PERKINS V

Career and Technical Education

CTE 101

For advisory council
and key program personnel

Shelli Reals, SUNY Broome's Director of Sponsored Programs, Dec 2021

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 <u>*Perkins V*</u>

- 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

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

Ineligible HS Programs

- HS ISAT   - HS ISAS

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

Ineligible STEM Programs

- ES   - ENV

- MATH   - LAAS

Liberal Arts (LA) Division - Eligible Programs:

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

Remainder of LA Programs are Ineligible.

SUNY Broome NYSED-Registered Perkins V CTE Programs 2021

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.
5099	F	Business Administration - International Business: A.S.
5504		Business Information Management: A.A.S.
5505	F	Criminal Justice: A.A.S.
5505		Criminal Justice-Corrections: A.S.
5505	F	Criminal Justice-Police: A.A.S.
5404		Culinary Arts: A.O.S.
5299		Emergency Med Tech/Paramedic: A.A.S.
5299		Emergency Med Tech/Paramedic Certificate
5011		Event Management A.O.S.
5505		Homeland Security: A.S.
5010		Hospitality Management: A.A.S.
5010		Lodging & Casino Management: A.A.S.
5004		Marketing/Management/Sales - General: A.A.S.
5005	M	Office Technologies: Certificate
5099	M	Paralegal Studies: A.A.S.
5010		Restaurant Management: A.A.S.
5004		Social Media: Certificate
5099		Sports Management: A.S.
5103		Website Development & Management: A.A.S.
5103		Website Development & Management Certificate

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	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: A.A.S. & Certificate
5214		Medical Administrative Skills Certificate
5214	M	Medical Assistant: A.A.S.
5213	M	Medical Transcription: Certificate
5208	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. & Certificate
5008		Communications and Media Arts: A.S.
5503	M	Early Childhood: A.A.S.
5503	M	Early Childhood: Certificate
5501		Human Services: A.S.
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	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 "GOAL" areas** where SUNY Broome is using its

2021-2022 Perkins V CTE grant of **$562,804** to bolster

➢ retention, completion, and placement rates of all CTE students

➢ enrollment rates of students in CTE programs leading to nontraditional occupations

GOAL #1: Supporting CTE Students with Disabilities via Access to Assistive Technologies & Personalized Support

- Hire a full-time CTE Technical Assistant who will be charged with increasing accessibility to assistive technologies and providing one-on-one support services for Perkins-eligible students with disabilities at 50% of a full-time position.

- Projected number of CTE students this Goal will serve: 357

- Goal Total: $31,374

Goal #2: Adopting a Community Learning Model of Student Support Services Provision to Improve CTE Student Performance Indicators Across the Student Life Cycle

- Fund five (5) full-time positions to provide support services to students pursuing CTE programs that align with the region's the top five industries (Healthcare, IT, Advanced Manufacturing, Business & Public Services, and Tourism & Hospitality):
  - 1 CTE Tech Assistant
  - 1 CTE Enrollment Coach
  - 2 CTE Academic Coaches
  - 1 CTE Career Coaches

- Fund professional and peer tutors in subject areas that align with the region's top five industries.

- Projected number of CTE students this Goal will serve: 3,267

- Goal Total: $363,330

GOAL #3: Improving CTE Programs of Study to Better Align with Regional Workforce Needs in the Healthcare Industry

- Work in concert with Goal #2's CTE Enrollment, Academic and Career Coaches, Peer and Professional Tutors, and CTE Technical Assistant to ensure students enrolled in the targeted programs receive supplemental academic and career-exploration/readiness support services to best increase student success rates.

- Purchase instructional supplies to be used by CTE students enrolled in ten programs of study: Health Studies AS & AAS, Dental Hygiene AAS, Clinical Laboratory Technician AAS, Histological Technician Certificate, Nursing AAS, Health Information Technology AAS, Medical Administrative Skills Certificate, Medical Assistant AAS, and Medical Transcription Certificate.
  - Items include: Transitional dentition occlusion models, Scan X intraoral phosphor storage plates in several sizes, Cavitron Select SPS ultrasonic scaler, Room and body temperature incubator, StatSpin MP centrifuge, Fisherbrand heating/drying oven, Fisherbrand general deluxe water bath, and EKG machine with EKG paper bundle.

- Purchase a piece of equipment that serves as a Dental Hygiene program improvement
  - Professional Thermal Disinfector ($9,980) for safe, efficient mechanized instrument reprocessing.

- Purchase equipment bundles that serve as a Nursing Program improvement
  - Nurse Workstations (3 at $9,000 ea) that serve as mobile computing medication platforms with ergonomic features and fully configurable organization options

- Projected number of CTE students this Goal will serve: 1,403

- Goal Total: $53,725

GOAL #4: Improving Programs of Study to Better Align with Regional Workforce Needs in IT & Advanced Manufacturing Industries

- Work in concert with Goal #2's CTE Enrollment, Academic and Career Coaches, Peer and Professional Tutors, and CTE Technical Assistant to ensure students enrolled in the targeted programs receive supplemental academic and career-exploration/readiness support services to best increase student success rates.

- Equipment purchases.
  - Industrial EET Robot ($38,000) intended as an Electrical Engineering Technology program improvement
  - CNC Robot package ($46,000) intended as a Manufacturing Technology and Mechanical Technology program improvement

- Instructional supplies ($12,876) to improve Electrical Engineering Technology AAS, Manufacturing Technology AAS, and Mechanical Engineering Technology AAS programs of study.
  - Items include: Arduino Engineering Kit Rev2, Tinkerkit Braccio Robot, Microprocessor training kit, FANUC handling tool operations and programming manuals, FANUC iRVisions package, and FANUC iRVision lab manuals.

- Projected number of CTE students this Goal will serve: 424

- Goal Total: $101,825

Goal #5: Improving Data Gathering Methods & the Use of CTE Student Performance Assessments to Better Inform Program Outcomes

- Develop and implement multiple data gathering methods to maximize data collection related to all three Core Indicators of Student Performance. Enlist support of college's Career Development Center, Information Technology Services, Sponsored Programs and Institutional Effectiveness Office to assist with developing appropriate assessment tools and better obtaining comprehensive data related to Core Indicators of Performance 1P1, 2P1, 3P1.
    - Use mid-year assessment results related to Core Indicators of Performance 1P1, 2P1, 3P1 to inform program improvements to address those gaps.
    - Compile year-end data and evaluate results related to Core Indicators of Performance 1P1, 2P1, 3P1 for adjusting subsequent year's Goals 1-4.

- Projected number of CTE students this Goal will serve: 3,267

- Goal Total: $12,550

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