

PERKINS V

Career and Technical Education

CTE 101

For advisory council
and key program personnel

Shelli Cordisco, SUNY Broome's Director of Sponsored Programs, Oct 2019

Who?

Carl Dewey Perkins. . .



- was a congressman from Kentucky, 1949-1984.
- left a legacy of support for education and underprivileged populations.
 - Perkins Student Loan Program
 - Carl D Perkins CTE Program

What?

The “Strengthening Career and Technical Education (CTE) for the 21st Century Act” - Informally Known as Perkins V

- Supersedes the Carl D. Perkins CTE Improvement Act of 2006
- Took effect on July 1, 2019, marking the start of a one-year Transition Year.

Perkins funding was first authorized in 1984 to support vocational education (vocational and applied technology, career and technical education).

- 1984 - 1990: Perkins I - Vocational education improvement, special populations
- 1990 - 1998: Perkins II - Integration of vocational and academic education
- 1998 - 2006: Perkins III - Technology and workforce preparation
- 2006 - 2012: Perkins IV - Increased academic preparation; preparation for high wage, high skill occupations for tomorrow’s workforce
 - 2012-13, 2013-14, 2014-15, 2016-17, 2017-18: Continuation years of Perkins IV
- 2019 – 2024: Perkins V – More full development of academic knowledge as well as technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs

What? continued

Perkins V Career and Technical Education (CTE) programs have HEGIS* codes between 5000-5500 only.

- 5000 Business and Commerce Technologies
- 5100 Data Processing Technologies
- 5200 Health Service and Paramedical Technologies
- 5300 Mechanical and Engineering Technologies
- 5400 Agriculture, Food & Natural Science Technologies
- 5500 Public Service Related Technologies

**The Higher Education General Information System (HEGIS) Taxonomy is a nationally accepted classification scheme for assuring consistency in the curriculum content of courses leading to a degree within a given HEGIS discipline category.*

What? Continued

Perkins V CTE Programs of Study at SUNY Broome

Business and Professional Studies (BPS) Division - All Programs Are Eligible

Science, Technology, Engineering & Mathematics (STEM) Division - All 5100 & 5300 HEGIS Codes Are Eligible

Ineligible STEM Programs

- ES
- ENV
- MATH
- LAAS

Health Sciences (HS) Division - All 5200 HEGIS Codes Are Eligible

Ineligible HS Programs

- HS ISAT
- HS ISAS

Liberal Arts (LA) Division - Eligible Programs:

- EC
- LACM
- HSAS
- HSCT
- HSCD
- ECCT
- NMDS
- SPRT

Remainder of LA Programs are Ineligible.

SUNY Broome NYSED-Registered Perkins V CTE Programs 2019

F: Career pathway is nontraditional for female gender
M: Career pathway is nontraditional for male gender

Business & Public Services Division		
Hegis Code	NT Gender	Program Title
5002	M	Accounting: A.A.S.
5004		Business Administration: A.S.
5504		Business Information Management: A.A.S.
5001		Business Skills: Certificate
5010	F	Casino Management: A.A.S.
5010	F	Casino Management: Certificate
5404		Culinary Arts, A.O.S.
5505		Criminal Justice-Corrections: A.S.
5505	F	Criminal Justice-Police: A.A.S.
5012		Desktop Publishing Certificate
5299		Emergency Med Tech/Critical Care Cert
5299		Emergency Med Tech/Paramedic: A.A.S.
5299		Emergency Med Tech/Paramedic Cert
5004	F	Entrepreneurship: Certificate
5011		Event Management A.O.S.
5011		Event Management: Certificate
5003		Financial Services: A.A.S.
5507	F	Fire Protection Technology: A.A.S.
5505		Homeland Security: A.S.
5010		Hotel/Restaurant Management: A.A.S.
5099	F	International Business: A.S.
5004		Marketing/Management/Sales: A.A.S.
5005	M	Office Administration: A.A.S.
5005	M	Office Technologies: Certificate
5099	M	Paralegal Studies: A.A.S.
5099	M	Paralegal: Certificate
5099		Sports Management: A.S.
5103		Website Development & Management Cert

Health Science Division		
Hegis Code	NT Gender	Program Title
5205	M	Clinical Laboratory Technician: A.A.S.
5203	M	Dental Hygiene: A.A.S.
5208.1	M	Evening Weekender in Nursing: A.A.S.
5213	M	Health Information Technology: A.A.S.
5201		Health Studies A.A.S.
5201		Health Studies A.S.
5205	M	Histological Technician: Certificate
5214		Medical Administrative Skills Certificate
5214	M	Medical Assistant: A.A.S.
5213	M	Medical Transcription: Certificate
5208.1	M	Nursing: A.A.S.
5205	M	Phlebotomy: Certificate
5219	M	Physical Therapist Assistant: A.A.S.
5207		Radiologic Technology: A.A.S.
Liberal Arts Division		
Hegis Code	NT Gender	Program Title
5506		Chemical Dependency Counseling: A.A.S.
5008		Communications and Media Arts: A.S.
5503	M	Early Childhood: A.A.S.
5503	M	Early Childhood: Certificate
5501		Human Services: A.S.
5501		Human Services: Certificate
5012		New Media Design: Certificate
5099		Sport Studies A.S.
S.T.E.M. Division		
Hegis Code	NT Gender	Program Title
5309	F	Civil Engineering Technology: A.A.S.
5101	F	Computer Information Systems: A.A.S.
5101		Computer Science: A.S.
5199	F	Computer Security and Forensics A.A.S.
5101	F	Computer Technology: A.A.S.
5310	F	Electrical Engineering Technology: A.A.S.
5312	F	Industrial Tech: Quality Assurance A.A.S.
5312	F	Industrial Tech: Quality Assurance: Cert
5312	F	Manufacturing Technology A.A.S.
5315	F	Mechanical Engineering Technology: A.A.S.

Why?

The purpose of the Perkins V 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 CTE programs and programs of study by:

- developing challenging academic and technical standards and assisting students in meeting such standards, including **preparation for high skill, high wage, or in-demand occupations in current or emerging professions**
- promoting the development of services and activities that **link secondary education and postsecondary education** for participating career and technical education students
- **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
- 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**
- **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

How?

Use Funds Only for Required Activities

1. Providing **career exploration** and career development activities through an organized, systematic framework designed to aid students before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study
2. Providing **professional development** for faculty, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
3. Providing within CTE the **skills** necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. Supporting integration of **academic skills** into CTE programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills;
5. Planning and carrying out elements that support the implementation of CTE programs and programs of study and that result in increasing **student achievement** on performance indicators
6. Developing and implementing **evaluations of the activities** carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report.

How? continued

Address 3 Core Indicators of Performance

1P1: Postsecondary **Retention** and **Placement**

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 other eligible service program

2P1: Earned Recognized Postsecondary **Credential**

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 Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields

How? continued

Focus Activities on Special Populations

- (1) Individuals with **disabilities**
- (2) Economically Disadvantaged Individuals
- (3) Individuals preparing for **nontraditional by gender** training and employment
- (4) Single Parents
- (5) Out-of-work Individuals
- (6) Individuals with Limited English Proficiency
- (7) Homeless Individuals
- (8) Youth who are in, or have aged out of, the foster care system

Where?

There are **five “Major Effort” areas** where SUNY Broome is using its 2019-2020 Perkins V CTE grant of **\$531,199** to bolster

- retention, completion, and placement rates of all CTE students
- enrollment rates of students in CTE programs leading to nontraditional occupations

Major Effort #1: Improving Student Success Across the CTE Postsecondary Student Continuum

- Provides **student-centric support services** across the student lifecycle continuum for a CTE student population of approximately 3779 Perkins-eligible students.
- Features a structured, well-defined plan of operations to ensure CTE students are successfully enrolled in appropriate program and supported holistically to complete their postsecondary goals satisfactorily, including the use of **enrollment, academic, and career/placement coaching** with services that drill down to program-specific high need areas via the use of **professional and peer tutors** as well as **technical support with assistive devices**.
- Implements activities, strategies, and interventions for the purpose of increasing students' persistence/retention, graduation/completion, and transfer/employment rates as well as to build their academic, emotional, and social confidence and expertise.

Major Effort #2: Improving Quality of Applied Learning Opportunities in Early Childhood Education

- Upgrades the College's **childcare center playground** at a cost-share split of 60% College funding and 40% Perkins funding by:
 - Covering the playground with rubber surfacing that is low-maintenance and high-impact absorbing, and offers enhanced mobility access and fall zone safety.
 - Replacing the existing, old play structures/equipment with new, custom-designed models that maximize available playground spaces and better delineate age-appropriate play areas.
 - Incorporating use of the newly-upgraded playground into Early Childhood Education coursework and experiential learning placements.
 - Featuring the newly-upgraded playground in childcare center marketing/referral efforts to CTE students who may be in need of this essential support service.

Major Effort #3: Improving Classroom-based Applied Learning Opportunities in Computer Sciences Programs

- Creates a dedicated **Virtual Reality Academic Room** to engage CTE students in immersive simulation-based learning and foster excitement about computer sciences education.
- Uses mobile mixed reality platforms to teach students in computer sciences programs about development processes, industrial, professional, and gaming applications, and other uses of virtual reality (VR) and augmented reality (AR) software and devices.
- Equips the Virtual Reality Academic Room with a Video Wall equipment bundle and both the Oculus Rift (a VR headset first released commercially in 2016 by Oculus VR, a division of Facebook Inc.,) and the Microsoft HoloLens 2 (a combined VR-AR wearable headset set to start shipping in fall 2019).
- Also fits the VR Academic Room with desktop tables and chairs that comprise an integral part of the workstations for each of 11 requested Dell computer/monitor systems, which work in tandem with the Video Wall equipment bundle.

Major Effort #4: Improving CTE Student Access to and Enrollment in Nontraditional-by-Gender Programs

- Broadcasts webinars and technical assistance opportunities available to all NYS Perkins grantees through the Nontraditional Employment & Training (NET) Program of the University at Albany's Center for Women in Government & Civil Society to faculty who teach in the 30 CTE programs of study targeted by this Major Effort, including the Vanguard Award nomination process.
- Implements **targeted multi-media campaigns** (print, social media) to increase awareness and recruitment of students to **programs that are nontraditional by gender**. The only Perkins funds requested for this Major Effort will be used to directly support the use of paid, external advertising firms. Supplemental, ongoing features of NT students and programs will be broadcast across the College's social media platforms via support of the College's Marketing and Communication department budget.
- Maintains, updates, and publicizes the College's "CTE Nontraditional Careers" **webpages** (<http://www3.sunybroome.edu/cte/nontraditional-careers/>) and links:
 - (1) Benefits of Nontraditional Careers
 - (2) Examples of Nontraditional Careers - Women (pdf)
 - (3) Examples of Nontraditional Careers - Men (pdf)
 - (4) Nontraditional Career Resource Links
 - (5) Vanguard Award Competition
 - (6) Articles on Nontraditional Careers

Major Effort #5: Acquisition of Instructional Materials Designed to Improve Student Learning Outcomes in Nursing and Allied Health Programs

- Funds the purchases **of instructional supplies/materials** and services to improve and update **targeted Health Sciences programs**. Items include:
 - Patient-ready enteral feeding and infusion pumps, as well as related peripheral supplies and associated preventive maintenance/software update services
 - Simulation trainers, including clinical male and female pelvic trainers, venipuncture trainers, and breast exam simulators
 - Maternity and neonatal instructional materials, including visiting nurse and diaper scales, newborn bassinets, a hydraulic stretcher, as well as parts for an already-obtained adult birthing simulator
 - Software license to activate a donated forty-week neonatal simulator, and umbilical cord kits to use with this simulator
 - A compressor calf to simulate amputation and personal care practices on an already-obtained adult simulator manikin
 - Suction system preventative maintenance services are also planned to ensure medical gas equipment systems, which are used to run simulation equipment in the targeted programs, are maintained in working condition
- Incorporates use of purchased instructional supplies and materials in relevant coursework, lab sessions, and other applied learning activities.
- Augments positive impact by actively involving Major Effort #1 Student Success Coaching Network (CTE Enrollment, Academic and Career Coaches, Peer and Professional Tutors, and CTE Technical Assistant) to provide supplemental academic and career-exploration/readiness support services to students enrolled in the targeted programs.

When?

The **timeline** for Perkins V CTE grant-funded activities:

- Proposal approved by NYS Education Department for program year, July 1 – June 30
- Final report for prior year due September
- Local Advisory Council fall meeting – November/December
- All grant-funded equipment must be purchased, installed and IN USE by Dec 31 (with a goal of sooner rather than later to ensure current year students benefit from this year's award)
- Interim report due in February
- Local Advisory Council spring meeting – April/May
- Proposal for upcoming year due in May
- All grant-funded expenditures must be completed by June 30