

# **PERKINS V**

**Career and Technical Education**

## **CTE 101**

For advisory council  
and key program personnel

*Shelli Reals, SUNY Broome's Director of Sponsored Programs, Nov. 2022*

# 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 21<sup>st</sup> 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 2023

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

Business & Professional Services Division		
Hegis Code	NT Gender	Program Title
5002	M	Accounting - A.A.S.
5004	F	Business Administration - A.S.
5099	F	Bus Admin - International Business - A.S.
5504	F	Business Information Mgmt. - A.A.S.
5505	F	Criminal Justice – A.A.S.
5404	F	Culinary Arts - A.O.S.
5299		Emergency Med Tech/Paramedic - A.A.S., Certificate
5011		Event Management - A.O.S.
5505	F	Homeland Security/Emergency Mgmt - A.S.
5010		Hospitality Management - A.A.S.
5004		Marketing/ Mgmt. /Sales – General - A.A.S.
5005	M	Office Technologies: Certificate
5099	M	Paralegal Studies - Cert, A.A.S.
5004		Social Media: Certificate
5099		Sports Management - A.S.
5103		Web Devt and Mgmt. - A.A.S. & Cert.

Health Science Division		
Hegis Code	NT Gender	Program Title
5205		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		Histological Technician: Cert, A.A.S.
5208	M	Nursing: A.A.S.
5205	M	Phlebotomy: Certificate
5219		Physical Therapist Assistant: A.A.S.
5207		Radiologic Technology: A.A.S.
Liberal Arts Division		
Hegis Code	NT Gender	Program Title
5506	M	Chemical Dpndncy Counseling: Cert, 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.
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	F	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.
5311	F	Mechatronic: Certificate
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 **three “GOAL” areas** where SUNY Broome is using its 2022-2023 Perkins V CTE grant of **\$611,297** to bolster

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

# **GOAL #1:** Improving Support Services for CTE Students with Disabilities

- Hire (1) three CTE Student Success Coaches who will dedicate at least 5% of their full-time, temporary positions to increasing awareness of and access to available assistive resources for CTE students with disabilities; and (2) one part-time CTE Technical Assistant to assist CTE Student Success Coaches with successfully conducting activities to increase awareness of and access to available assistive resources for CTE students with disabilities. Activities will be conducted in close cooperation with the college's Accessibility Resources Office (ARO).
- Projected number of CTE students this Goal will serve: 219
- Goal Total: \$32,946

## **Goal #2:** Improving Recruitment, Enrollment and Retention of all CTE Students with an Emphasis on Special Population Categories

- Fund three full-time CTE Student Success Coach positions to provide support services to students pursuing CTE programs that align with the region's the top five industries (Healthcare and Social Assistance, Educational Services, Tourism and Hospitality, Manufacturing/Advanced Manufacturing, Professional, Technical and Business Services).
- 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: 2,366
- Goal Total: \$306,226

# **GOAL #3:** Improving Programs of Study to Better Align with Industry-Standard Technologies & Equipment in Top Regional Industries

- Work in concert with Goal #2's CTE Student Success Coaches and Peer and Professional Tutors 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 24 programs of study that align with three of the region's top five industries:
  1. Health Care & Social Assistance - Hospital Bed Vantage Sim Lab Starter Suites; Video laryngoscopies with cameras; Guarmard S2000 Mannikin\*; Lifepak 15 Cardiac Monitor\*; Zoll Auto Pulse\*; and Lucas 3 Chest Compression System\*.
  2. Manufacturing/Advanced Manufacturing: Hydraulic chucks; HAAS live toolings; Humbolt sieve shaker; HAAS tooling holders; Fowler gage blocks; Instron load cell; and Ed Lab Air flow bench\*.
  3. Tourism & Hospitality: KaTom Dough Sheeter\*; KaTom Meat Grinder\*; WebstaurantStore 4-qt Ice Cream Machine\*; and Lions Deal Gueridon\*.

\*or equivalent vendor/comparable item

- Projected number of CTE students this Goal will serve: 1,411
- Goal Total: \$272,125

# 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