



53 secondary-level Perkins recipients in BOCES, Big Five, and LEAs

2 agencies serving incarcerated youth (OCFS, DOCCS)



43 postsecondary Perkins recipients in community colleges

9 education opportunity centers

11 secondary agencies serving adults (BOCES, Big Five)

Grants administered by P-12

Postsecondary allocation

Improving the entire CTE delivery continuum through evidence-based

program development

instructional strategies

funding decisions

Career exploration and preparation for high-skill, high-wage or in-demand occupations

Providing individuals with opportunities and skills needed to compete in the rapidly changing workforce

Increasing the employment opportunities for learners who experience significant barriers to success in the workplace





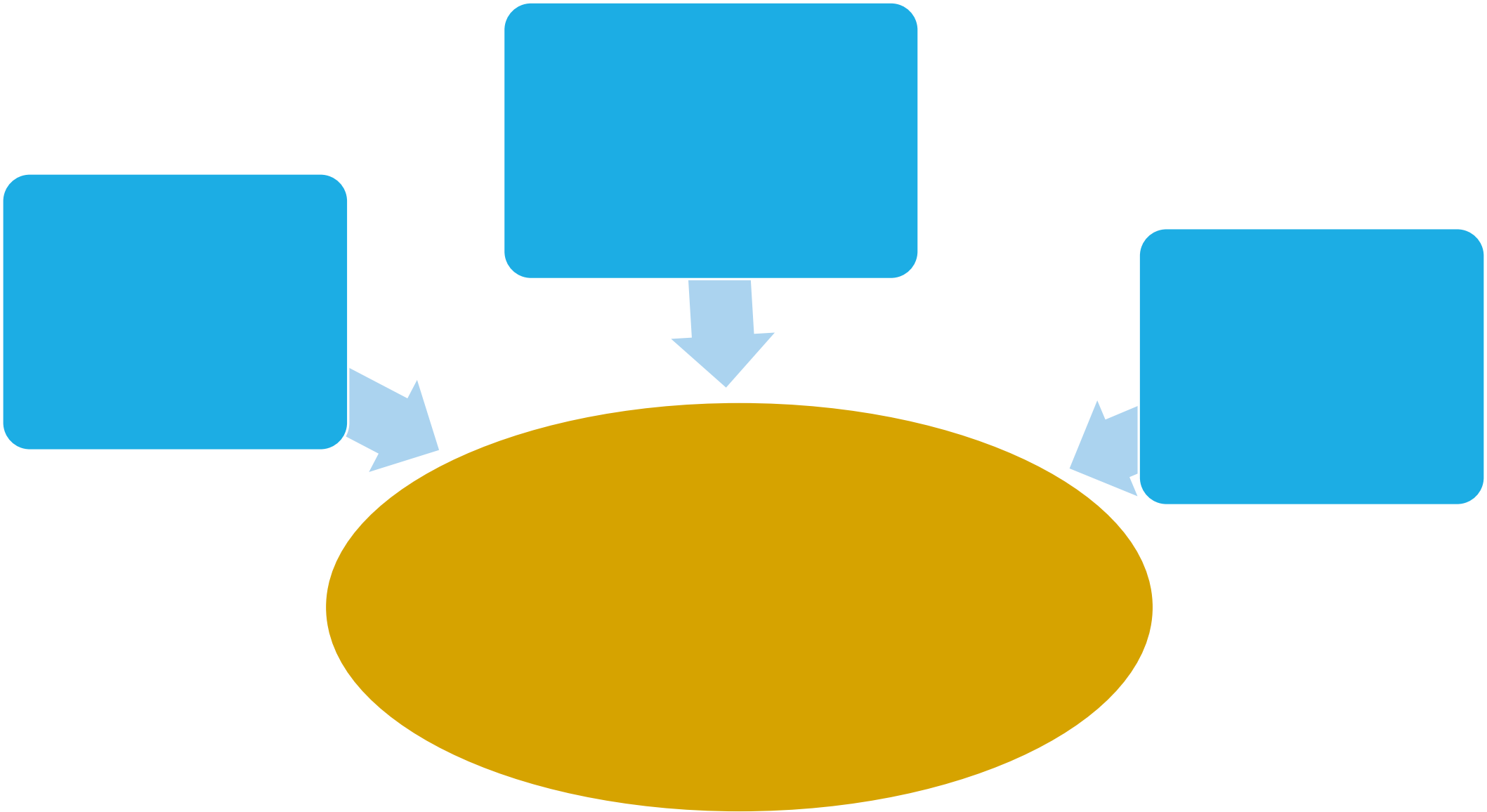
The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;



As defined in WIOA:

“A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.”





Perkins V requires:




Access and equity gaps

Labor market information ---in-demand industries and occupations


Program specific data – enrollment and performance

Public reporting



State to describe strategic vision and set of goals for preparing an educated and skilled workforce and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations identified by the State and how the State's CTE programs will help meet these goals.

Describe how state's CTE programs and programs of study are aligned with and address education and skill needs of employers in the State.



Increase access to high-quality CTE programs

Support at



Using resources strategically to improve outcomes



Driving data-driven decision making and spending decisions

Align planning, spending and accountability activities

Strengths and weaknesses identified in local needs assessment should seamlessly connect to the strategies and activities in the local application

State creates template and guidelines for local needs assessment

Consideration of state priorities

What part of the assessment be completed collaboratively through a regional approach with secondary and postsecondary?

What data can the state provide to local recipients?



Comprehensive Local Needs Assessment must involve a diverse body of stakeholders:

Representatives of CTE programs in LEA (teachers, career & academic counselors, school leaders)

Representatives of CTE programs at postsecondary educational institutions (faculty & administrators)

Representatives from local workforce boards and a range of local or regional business or industries

Parents and students

Representatives of Special populations

Representatives of regional/local agencies serving out-of-school youth, homeless, at-risk students

others



Student Performance

Progress toward Improving equity and access

Size, Scope and Quality

Labor Market Alignment

Program of Study Implementation

Recruitment, Retention and Training of CTE Educators



Needs Assessment

Identify areas of strength in CTE system/programs

Identify areas of weakness and gaps in CTE system/program

Informed/validated by stakeholders and partners

Local Application


Lay out eligible recipients vision for CTE

Identify strategies, solutions and investments to sustain and scale strengths in CTE system/programs




Secondary

Graduation rate



Critical to state's funding decisions: Sec 135 (b): Funds made available to eligible recipients shall be used to support CTE programs that are of sufficient size, scope and quality

State defines Size, Scope and Quality



Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with tasks required in a given career field, that are aligned to curriculum and instruction.



Provide students with
high-quality Career and
Technical Education at all
learner level
equitable and deliberate
integration of CTE
opportunities to prepare
students for lifelong learning
and success



**High quality CTE programs
that**
Support all learners
Promote equity in access to
career connected learning
Engage business and
industry to keep program
content current and provide
quality work-based learning
Recruit, support, and retain
strong teachers



Creating a Comprehensive
Local Needs Assessment
(CLNA) for recipients
Data and needs-driven
decision making
Obtaining input from all CTE
stakeholders
Build bridges between
secondary and
postsecondary education
Teacher recruitment and
retention



Postsecondary and adult CTE
providers
Business, industry, and community
partners
Counselors, CTE administrators and
teachers
CTE students and their parents
Special Populations