# MEMORANDUM

**DATE:** June 19, 2020

**TO:** MEMBERS, California Workforce Pathways Joint Advisory Committee

**FROM:** Pradeep Kotamraju, Ph.D., Director, Career and College Transition Division, California Department of Education

**SUBJECT:** Secondary Perkins V Local Application and the Secondary Comprehensive Local Needs Assessment

## Summary of Key Issues

California *Education Code* (*EC)* Section 12053 designates the State Board of Education (SBE) as the sole state agency responsible for the administration of the state career technical education (CTE) program as required by the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). California *EC* Section 12053 requires the SBE and the Board of Governors (BOG) of the California Community Colleges to jointly coordinate the delivery of CTE and training through shared planning on all proposed policies, procedures, or allocation of funds. The coordination between the SBE and BOG is formally established within *EC* Section 12053, as the California Workforce Pathways Joint Advisory Committee (CWPJAC).

## Background

The federal Perkins V legislation (Section 134[b]) requires local recipients of Perkins V funds to submit an annual local application plan (LA). The LA describes the activities that must be undertaken to improve, enhance, and expand high quality CTE programs. A detailed budget is required in the Local Application Plan describing how the recipient plans to allocate and expend Perkins funding. The Local Application Plan should reflect local goals for implementation of the revised Perkins V accountability indicators including access and equity for all students. What is new under Perkins V is the introduction of the Comprehensive Local Needs Assessment (CLNA) that brings together the planning, programming, payment, and performance at the local and state levels for implementing high quality college and career ready pathways.

In California, the California Department of Education (CDE) oversees the Perkins V LA process for local eligible agencies (LEAs) serving grades kindergarten through grade twelve (K–12) and adults; whereas the California Community Colleges Chancellor’s Office (CCCCO) is responsible for the community college districts serving grades thirteen and fourteen. This Memorandum will focus exclusively on the secondary CLNA and LA that is currently being finalized by the CDE. The CCCCO’s CLNA and LA does not require approval by the CWPJAC and Community colleges receiving Perkins V funds will submit the CLNA and LA no later than June 15, 2020.

### Review of the Perkins V Comprehensive Local Needs Assessment

Perkins V local recipients are required to complete an LA, which includes a summary of the CLNA. Local recipients of Perkins V funds are expected to address the following six elements, as stipulated in the Perkins V legislation: (a) disaggregated student performance; (b) alignment to labor market information; (c) requirements for sufficient size, scope, and quality; (d) implementation of programs and programs of study; (e) recruitment, retention, and training of teachers, faculty, and staff; and (f) progress toward improving access and equity. Additionally, the CLNA must be reviewed and approved by a local stakeholder group; member categories are identified explicitly in the Perkins V legislation. The results obtained through the CLNA are summarized for inclusion with the LA.

The background information includes how local educational agencies (LEAs) will use the following: a CLNA overview document that describes the intent of conducting the CLNA (Attachment 1); a CLNA Workbook that provides a step-by-step process for conducting the CLNA (Attachment 2); and a CLNA Summary Template, which when completed, is entered into the Perkins V LA (Attachment 3). An LEA would first read the overview document; then, use the CLNA workbook to go through the step-by-step process; and finally, enter into the CLNA Summary Template, the strategies for each of the six CLNA elements listed above. It is this summary information that is entered into the Perkins V LA using the Program Management Grant System (PGMS).

### Review of the Perkins V Local Application

With the passing of the Federal Perkins V legislation, the CDE had to restructure the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) LA to include the new Perkins V requirement that relates to the CLNA. As part of the Federal Perkins V State Plan, the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) requires states to submit a completed LA in order to receive federal Perkins V funds.

Attachment 4 is a replication of an online template. To view the sample secondary Perkins V LA for 2020–21, log into the PGMS at <https://www3.cde.ca.gov/pgms/logon.aspx> with the following:

* Log into the PGMS at <https://www3.cde.ca.gov/pgms/logon.aspx> with the following:
  + Username: [Username has been removed due to security concerns on June 15, 2023] (case sensitive)
  + Password: [Password has been removed due to security concerns on June 15, 2023] (case sensitive)
  + Reporting year: 2020–21
  + LEA Name: Red Rock Canyon\*

\*Red Rock Canyon is a fictional LEA used for presentations and trainings.

The following sections indicate what has been included in the Perkins V LA as accessed through the PGMS link.

Section I: State Assurances and Certifications

Section II: Stakeholders

Section III: State-Determined Performance Levels

Section IV: Comprehensive Local Needs Assessment Summary

Section V: Budget Builder

Section VI: Budget Viewer

Section VII: Status

Much of the information provided in the LA by LEAs has been standard under Perkins IV and continues into Perkins V. These include CDE and LEA contacts; fiscal; data; and reports. The centerpiece of PGMS is the application itself. The application has been modified to include the CLNA and stakeholder information. The revised and newer sections in this Perkins V LA are Section II and Section IV and can be found under the application tab in PGMS. Both these sections connect back to the CLNA, and are new for the LEAs. The information provided in these sections is obtained from the CLNA Workbook.

Additionally, in Section II of PGMS, LEAs are asked to complete a CTE Teacher Matrix (Attachment 5). The only purpose of the CTE Teacher Matrix is to determine (1) if the teacher’s credential is CTE-eligible; and (2) if the credential matches the assignment. In other words, the CTE teacher matrix collects the credentialing information for a teacher in a CTE program based on current California Commission on Teacher Credentialing requirements.

Instructions are provided for completing the CTE Teacher Matrix including information provided on the California Commission on Teacher Credentialing website, as well as the CTE Model Curriculum Standards. The completed CTE matrix is mailed directly to the Career and College Transition Division’s Perkins mailbox.

## Attachment(s)

**Attachment 1:** Completing the Perkins V CLNA: An Overview Document (9 pages)

**Attachment 2:** CLNA Reporting Template (5 pages)

**Attachment 3:** Workbook to Accompany the CLNA Reporting Template (102 pages)

**Attachment 4:** Secondary Perkins V Local Application (13 pages)

**Attachment 5:** CTE Teacher Matrix (3 worksheets)