

Perkins V

Strengthening Career and Technical Education for the 21st Century Act

Technical Assistance Document



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Perkins V -- Technical Assistance Document

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History of the Perkins Act

Vocational Education Act of 1963

Carl D. Perkins Vocational Education Act (1984 Perkins I)

Carl D. Perkins Vocational and Applied Education Act (1990 Perkins II)

Carl D. Perkins Vocational and Technical Education Act (1998 Perkins III)

Carl D. Perkins Career and Technical Education Act (2006 Perkins IV)

Strengthening Career and Technical Education for the 21st Century Act (2018 Perkins V)

Carl Dewey Perkins was a congressman for 17 consecutive terms from Kentucky until his death on August 3rd 1984 at age 72. He was the Chairman for the Committee on Education and Labor and so when he happened to die the same year that the first Act was distributed they named it after him.

Overall Purpose of Perkins V

The words highlighted in yellow are those that were changed from Perkins IV to V.

SEC. 2. PURPOSE.

The purpose of this Act is to develop more fully the academic **knowledge** and **technical and employability** skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs **and programs of study**, by—

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or **in-**demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs **and programs of study**, services, and activities;
- (5) providing technical assistance that—
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and

- (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.; and
- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Perkins V Required and Permissive Objectives

Title I-C Basic Grant Funding (§134)

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

Required and Permissive Uses of Title I-C Funds

(b) Requirements for Uses of Funds.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - (B) readily available career and labor market information, including information on—
 - (i) occupational supply and demand;
 - (ii) educational requirements;
 - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) employment sectors;

- (C) programs and activities related to the development of student graduation and career plans;
 - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
 - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
- (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

- (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
 - (4) support integration of academic skills into career and technical education programs and programs of study to support—
 - (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - (B) CTE participants at the postsecondary level in achieving academic skills;
 - (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
 - (A) a curriculum aligned with the requirements for a program of study;
 - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
 - (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

- (E) a continuum of work-based learning opportunities, including simulated work environments;
- (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
- (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
- (I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
- (J) expanding opportunities for students to participate in competency-based education programs;
- (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
- (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
- (P) making all forms of instructional content widely available, which may include use of open educational resources;
- (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
- (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

- (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
 - (T) other activities to improve career and technical education programs; and
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
- (c) **Pooling Funds.**—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection (b)(2).

State Leadership Title I-B Funding (§124)

Required & Permissive Uses of Title I-B.

- (a) **General Authority.**—From amounts reserved under section 112(a)(2), each eligible agency shall—
- (1) conduct State leadership activities to improve career and technical education, which shall include support for—
 - (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
 - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs; and
 - (D) technical assistance for eligible recipients; and
 - (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

- (b) ***Permissible Uses of Funds.***—The State leadership activities described in subsection (a) may include—
- (1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;
 - (2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);
 - (3) establishing statewide articulation agreements aligned to approved programs of study;
 - (4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—
 - (A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;
 - (B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—
 - (i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and
 - (ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student’s family; and
 - (C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;
 - (5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965), including programming that—
 - (A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;

- (B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and
 - (C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;
- (6) supporting eligible recipients in eliminating inequities in student access to—
- (A) high-quality programs of study that provide skill development; and
 - (B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
- (7) awarding incentive grants to eligible recipients—
- (A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—
 - (i) eligible recipients exceeding the local level of performance on a core indicator of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement;
 - (ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;
 - (iii) the integration of academic and technical standards;
 - (iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study; or
 - (v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or
 - (B) if an eligible recipient elects to use funds as permitted under section 135(c);
- (8) providing support for—
- (A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or
 - (B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—
 - (i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and
 - (ii) do not protect the health, safety, or welfare of consumers;

- (9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;
- (10) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;
- (11) the creation, evaluation, and support of competency-based curricula;
- (12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5191);
- (13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
- (14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- (15) support for the integration of employability skills into career and technical education programs and programs of study;
- (16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;
- (17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;
- (18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;
- (19) integrating and aligning programs of study and career pathways;
- (20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) or local workforce development boards;
- (21) making all forms of instructional content widely available, which may include use of open educational resources;
- (22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

- (23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965, in the case of any such program that is part of a career and technical education program of study;
 - (24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 134(c); and
 - (25) other State leadership activities that improve career and technical education.
- (c) **Restriction on Uses of Funds.**—An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs, unless expressly authorized under subsection (a).

Accountability (Core Indicators/Special Populations)

Postsecondary Core Indicators

- (B) Core indicators of performance for CTE concentrators at the postsecondary level.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:
- (i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
 - (ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
 - (iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Related Special Populations *(See definitions section for full description)*

The following special populations are tracked within and disseminated within the above core indicators:

Perkin Special Populations have had two name changes and three new populations

- ✓ Individuals with Disabilities
- ✓ Economically Disadvantaged
- ✓ Non-traditional Fields
- ✓ Single Parents (Including single pregnant woman)

- ✓ Out of Workforce Individuals (Used to be Called Displaced Homemaker)
- ✓ English Learners (Used to be Called Limited English Proficient)
- ✓ Homeless Youth (New)
- ✓ Youths who are in or have aged out of the foster care system (New)
- ✓ Youth with parents in the armed forces and on active duty (New)

Expenditure and Cost Guidelines

Allocable Allowable Supplanting

What are the guidelines of Allocable?

Allocable is defined by the dictionary as: capable of being allocated or assigned. A cost is considered allocable to a particular federal program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the Perkins program. An example would be that a project director works 20% on the Perkins Title I-C (only 20% of the salary and benefits can be charged to the allocation). Above and beyond this definition allocable also means that the cost must be related to the workplan/activities that have been approved by the fiscal agent's Project Monitor.

While the proposed cost is allowable under Perkins is it also reasonable?

The monitor needs to determine allowable, yet even if the item is allowable the expense must also be reasonable. Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision.

Systems that can guide this definition are: necessary for the performance of the grant; following sound business practices (procurement processes, follow federal, state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What is supplanting?

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had Federal funds not been received. Federal funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that Federal funds are added to the amount of state and local funds that would, in absence of Federal funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use Perkins Title I-C funds to provide extra goods, services, materials, staff coordination positions etc. that would not otherwise be purchased with state, local or other non-Federal funds. For instance, if you used Title I-C funds to provide a Career Technical Education service that the local education agency is required to provide under state or local law then

supplanting would occur. It would also be supplanting if something was purchased in the previous year with state, local or other funding and is now being purchased with Federal funding.

Perkins Title I-C Generally Eligible Costs

Administrative Costs (5%)

Salaries (non-instructional)

Salaries (Instructional -- CTE Education for Adult or Out-of-School Youth)

Providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

Stipends (curriculum)

Consultants

Instructional Materials (Including Support for Library Services)

Supporting Student Organizations & CTE Student preparation for and participation in Skills Competitions

Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

Student Expense for CTE Special Populations

Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations (NOTE: cannot supplant so before using Federal Funding for these purposes the student must go through financial aid).

CTE Student Preparation for and Participation in Skill Competitions

Industry Recognized Certifications and Examinations or Assessments (leading to a recognized Postsecondary Credential)

Instructional Equipment

Professional Development/Travel

Perkins Title I-C Not Eligible Costs

1. Entertainment
2. Awards and memorabilia
3. Individual memberships
4. Membership with orgs. that lobby
5. Fines and penalties
6. Insurance/self-insurance
7. Costs Required by Law
8. Expenses that supplant
9. Audits, except single audit
10. Contributions and donations
11. Contingencies
12. Facilities and furniture (see below)
13. General advertising
14. Alcohol
15. Fund raising
16. General administration
17. Faculty Salaries (With the exception of Adult or Out-of-School Youth see allowable expenses above.)

IMPROVEMENT TO LAND BUILDING AND GENERAL PURPOSE EXPENDITURES

Federal law for Perkins does not allow construction or improvements:

- (1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except where approved in advance by the sponsoring agency; and
- (2) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as direct charges, except where approved in advance by the sponsoring agency. At the Chancellor's Office we do not normally allow these types of expenditures.

The Chancellor's Office many years ago determined that these expenditures would not be allowable and would be considered supplanting. So, examples of that would be anything that upgrades a building, even as small as purchasing kiosks that would be attached to a side of the building. Any construction, any permanent buildings (such as greenhouses), any general-purpose furniture (desk, chair, cabinets, etc.) The only exception to the construction rule is if they purchase equipment such as in welding where the machine/equipment takes a certain plug not currently available in the welding department, part of the expensive of setting the machine up can be to put in a plug. Many grantees believe that because they want to "lock up" supply or equipment that a cabinet purchase is then allowed. Unless the manufacturer of that equipment states it must be in a

special cabinet in order to keep it in working order the cabinet is considered a general expense. Another example in any of the construction trades -- they cannot buy supplies, build a building with those supplies and leave it standing. However, they can buy the supplies, but up the building and take it down at the end of the year/semester in order to do it again the next year. That way no permanent building is left on campus.

PAYING FOR ANYTHING REQUIRED BY LAW: Anything that the College/District is required to do by law, cannot be paid for with Federal Perkins funding. An example would be an ADA required piece of equipment. Perkins cannot purchase equipment that is required via ADA requirements.

PAYING FOR ANY KIND OF INSTRUCTION – Perkins V funding cannot pay for instruction (not even for pilot programs). The idea when it is an existing program, they are collecting FTES and so they are required to pay for the instructor and the general furniture (desks and chairs) in order not to supplant. The pilot programs are not allowed (even if they do not collect FTES) because a pilot is just that -- something that may not eventually be approved. So, Perkins will not pay for something that may not lead to course and program improvement because it just goes away.

INDIVIDUAL MEMBERSHIPS -- Federal law does not allow individual memberships, only college level memberships. The exception to this is a conference such as CCCAOE gives a membership to everyone that attends their conference (with no extra expenditure) and does not break out that expenditure as part of the registration fee so an individual can accept it since it is in essence free.

USING PERKINS ALLOCATION TO PAY FOR COMMUNITY COLLEGE CAMPUS PARKING -- While a campus has a right to determine parking rules and charges on their individual campuses, Perkins V funding cannot be used to pay for these charges which might incur when bringing CTE Advisory Members, secondary outreach, and CTE community events to the campus.

OUT-OF-STATE TRAVEL RESTRICTION:

August 3, 2017 Memo from Chancellor Eloy Ortiz Oakley to the system: With the passage of AB 1887, the California Legislature announced that our state “must take action to avoid supporting or financing discrimination against lesbian, gay, bisexual, and transgender people.” AB 1887 prohibits state agencies from requiring state employees and officers to travel to a state that has enacted a law that discriminates against the LGBT community. AB 1887 also prohibits state agencies from approving state-funded or state-sponsored travel to such states. The Chancellor’s Office wholeheartedly supports our LGBT students, faculty, staff and administrators. We fully support the travel restrictions imposed by our state legislature through AB 1887 and the determinations regarding out-of-state discriminatory laws made by Attorneys General Kamala Harris and Xavier Becerra. Accordingly, and consistent with AB 1887, the Chancellor’s Office will not send any Chancellor’s Office staff or officials to states that have adopted laws that discriminate against the LGBT community.

As a matter of policy, the Chancellor’s Office will not approve requests from our local community college districts to travel to an AB 1887 restricted state, regardless of the funding source for the proposed out-of-state travel.

The following states are what is listed as of 10/2021, the newest are highlighted in yellow (Alabama, **Arkansas**, **Florida**, Idaho, Iowa, Kansas, Kentucky, Mississippi, **Montana**, Oklahoma, **Ohio**, North Carolina, South Carolina, **North Dakota**, South Dakota, Tennessee, Texas, **West Virginia**). <https://oag.ca.gov/ab1887>

Application Requirements for Title I-C Basic Funding

Consultation

- (d) Consultation.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—
- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
 - (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
 - (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
 - (4) parents and students;
 - (5) representatives of special populations;
 - (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
 - (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.
- (e) Continued Consultation.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—
- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
 - (2) ensure programs of study are—
 - (A) responsive to community employment needs;
 - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - (D) designed to meet current, intermediate, or long-term labor market projections; and

- (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.

Comprehensive Needs Assessment

- (1) In general.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
 - (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
 - (B) not less than once every 2 years, update such comprehensive local needs assessment.
- (2) Requirements.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
 - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
 - (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
 - (xi) enable results to be disaggregated within each State, local educational agency, and school by— (I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status, except that such disaggregation shall not be required in the case of a State, local educational agency, or a school in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

- (B) A description of how career and technical education programs offered by the eligible recipient are—
 - (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
 - (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or
(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
 - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
 - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

4-year Application Narrative

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
 - (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
 - (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
 - (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
 - (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
 - (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and

training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

1-Year Focused Application

Contacts

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Definitions

CAREER PATHWAYS.—The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(7) **CAREER PATHWAY** The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A): aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B): prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; [50 Stat. 664](#), chapter 663; [29 U.S.C. 50](#) et seq.) (referred to individually in this Act as an “apprenticeship”, except in [section 3226 of this title](#));

(C): includes counseling to support an individual in achieving the individual’s education and career goals;

(D): includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E): organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F): enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G): helps an individual enter or advance within a specific occupation or occupational cluster.

DUAL OR CONCURRENT ENROLLMENT.—The term ‘dual or concurrent enrollment program’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(15) **DUAL OR CONCURRENT ENROLLMENT PROGRAM.**—The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

(A) is transferable to the institutions of higher education in the partnership; and

(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

EARLY COLLEGE HIGH SCHOOL.—The term ‘early college high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(17) **EARLY COLLEGE HIGH SCHOOL.**—The term “‘early college high school’” means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.

IN-DEMAND INDUSTRY SECTOR - In-demand Industry Sectors within Perkins are identified as:

(26) In-demand industry sector or occupation.—The term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

In-demand industry sector or occupation

(A) ***In general, through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or***

(ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

IN-SCHOOL-YOUTH.—In this section, the term “‘in school youth’” means an individual who is— (i) attending school (as defined by State law); (ii) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; (iii) a low-income individual; and (iv) one or more of the following: (I) Basic skills deficient. (II) An English language learner. (III) An offender. (IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. (V) Pregnant or parenting. (VI) A youth who is an individual with a disability. (VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

OUT-OF-SCHOOL YOUTH.—The term ‘out-of-school youth’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

Out-of-School Youth—Sec. 129 : the term “‘out-of-school youth’” means an individual who is —

(i) not attending any school (as defined under State law);

(ii) not younger than age 16 or older than age 24; and

(iii) one or more of the following:

(I) A school dropout.

(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.

(III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is— (aa) basic skills deficient; or (bb) an English language learner

(IV) An individual who is subject to the juvenile or adult justice system.

(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out- of-home placement.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a disability. (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

PROGRAM OF STUDY.—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;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

SIZE, SCOPE & QUALITY *(as specified by California's Draft Perkin V application)*

When we are talking about sufficient size, scope and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs the state in the new Perkins V Draft plan has answered the question of how they are defining this for each District in the state by stating that:

The State has provided local district with allot of resources to build appropriate programs of study but that at a minimum they will require that a district is eligible for at least \$50,000 in Perkins funding, have at least one program of study, and that each District has adequate facilities, appropriate equipment, properly accredited faculty to meet the requirement of each program of study or industry pathways.

The state has equated **size with the in-demand industry sector concept** as they are talking about CTE programs to meeting local and regional workforce and economic needs.

Scope is defined by using the Statewide California Workforce Pathways Joint Advisory Committee (CWPJAC) guiding principles: promoting equity and access, achieving system alignment, supporting continuous improvement all impact the scope and quality of California's CTE programs. Curricula content should align to state standards

Additionally, students should be able to access a continuum of learning that allows them to progress in an industry pathway at the secondary level, pursue a career field of their choice at the postsecondary level, and then have the opportunity to avail themselves of off and on ramps. Furthermore, all student groups, including special populations, must have equitable access to high quality CTE programs.

Quality is defined by using the Statewide California Workforce Pathways Joint Advisory Committee (CWPJAC) 12 Essential Elements of High-Quality college and Career Pathways:

To realize the *Guiding Policy Principles* outlined above, California recognizes the importance of creating student focused essential elements of a high-quality college and career pathway:

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporate the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.
- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their

desired outcomes including employment, and employers have the workforce needed to thrive.

- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.
- F. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.
- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.

- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.
- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high-quality K–14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to kindergarten through grades twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

SPECIAL POPULATIONS

The following special populations are tracked within and disseminated within the above core indicators:

1. **Individuals with Disabilities** - Students reported with a primary disability anytime since fall 1990 through the current time period are in the Students with Disabilities category. This is reported in MIS data element SD01 Student-Primary-Disability.
2. **Economically Disadvantaged** -- A student considered Economically Disadvantaged for the purpose of Perkins IV has one or more of the following: Received a Promise grant and/or Pell Grant; has been identified as a WIOA participant; has been identified as a CalWORKs participant; Student is reported as economically disadvantaged (this can be self-reported in classroom or enrollment surveys), Identified as a recipient of public aid (California Department of Social Services DSS match)
3. **Non-traditional Fields** -- A non-traditions student is a student that is in a program that leads to an occupation where their gender represents less than 25% of those employed. Examples would be woman in automotive or men in nursing)
4. **Single Parents** (Including single pregnant woman)
5. **Out of Workforce Individuals** (*Used to be Called Displaced Homemaker*) -- individual who has been providing unpaid service to family members at home and who have been dependent on income of another family member but is no longer supported by that income or is dependent on a spouse who is in the armed forces on active duty and the family income is significantly

reduced due to this deployment and is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment

6. **English Learners** (*Used to be Called Limited English Proficient*) - an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and— whose native language is a language other than English; or who lives in a family environment in which a language other than English is the dominant language.
7. **Homeless Youth** (*New*) -- Even though the Special Population says Homeless Individuals when you look up the reference in the McKinney-Vento Homeless Assistance Act you find that they are actually referencing Homeless Children and Youths that in our state is defined up to age 24. The homeless definition is quite extensive but boils down to the follow question: does a youth not have a fixed, regular and adequate nighttime residence and/or is sharing with other persons due to loss of housing, economic hardship or a similar reason (examples: motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, places not designated to be used as a regular sleeping accommodations, etc.).

The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of [section 11302\(a\)\(1\) of this title](#)); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of [section 11302\(a\)\(2\)\(C\) \[1\] of this title](#));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in [section 6399 of title 20](#)) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

8. **Youth in or aged out of foster care** (*New*) -- youth within foster care that would be ages 14-17 and aged out former recipients of foster care between 18-21 receiving transition services. However, California has asked for the age that can receive regular foster care services be extended up to age 21 so it's basically youth in foster care from 14-21.
9. **Youth with parent on active duty within the armed forces** (*New*) -- The Term Youth within school is from ages 14-21. The term armed forces means Army, Navy, Air Force, Marine Corps and Coast Guard. Active Duty means full-time duty in active military service of the United States as seen below:

(I) youth with a parent who—

- (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (4) The term “armed forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.
- (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).
 - (1) The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

RECOGNIZED POSTSECONDARY CREDENTIAL. —The term ‘recognized postsecondary credential’ has the meaning given the term in section of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Resources

Joint Special Populations Advisory Committee Resource Website

<http://www.jspac.org/>

JSPAC Perkins Resources

<http://jspac.org/perkins>

Draft Perkins V State Plan

<https://www.wested.org/wp-content/uploads/2019/12/Draft-Perkins-V-Plan-11-27-19.pdf>

Advance CTE Website (Perkins V Act, Perkins V Side-by-Side Analysis, etc.)

<https://careertech.org/perkins>

Perkins Collaborative Resource Network -- Perkins V

<https://cte.ed.gov/legislation/perkins-v>

ACTE Perkins V Implementation

<https://www.acteonline.org/perkins-implementation/>

CCCCO Perkins V Website

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>