Perkins V Subcommittee Descriptions

Local Needs Assessment

Perkins V contains a new requirement within the local recipient application for funds. This requirement—the **Local Comprehensive Needs Assessment**—must be included in each local application and updated at least every two years.

Perkins V sets forth the following five requirements for the Local Comprehensive Needs Assessment:
- Evaluation of student performance by subgroup on Perkins core indicators.
- Description of the Career and Technical Education (CTE) programs offered (size, scope, quality and alignment).
- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention and training for CTE educators and support professionals.
- Description of progress toward implementing equal access to CTE for all students.

Accountability

States determine their own accountability goals and performance targets

The Perkins V accountability system evaluates the extent to which a state's CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. These indicators include the following:

Secondary Indicators
- Graduation
- Proficiency in academic standards
- Postsecondary education, training, military or employment rate six months after graduation
- Program quality indicators (state-selected)
- Enrollment in programs leading to nontraditional fields

Postsecondary Indicators
- Postsecondary education, advanced training, military, employment six months after completion
- Completion of postsecondary credential within one year
- Enrollment in programs leading to nontraditional fields

Under Perkins IV, states negotiated their performance levels with the U.S. Department of Education. Like ESSA, Perkins V empowers states to set their own state-determined levels of performance for each of the four years covered by the initial state plan, based on specific criteria.

The level of each core indicator of performance must be the same for all concentrators in the state. The target level should also require the state to make meaningful progress toward improving the performance of all CTE students, including subgroups. These performance levels must be included in the state plan public comment process and approved by the U.S. Secretary of Education based on the criteria set forth in the law. States will continue to lead negotiations with local recipients related to local performance levels (where applicable), which must equal the state total when aggregated.

Special Populations

The Perkins V accountability system evaluates the programs and activities to determine equity and access for student with barriers to education and/or employment.

Two new categories of special population students (homeless individuals and youth with parents on
active duty in the armed forces) are added to the current definition to reflect changes made under
ESSA. Special populations are now defined as:

a) individuals with disabilities;
b) individuals from economically disadvantaged families, including low-income youth and adults;
c) individuals preparing for non-traditional fields;
d) single parents, including single pregnant women;
e) out-of-workforce individuals;
f) English learners;
g) homeless individuals;
h) youth who are in, or have aged out of, the foster care system; and
i) youth with parents on active duty in the armed forces

High Quality CTE Programs

To help CTE educators and administrators develop and improve the quality of their CTE programs of study, an evidence-based framework defining high-quality CTE across 12 elements has been developed:

The 12 Elements Quality CTE Program of Study

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations
11. Work-based Learning
12. Data and Program Improvement

Perkins V will develop strategies, case studies, professional development models and toolkits to help CTE educators and administrator develop and support success within each element