

Perkins V Round Table Discussion

(Comprehensive Needs Assessment and Perkins V 4-Year Application Narrative)

The following 4-year application and comprehensive needs assessment questions will be assessed by the District (and for multi-college districts by each individual college). As part of that review it is the intent of the District to consult with stakeholders to provide input to the comprehensive needs assessment and use that input to determine gaps to student success that may add activities/processes to focused 1-year applications (for the next two years).

Please do the following:

- Assign a lead to write down the Issues/Gaps.
- **Discussion will take place around the following concept:** Ensuring that program/programs of study align with skills require by local employment opportunities, including activities such as identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment and encouraging opportunities for work-based learning and that funding under this part is used in a coordinated manner with other local resources.
- Be prepared to report out on the Top Issues/Gaps to the group at large.
- Turn in the Issues/Gaps Notes (to be used to inform the comprehensive needs assessment).

NOTE: The following questions are required via the Perkins Act to be self-assessed for gaps in process by every District/College receiving Title I-C basic grant funding. These are for information purpose only and not meant to be discussed as part of this process.

Required Questions making up the 4-year Application

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems

described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

- (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) a description of how the eligible recipient will—
- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful

progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Required Questions As part of the Comprehensive Data Analysis

- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
 - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
 - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.