

October 1, 2019

# Perkins V: How it Works in Washington State

In July 2018, Congress passed an update to the Carl D. Perkins Career and Technical Education Act, giving it a new title — Strengthening Career and Technical Education for the 21st Century Act. The act is better known as Perkins V. The bill was signed into law July 31, 2018 by President Donald Trump. Perkins V is a federal grant program providing funding and support to improve career and technical education throughout the country beginning with grade 5 through an associate degree.

The revised law went into effect July 1, 2019 and will expire June 30, 2025. Its first year, July 1, 2019 to June 30, 2020, is considered a transition year allowing lead agencies at each state — the Workforce Education and Training Coordination Board in Washington state — to submit a transition plan to the US Department of Education. States are then mandated to submit a four-year plan, which begins July 1, 2020 and ends June 30, 2025.

This issue brief will introduce Washington state’s new Perkins V mission, vision and guiding principles, which provides context for how Perkins V will be implemented. Secondly, it will describe the changes community and technical colleges will see between Perkins IV and Perkins V. The issue brief will finally introduce the pieces in which colleges will be involved.

## Leading with a New Vision for Career and Technical Education in Washington

The State Board for Community and Technical Colleges recognizes the reauthorization of the Carl D. Perkins Vocational and Technical Education Act as an invaluable opportunity to reemphasize Washington State’s commitment to leadership and innovation in workforce education and reimagine the colleges’ role in designing and evaluating programs that reflect the needs of students, employers, and local communities. To that end, SBCTC partnered with college representatives, the Workforce Training and Education Coordinating Board, and the Office of the Superintendent of Public Instruction to develop the mission, vision and guiding principles below that serve as the “north star” for our work together.  Our vision focuses our efforts to be inclusive of all learners and provide real pathways to economic stability for all Washingtonians.

**Mission:** The Washington state Perkins plan uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

**Vision:** Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

**Guiding Principles:** Washington’s community and technical colleges support the following guiding principles as we design, implement, maintain and improve workforce education programs and services.

* We believe in an asset-based approach to education that focuses on the strengths, cultures, and experiences all students and educators bring to education and training programs.
* We actively seek out partnerships with diverse stakeholders to support development of rigorous and relevant workforce programs.
* We use quantitative and qualitative data to informed decisions.
* We strive to be responsive to an evolving labor market to help build a robust workforce pipeline.

## Emphasis on Collaboration and Stakeholder Engagement

Perkins V emphasizes the need for state plans to include input from state-level and local stakeholders. At the state-level, a steering committee of representatives from the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction and the Workforce Education and Training Coordination Board has met monthly to interpret the new and revised requirements of the law, craft a new state plan, and develop strategies to fully implement Perkins V. Steering committee members also participate in regional and national conferences, institutes, and workshops.

At the local level, the State Board convened in May 2019 a work group of college representatives from each region of the state. That work group meets frequently to:

* establish the community and technical college system’s Perkins V mission, vision, and guiding principles
* reconsider Perkins funding and allocation practices
* develop training and communication strategies
* evaluate methods of data collection and analysis
* investigate options for supporting colleges in conducting their Comprehensive Local Needs Assessments

Throughout the fall, the work group will continue to meet and make recommendations on the implementation of Perkins V while contributing to statewide trainings, stakeholder engagement efforts, and other means of providing consistent communication and technical assistance to the colleges.

## Introduces Comprehensive Local Needs Assessment

Perkins V introduces the data-driven Comprehensive Local Needs Assessment (CLNA) and requires financial resources to be aligned with the assessment. The purpose of the assessment is to encourage collaboration among K-12 schools, colleges, employers, and others to align educational programs with industry needs.

The assessment must be completed and updates submitted to the State Board every two years. In 2019-2020, the college’s first CLNA will focus on two sections dedicated to the evaluation of disaggregated student performance data and institutional access and equity. While all five required elements of the CLNA will be touched upon this year, the second CLNA will emphasize the other three components more thoroughly in order to fully inform the local application (discussed on page 4).

Perkins V requires colleges to consult stakeholders for their input:

* on creation and updates to the local needs assessment
* to identify opportunities for work-based learning
* on ways to leverage Perkins V funding in concert with local resources
* to ensure programs of study are responsive to employer needs

Additionally, colleges need to work with stakeholders to ensure their programs are:

* aligned with state and local priorities
* informed by labor market data
* designed to meet labor market projections
* relevant to standards, curriculum, credentials, and technology and equipment

### Required stakeholders

Perkins V requires colleges to consult with the following stakeholders in development of their local needs assessments and any updates:

* career and technical education program personnel
* K-12 career and technical education partners
* students and parents (parents at the secondary level)
* agencies for out-of-school, homeless, and/or at-risk youth
* Native American tribes or organizations
* representatives of special populations (defined in the next section)
* workforce development boards and business/industry/labor representatives

### Comprehensive Local Needs Assessment required elements

The Comprehensive Local Needs Assessment must be incorporated into the college’s local application to justify proposed expenses, address performance gaps, and identify priorities and goals as they pertain to workforce education. At a minimum, the Comprehensive Local Needs Assessment must include:

1. An evaluation of student performance, including that of special populations and other subgroups
2. An explanation of career and technical education (CTE) programs’ sufficiency in size, scope, and quality and alignment with industry needs
3. An evaluation of progress toward implementation of CTE programs and programs of study
4. A description of educator recruitment, retention, and training practices, including those that pertain to underrepresented populations
5. A description of progress towards equal access to CTE programs, including strategies to reduce barriers, address gaps in performance, and recruit students from special populations or preparing for careers in non-traditional fields1

## Focus on Serving Special Populations

Perkins V increases focus on serving special populations, formalizes a definition of a “career and technical education concentrator,” and sets core performance indicators and performance targets.

### Special populations

Perkins V defines special populations as:

* individuals with a disability or disabilities
* individuals preparing for non-traditional fields[[1]](#footnote-1)
* out-of-workforce individuals
* homeless individuals
* youth with active duty military parents
* economically disadvantaged individuals
* single parents and pregnant women
* English language learners
* foster youth

### Career and technical education concentrator definition

Perkins V establishes a definition of a career and technical education (CTE) concentrator. Previously, states would set their own definitions. At the post-secondary level, a concentrator is defined as “a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.”

### Core performance indicators

Perkins V sets three performance indicators for post-secondary education. All are based on the career and technical education (CTE) concentrator definition. The indicators are[[2]](#footnote-2):

1. Percentage of CTE concentrators who, during the second quarter after program completion, remained enrolled in postsecondary education, are in advanced training, military service, AmeriCorps, the Peace Corps, or are placed or retained in employment.
2. Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3. Percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

### Emphasis on disaggregated data

While the postsecondary performance indicators have decreased from six to three, Perkins V requires states and colleges to disaggregate each indicator’s performance data by student demographic subgroups, special populations, and individual CTE programs. The intent behind data disaggregation is to advance equity by calling attention to and addressing performance gaps. An analysis of the data must be included in the Comprehensive Local Needs Assessment.

The State Board is working closely with the college work group to develop baseline data collection and dissemination practices that are transparent and user-friendly. This ensures colleges can replicate the methodology and easily understand the results. This baseline data will be used to establish the state-determined performance targets for each of the core indicators included in the State Plan. which no longer requires negotiation with the Department of Education’s Office of Career, Technical, and Adult Education (OCTAE).

## Writing Your Local Application

Baseline performance data and a draft Comprehensive Local Needs Assessment (CLNA) template will be provided to colleges at a Perkins V training in October. The data analysis, stakeholder engagement, and CLNA need completed by February will help inform the colleges’ Perkins Plan application. The Perkins Plan application will be released in February and due in April 2020.

All five elements of the application must be addressed to some degree to adequately address the corresponding sections of the local application and provide a rationale for funding in specific areas. In the first year, however, the State Board is asking the colleges to emphasize two sections of the CLNA — equity and access (CLNA Element 1) and analysis of the disaggregated performance data (CLNA Element 2).

### Local application required elements

First among the nine required elements of the local application is a description of the results of the CLNA, which should provide a foundation for the remaining topics. These include descriptions of:

* CTE course offerings and programs of study
* collaborative efforts to align with WIOA in supporting one-stop delivery systems
* the integration of academic and technical knowledge and skills
* efforts to prepare and provide equal access to students from special populations and those preparing for careers in non-traditional fields
* work-based learning opportunities and partnerships with employers to expand them
* dual-credit, concurrent enrollment, and early college CTE programs
* strategies for recruiting, retaining, and training CTE educators that are reflective of the student populations they serve
* efforts to address disparities or gaps in performance, as identified through the CLNA

## How Funding Works

The three state agencies that make up the Washington state Perkins V steering committee – the Workforce Training and Education Coordinating Board, Office of the Superintendent of Public Instruction and State Board for Community and Technical Colleges - are looking at three aspects of how funding will be distributed. The Workforce Board has final authority to approve funding changes.

### Alternative funding proposal

The college work group is working on an alternative basic funding formula than the one defined by Perkins V. The alternative formula would support colleges serving higher proportions of students with fewer financial resources and incentivize all colleges to make good use of available financial aid options. The formula will be based upon a college’s proportion of career and technical education concentrators who receive Pell Grants, the Bureau of Indian Affairs, Worker Retraining, WorkFirst, BFET, Opportunity Grant, or Washington College Grant assistance, expanding the number of aid programs included under Perkins IV.

### Increasing the state reserve

Also under consideration is the Perkins V option to increase the state reserve from 10 percent to 15 percent of its Perkins allocation, to change the method of distributing reserve funds, and add to the allowable uses efforts to address disparities or performance gaps among students from special populations and subgroups. Likewise, all three agencies are reevaluating the purpose and distribution of local leadership funds with an eye towards fueling innovation through data- and industry-informed decision-making and the implementation of evidence-based best practices.

### Advocating for increased funding to the college system

Finally, the split of Perkins funding between the K-12 and college systems is subject to change. Currently, funding is split 44 percent to K-12 and 56 percent to the colleges. The State Board will continue to advocate for the community and technical college system to retain, if not increase, its share of Perkins funding. A change to the split potentially could result in a significant loss of funds. Consequently, colleges are encouraged to reevaluate their needs and spending practices in advance and seek to move essential personnel and services to other funding services as possible.

## Resources

* View the State Board website for [Perkins V resources](https://www.sbctc.edu/colleges-staff/programs-services/workforce-education/perkins-v-implementation.aspx)[[3]](#footnote-3)
* Perkins Leadership and Special Project funding may be used to assist with the CLNA/stakeholder engagement process

## Perkins V Subcommittee Members

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| Cathy Alston  Green River | Rachel Andre  Seattle Colleges | Terry Cox  Edmonds Community College |
| Loren Hadley  Shoreline Community College | Brian Kneidl  Peninsula College | Paulette Lopez  Yakima Valley College |
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1. A non-traditional field is defined as one in which individuals of one gender represent less than 25 percent of that industry’s workforce. [↑](#footnote-ref-1)
2. From the Association for Career and Technical Education’s Advance CTE Legislative Summary and Analysis of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). <https://cte.careertech.org/sites/default/files/AdvanceCTE_ACTE_P.L.115-224Summary_Updated082218.pdf> [↑](#footnote-ref-2)
3. Perkins V Implementation webpage: <https://www.sbctc.edu/colleges-staff/programs-services/workforce-education/perkins-v-implementation.aspx> [↑](#footnote-ref-3)