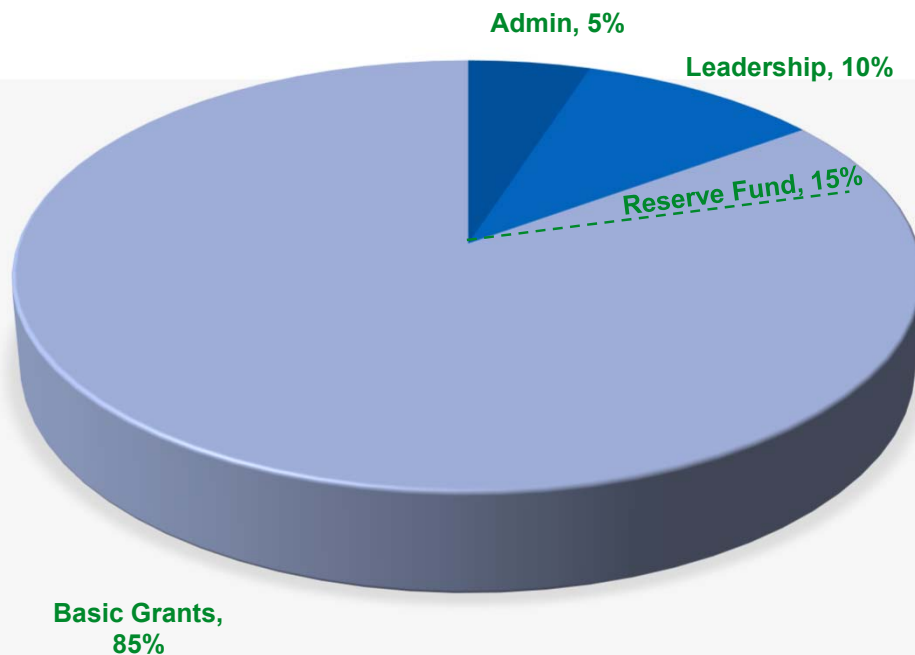


Carl D. Perkins Updates  
Monieca West, Federal Program Manager  
[Monieca.West@adhe.edu](mailto:Monieca.West@adhe.edu)

# MAJOR THEMES



# ALLOCATIONS-State



- ✓ Minor changes in set-asides from State Leadership
- ✓ Reserve Fund: Increased from 10% to 15%
- ✓ Reserve Fund use more descriptive: foster innovation or aligned programs of study
- ✓ No expected change in 75/25% split between secondary and postsecondary

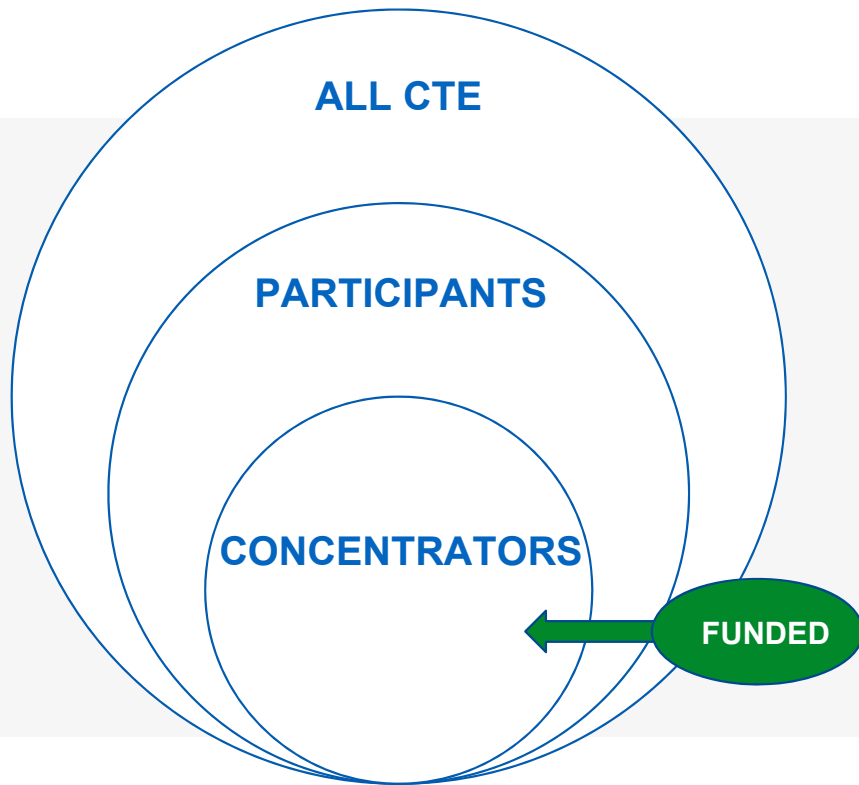
# ALLOCATIONS-Local

College	2016-17 Pell/BIA Recipients	% of Total	PYE19 Funding
ANC	237	0.024483471	62,530
ASUB	667	0.068904959	175,980
ASUMH	368	0.038016529	97,092
ASUMS	272	0.028099174	71,764
UACCB	315	0.032541322	83,109
UACCH	387	0.039979339	102,105
UACCM	346	0.035743802	91,288
UAFS	284	0.029338843	74,930
UAM	298	0.030785124	78,624
UAPTC	716	0.073966942	188,908
UARM	162	0.016735537	42,742
	9,680	1	2,553,948

- ✓ # Concentrators that receive Pell/BIA
- ✓ % of local Pell/BIA to total State Concentrators
- ✓ < \$50,000 requires consortium

**Concentrator definition may have funding implications**

# STUDENT DEFINITIONS



- ✓ **CTE Participant:** not less than 1 course in CTE program or program of study (3 hours)
  - ✓ **CTE Concentrator:** earned 12 cumulative hours within a CTE program or program of study; or completed such a program if the program encompasses fewer than 12 credits
  - ✓ **Funded Concentrator:** Pell/BIA recipient
- 
- All measures are linked to concentrators

# PERFORMANCE INDICATORS

6

- 1P1 Technical Skills Assessment
- 2P1 Credential Attainment
- 3P1 Retention/Transfer
- 4P1 Placement in Employment
- 5P1 Nontrad Participation
- 5P2 Nontrad Credential Attainment

3

- Retention/Completion/Employment
- Credential Attainment
- Nontraditional Participation

# ESTABLISHING PERFORMANCE TARGETS

(state & local)

- ✓ State no longer negotiates targets with Feds.
- ✓ “Eligible agency” (ADHE) with input from “eligible recipients” (colleges) shall establish State determined levels of performance for each core indication for four years covered by the State Plan.
- ✓ The level of performance shall be the same for all Concentrators.
- ✓ Recipient may negotiate a different target but based on same requirements as required for the State.
- ✓ Shall include consultation with stakeholders defined in the legislation.
- ✓ Shall require State to make meaningful progress toward improving performance of all CTE students, including members of special populations.
- ✓ May be adjusted prior to 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 consideration).



# SPECIAL POPULATIONS

## EXISTING

- ✓ Individuals with disabilities
  - ✓ Individuals from economically disadvantaged families, including low income youth and adults
  - ✓ Individuals preparing for nontraditional fields
  - ✓ Single parents, including single pregnant women
  - ✓ English learners
- 

## NEW

- ✓ Out-of-workplace individuals (replaces Displaced Homemaker)
- ✓ Homeless individuals
- ✓ Youth who have aged out of foster care
- ✓ Youth with parents on active duty in armed forces

# Local Application

- ✓ Results of the comprehensive needs assessment and how it informed funding choices
- ✓ Programs of study to be supported by Perkins
- ✓ Description of career guidance/counseling
- ✓ Description of activities for special populations
- ✓ Organized system of career guidance and academic counseling
- ✓ How special populations and nontraditional will be prepared for careers in HSWD
- ✓ Workplace learning opportunities
- ✓ Opportunities for postsecondary credit while in high school
- ✓ Collaboration with secondary on recruitment and training of teachers and staff, particularly those from underrepresented groups
- ✓ Other requirements the state might add

**COMPREHENSIVE  
NEEDS ASSESSMENT  
DRIVES FUNDING  
CHOICES AND  
PERFORMANCE  
TARGETS**

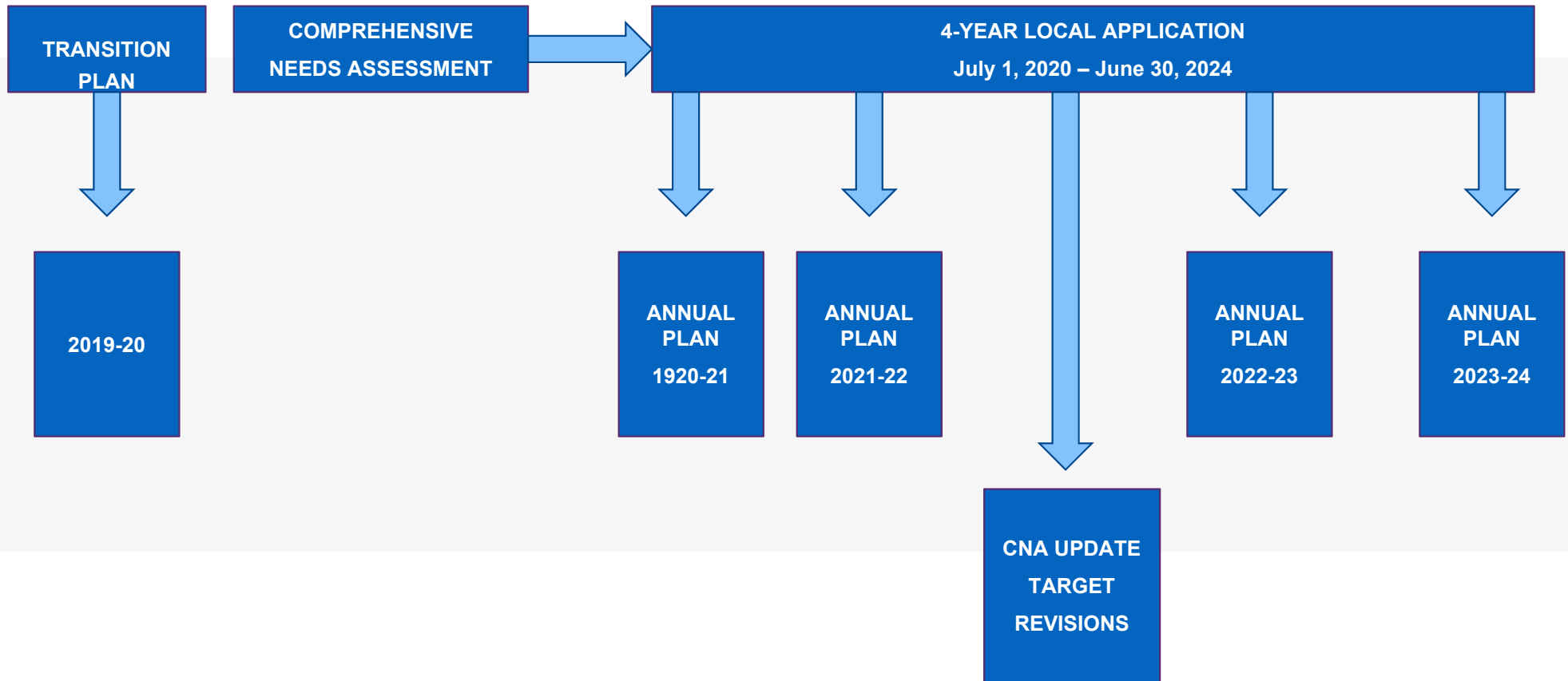
# Comprehensive Needs Assessment

- ✓ At least once every two years
- ✓ Consultation
  - Faculty/administrators (secondary and postsecondary)
  - Local WIBs, range of local businesses
  - Students
  - Special population representatives
- ✓ Continued Consultation
  - Input on annual updates to the comprehensive needs assessment
- ✓ Ensure programs of study are:
  - Responsive to community employment needs
  - Aligned with employment priorities, including identification of relevant standards, curriculum, credentials, and current technology/equipment
  - Informed by labor market information
  - Designed to meet current, intermediate or long-term labor market projections

# Needs Assessment Elements

- ✓ Description of **how local goals and priorities** for CTE programs have been established
- ✓ How the **core leadership team** was organized to guide the needs assessment
- ✓ **Student performance** on performance indicators, drilled down to identify gaps in special populations performance
- ✓ **Size, scope and quality** of programs that meet needs of all students
- ✓ **Labor market alignment** (in-demand identified by State or local WIOA boards or local education/economic needs not identified by WIBs)
- ✓ **Programs/Programs of study** implementation progress; includes **employer input** on relevant standards, curriculum, industry recognized credentials, current technology/equipment, etc.
- ✓ Improving **educator recruitment**, retention and training; including transition to teaching from business and industry; includes recruitment from underrepresented groups
- ✓ Assist **special populations** meet performance levels and prepare for high skill, wage, demand occupations
- ✓ Identify **work-based learning opportunities**

# LOCAL APPLICATION AND ANNUAL PLAN



# ASSOCIATE OF SCIENCE

## Technical Correction in Consolidated Appropriations Act of 2019

Section 201 of the Carl D. Perkins Act is amended as follows:

- ✓ The term “recognized postsecondary credential” shall not include a baccalaureate degree.
- ✓ The bill uses the WIOA definition for this term to standardize it across federal education and workforce laws. It is not intended for this to allow 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.



**Removal of AS from Perkins**

# Questions/Feedback



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