

Perkins 101

An Introduction to Perkins Implementation in Florida

GET THERE

Florida's Workforce Education Initiative

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Perkins V

- “Perkins” is the primary federal investment in career and technical education.
- Perkins provides an estimated \$82 million* in funding for career and technical education (CTE) in Florida.
- The bulk of the state’s Perkins funds goes directly to local eligible recipients (school districts and state colleges).

**Varies annually depending on the federal allocation.*

The Purpose of Perkins

Section 2 of the act outlines the purpose of Perkins as follows:

“SEC. 2. [20 U.S.C. 2301] 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 . . .”

The Perkins Act

- The Strengthening Career and Technical Education in the 21st Century Act (SCATE or Perkins V) was signed into law in July of 2018.
- SCATE reauthorized and significantly revised The Carl D. Perkins Career and Technical Education Act of 2006.

Role of the State Plan

- Florida's Perkins V Four Year State Plan communicates the scope of Florida's commitment to the continuous improvement of CTE programs and providing meaningful access to quality CTE programs to all students.
- The Four Year State Plan was developed during a process of stakeholder engagement, public hearings and internal review, and was approved by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), in 2020.
- The State Plan can be found at <http://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf>
- Florida has elected to maintain its current State Plan beyond the four-year cycle.
- Revisions to the Plan will be presented for public comment in early 2024, and submitted to the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) in May of 2024.

Perkins V State Plan Goals

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support and retain qualified teachers, counselors and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

A closer look at some aspects of Perkins V



A Closer Look At:

- Funding
- Performance Indicators
- The Comprehensive Local Needs Assessment (CLNA)
- Programs of Study
- Reporting on Subgroups and Support for Special Populations
- The application process

Funding



Funding Opportunities

Each year local agencies (state colleges and school districts) may apply for Perkins funds through a number of grants.

- Entitlement Non-Competitive (Primary method for distributing funds to local agencies)
- Rural Innovation
- Department of Juvenile Justice (DJJ)
- Entrepreneurship
- Career and Technical Student Organization (CTSO)

Florida's Perkins Entitlement Grant Allocations

Sector Split Between Secondary and Postsecondary

State Decision:
Formula based on 3-year average of
Secondary and Postsecondary Full-time
Equivalent (FTE).

Secondary Allocations to Florida Public School Districts

Funds must be allocated to
districts based on:

- Proportion of individuals aged 5 through 17 who reside in the district (30%).
- Proportion individuals aged 5 through 17 who reside in the district AND are from families below the poverty line (70%).

Postsecondary Allocations to Districts and Florida College System (FCS) Institutions

Funds must be allocated to
postsecondary based on:

- Proportion of the number of economically disadvantaged students enrolled in CTE programs.
- Alternative formula adopted by Florida for defining economically disadvantaged.

Perkins V – Allowable Costs

- Funds may be used to “develop, coordinate, implement or improve CTE programs.”
 - Section 135(a)
- Funds must be used to address an identified need in the Comprehensive Local Needs Assessment (CLNA) results.
 - Section 134(b)(2)(A)
- Only CTE programs of sufficient size, scope and quality to be effective may be funded.
- An agency’s funding must address six (6) local uses of funds elements.
 - Section 135 (b)

Perkins V – Local Uses of Funds

Six Requirements

1. Career Exploration and Career Development
2. Professional Learning
3. Skills to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations
4. Programs of Study
5. CTE activities that result in increasing student achievement of the local levels of performance
6. Evaluation Activities

The six local uses of funds requirement can be supported through Federal or non-federal funds.

Perkins V – No Supplanting!

- Federal Perkins funds may only be used *in addition to* funds already spent by the state and local recipients on CTE and cannot be used in place of non-Perkins funds.
- It will be presumed that supplanting has occurred where:
 - Perkins V funds have been used to provide services that are required to be made available under another federal, state or local law; or
 - Perkins funds have been used to provide services that were provided with non-Perkins funds in the prior year.

Perkins V – Allowable and Unallowable Expenditures

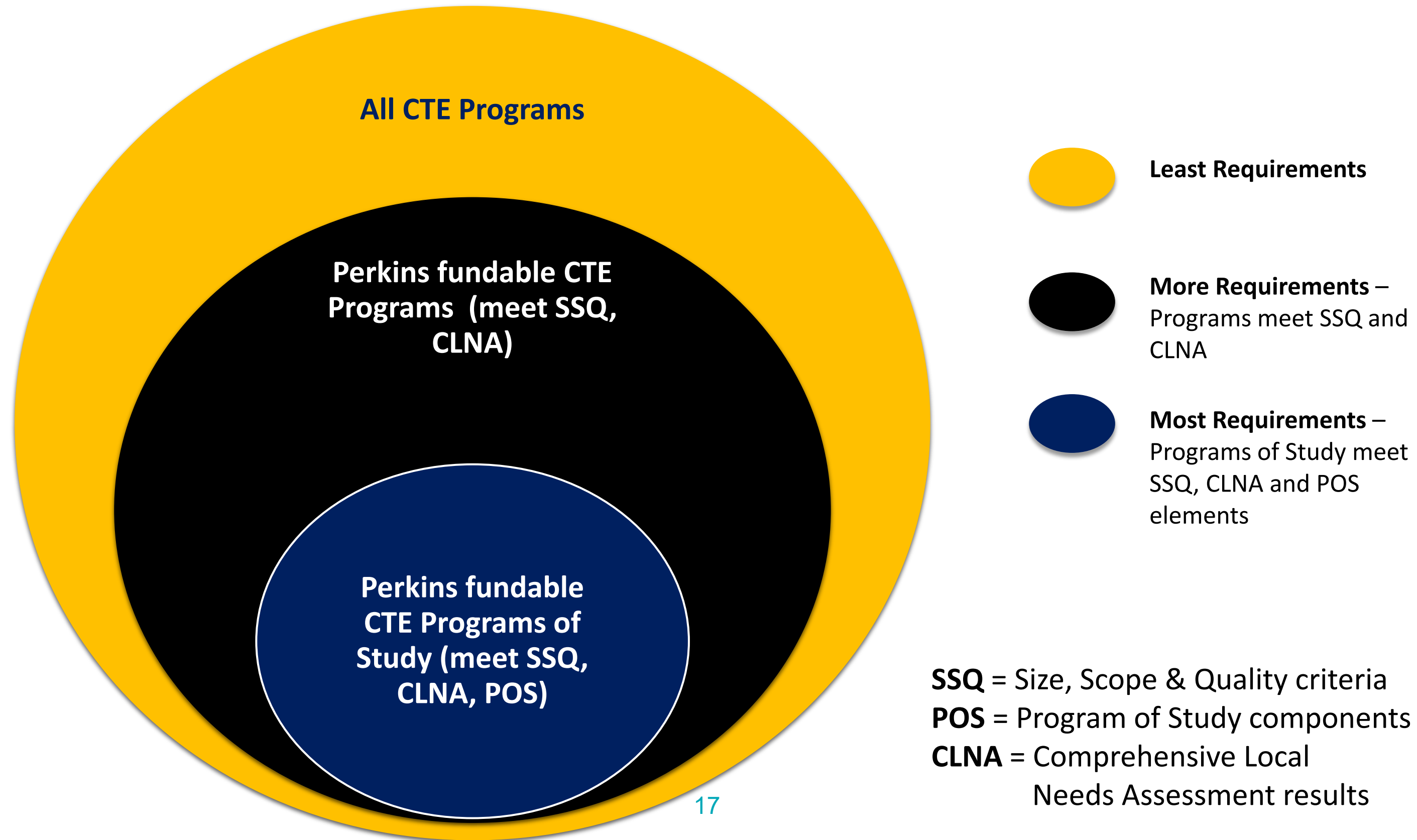
- The allowability of a particular expenditure should be determined by considering the CTE identified need and requirements of Perkins V and any pertinent Federal and state cost guidelines.
- All costs must be directly tied to the CTE program as approved in the local Perkins application plan.
- When in doubt, ASK!

Perkins V – Basic Cost Principles

Sources for Additional Information:

- Local Uses of Funds Section 135(b) of the Perkins V
- 2 Code of Federal Regulations (CFR) Part 200 basic guidelines describing allowable ways federal funds may be spent
- U.S. Department of Education General Administrative Regulations (EDGAR)
- Florida Department of Education (FDOE) Green Book

CTE Programs and Perkins Funding Requirements



Performance Measures



Perkins Accountability Measures

- The Perkins law requires that states report annually on several core indicators of performance. The performance indicators are calculated at both the local agency and the state levels and must be disaggregated by race, ethnicity, sex and special population categories.
- Agencies are required to show continuous improvement on measures, including for subgroups and special populations.
- Local agencies established four years of targets for the performance measures as part of the 2020-21 Request for Application (RFA) process.
- An agency is considered to have met a performance measure if actual performance is 90 % or more of the target.

Perkins Accountability Measures continued

All measures are based on a cohort of program concentrators. The Perkins Act defines concentrators as:

- Secondary: Sec. 3 Definitions (12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.
- Postsecondary: Sec. 3 Definitions (does not apply to clock hour programs) (12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means (B) at the postsecondary level, a student enrolled in or eligible recipient who has (i) earned at least 12 credits within a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. *

**For clock hour postsecondary programs, the threshold for concentrators is 360 hours.*

Secondary Measures

Code	Indicator	Definition
1S1	Graduation Rate, 4-Year Cohort	(i) The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).
2S1	Academic Proficiency, Reading/Language Arts	(ii) CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S2	Academic Proficiency, Mathematics	(ii) CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S3	Academic Proficiency, Science	(ii) CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
3S1	Placement	(iii) The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or 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 employed.
4S1	Nontraditional Program Concentration	(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
5S1	Attained Recognized Postsecondary Credential	(iv) Indicators of career and technical education program quality as follows: (aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

Postsecondary Measures

Code	Indicator	Definition
1P1	Postsecondary Retention and Placement	(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.
2P1	Earned Recognized Postsecondary Credential	(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3P1	Non-traditional Program Concentration	(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Comprehensive Local Needs Assessment



Comprehensive Local Needs Assessment

- **Purpose:** Improve the quality of CTE decisions and planning through the use of data and stakeholder consultation.
- **Frequency:** Every 2 years
- Required for Local Plan.
- Local spending of Perkins funds must be supported by the findings of the CLNA.

Comprehensive Local Needs Assessment (CLNA) continued

- First conducted in 2019-20.
- The most recently completed CLNA was conducted in 2021-22.
- Agencies are currently working on the next CLNA.
- Results are reported in the Perkins RFA and the accompanying CLNA and Budget Workbook.

“To Be Eligible...” Funds Requirement

- Sec. 134(c): “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.”

“...to meet the needs identified...” Funds Requirement

- Sec. 135(a): GENERAL AUTHORITY. 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).

What “Comprehensive” Means

CLNA Required Components:

- **Student indicator performance**, including disaggregated by special and sub-populations;
- **Size, Scope and Quality** for all CTE programs;
- **Labor market alignment** for all CTE programs;
- **Implementation progress** for programs and Programs of Study;
- **Includes Staff and faculty; and**
- **Accessible.**

Reporting on the Results of the CLNA

- All funding must be tied to a need identified in the CLNA.
- Results of the CLNA are reported:
 - In narrative questions that are part of the RFA.
 - The size, scope and quality and the labor market alignment Excel worksheets.

Programs of Study



Programs of Study to Drive Innovation

- Programs of Study play a prominent role in the purpose of Perkins V.
- Programs of Study woven throughout the statute and signal a heightened focus on the role and importance of them.
- Formally defined in Perkins V.

Federal Program of Study Definition

Definition: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging state **academic standards**;
- addresses both **academic and technical** knowledge and skills, including **employability skills** (expanded);
- **aligns with needs of industries** in the local, regional and/or state economy (new);
- **progresses in specificity** (new);
- has **multiple entry and exit points** that incorporate credentialing (more explicit); and
- culminates in the attainment of a **recognized postsecondary credential**.

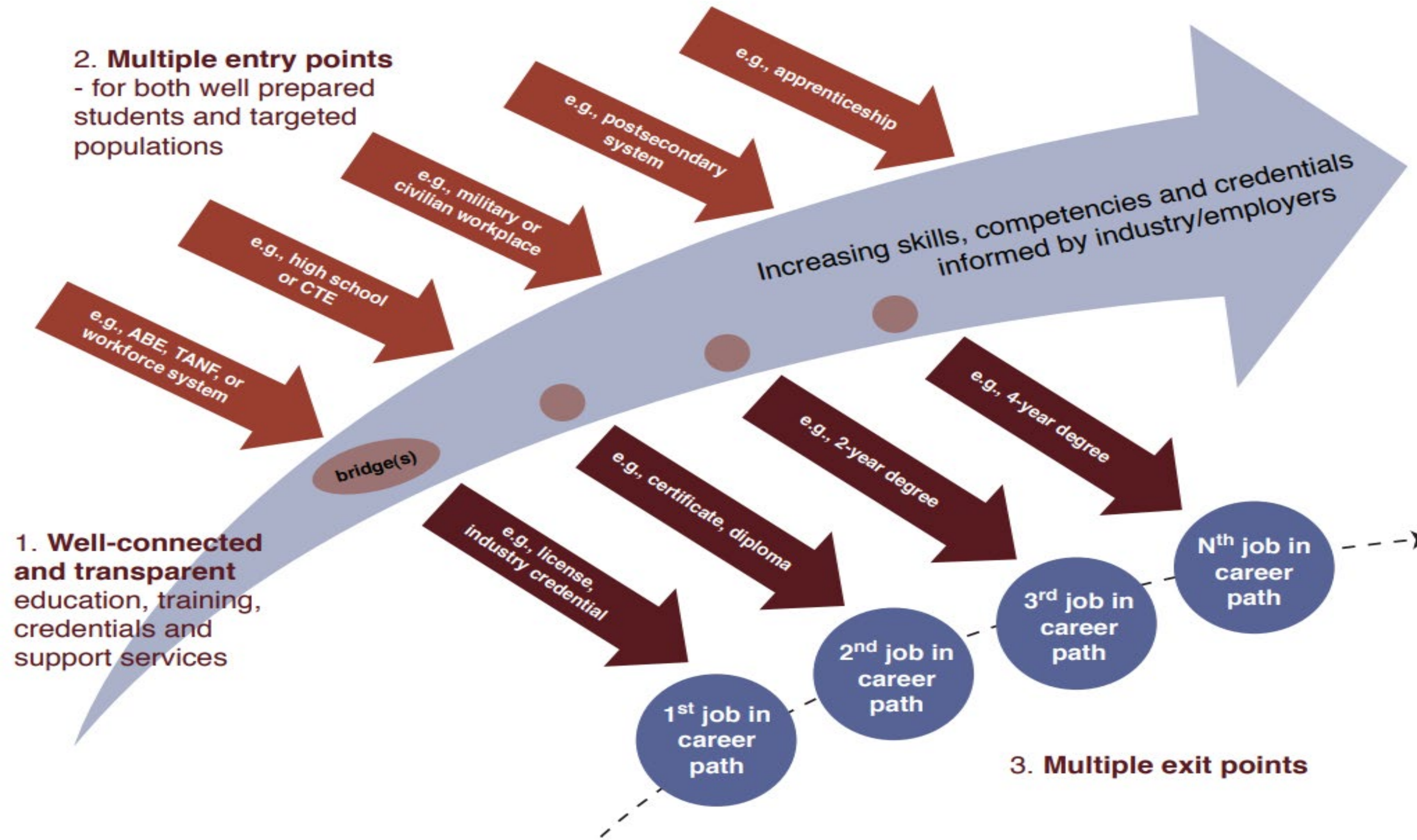
State Program of Study Elements

In addition to the requirements outlined in Section 3(41) of Perkins V, Florida's programs of study are comprised of secondary and postsecondary programs that:

- meet the requirements of the relevant CTE curriculum frameworks;
- meet FDOE's size, scope and quality criteria;
- are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity;

State Program of Study Elements (continued)

- offer at least one opportunity within the program of study for accelerated credit through:
 - dual enrollment;
 - local or statewide articulation agreement; or
 - integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school;
- are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry; and
- optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.



Shared Vision, Strong Systems -
Alliance for Quality Career Pathways

Reporting on Subgroups and Support for Special Populations



Access for Subgroups and Special Populations

- Perkins V emphasizes providing resources and services to increase access and success for all students, including reporting on performance based on subgroups and providing support to special populations in high skill, high wage and/or in-demand programs.
- Requires the disaggregation of data by demographics and programs.

Definitions

- Subgroups include all students by racial and ethnic groups.
- Three new categories of special population students are added to the current definition to reflect changes made under the Every Student Succeeds Act (ESSA). Special populations are now defined as:
 - (a) individuals with disabilities;
 - (b) **individuals from economically disadvantaged families, including low-income youth and adults**; (modified)
 - (c) individuals preparing for non-traditional fields;
 - (d) single parents, including single pregnant women;
 - (e) **out-of-workforce individuals**; (replaces ‘displaced homemaker’)
 - (f) English learners;
 - (g) **homeless individuals**; (new)
 - (h) **youth who are in, or have aged out of, the foster care system; and** (new)
 - (i) **youth with parents on active duty in the armed forces** (new).

Special Populations at the Local Level

- Most interventions for special populations happen at the local level, consistent with state and federal law.
- Local agencies' CLNAs must address ways in which special populations are supported, consistent with state and federal law.
- Local agencies are also required to examine performance on the Perkins performance measures by special population category.
- At the state level, Perkins requires a \$50,000 annual set-aside to support the recruitment of special populations in career and technical education.
- In the past, the set-aside has been used for outreach campaigns targeting one or more special population categories.

Collaboration



Questions for the Group

- How can we support students with unique abilities in CTE?
- What guidance to support these students can we provide local agencies as they develop their CLNAs and their budgets?
- Are there ways we can leverage the \$50,000 annual set-aside to support students with unique abilities?
- What are our next steps with collaboration?

Resources



Perkins V Resources

Bill Text

- <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>

FDOE Perkins V Resource Page

- <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.shtml>

Advance CTE

- <https://careertech.org/Perkins>

ACTE

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

Florida Perkins Resources Page

<http://www.fldoe.org/academics/career-adult-edu/perkins/>

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