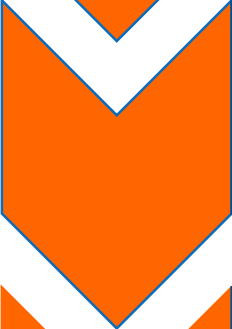


Perkins V

Texas Education Agency

Session Objectives

- 
- Basic information about Perkins V

- 
- Process of stakeholder engagement needed for
 - Perkins V

- 
- Understanding of the new Perkins Comprehensive Local
 - Needs Assessment process for districts

- **Being student focused**
- **Be respectful**
- **Assume positive intent**
- **Speak freely**
- **Monitor your airtime**



Status: On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* into law.

Purpose: Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on:

- Alignment and improvement
- Achievement
- Connections
- Accountability



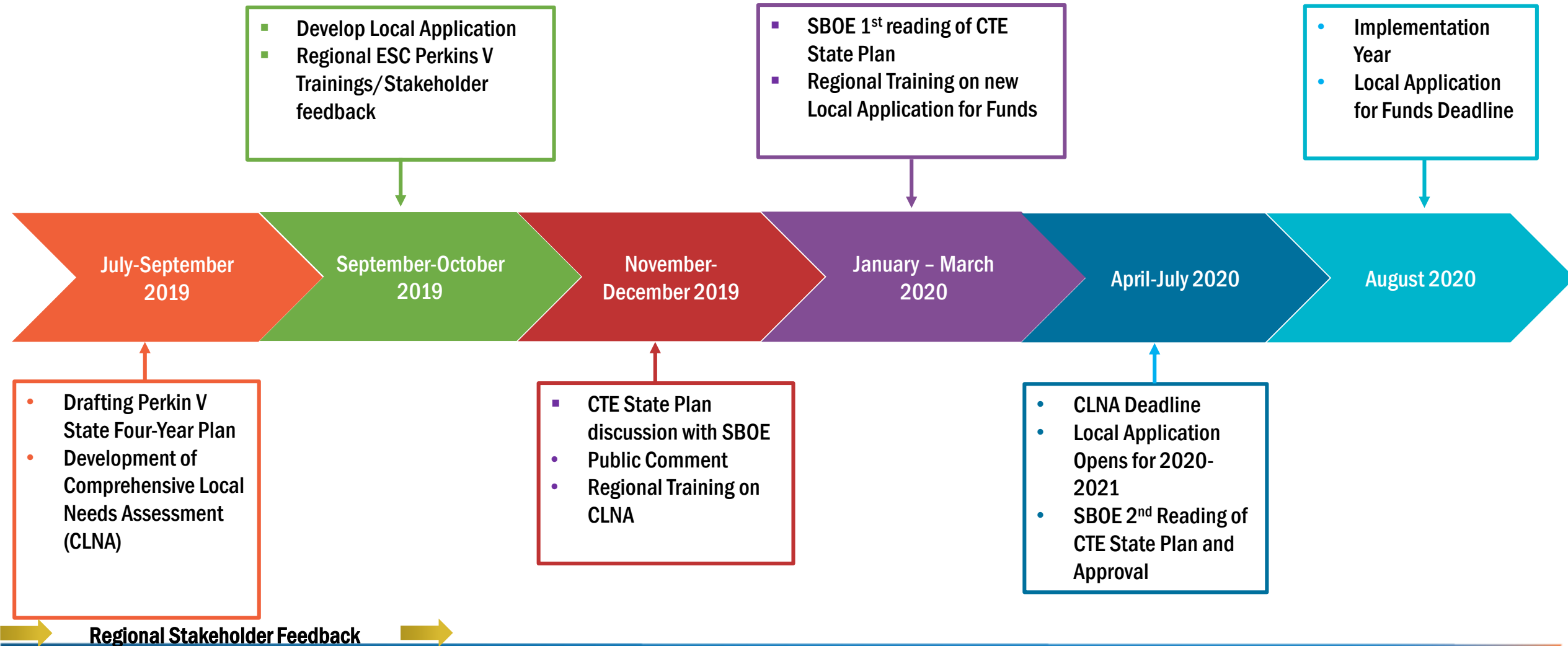
Based upon your current knowledge of Perkins V, what would one of your core messages be to your stakeholders?

Texas Perkins Grant

- **Total Amount of Perkins grant in 2018-2019: \$105,261,269**
 - **Secondary: 70%**
 - **Postsecondary: 30%**

- **Funding Formula**
 - **Allocations are based on Census Bureau population and**
 - **Poverty counts of individuals ages 5-17**

Perkins V Timeline



Major Components of Perkins V

- **Maintains a commitment to driving improvement** through Programs of Study and includes a robust, formal definition of that term
- **Introduces a comprehensive local needs assessment** that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years
- **Lifts the restriction on spending funds below grade 7** and allows support for career exploration in the “middle grades” (which includes grades 5-8)
- **Defines who is included in the accountability system** by including a formal “CTE concentrator” definition, instead of leaving this definition up to states
- **Shifts the accountability indicators**; the most significant is the elimination of the technical skill attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on either:
 - Work-Based Learning or
 - Postsecondary credit attainment or
 - Credential attainment during high school

Secondary CTE Concentrator

- A student served by an LEA who has completed at least two courses (for two or more credits) in a single CTE program of study.

Secondary CTE Completer (Texas program quality indicator)

- A student served by an LEA who has completed three or more courses for four or more credits including one level three or level four course within a single CTE program of study.

Program of Study

- A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:
 - Incorporates challenging state **academic standards**
 - Addresses academic, technical, and **employability skills**
 - Is **aligned with the needs of industries** in the state, regional, and/or local economy
 - **Progresses in specificity** (beginning with all aspects of industry and leading to more occupation specific instruction)
 - Has **multiple entry and exit points** that incorporate credentialing
 - Culminates in the **attainment of a recognized postsecondary credential**

Core Indicators of Performance

- **1S1:** Four-Year Graduation Rate
- **1S2:** Extended Graduation Rate
- **2S1:** Academic Proficiency in Reading/Language Arts
- **2S2:** Academic Proficiency in Mathematics
- **2S3:** Academic Proficiency in Science
- **3S1:** Postsecondary Placement
- **4S1:** Non-traditional Program Enrollment
- **Program Quality**
 - **5S1:** Attained Recognized Postsecondary Credential
 - **5S4:** CTE Completer

Local Application for Perkins Funding: What is Required of Districts

Needs Assessment

- Identify areas of strength in CTE systems/programs
- Identify areas of weakness and gaps in CTE systems/programs
- Informed/validated by stakeholders and industry partners

Local Application

- Lay out eligible recipient's vision or theory of action for CTE
- Identify strategies, solutions, and investments to sustain and scale strengths in CTE system/programs
- Identify strategies, solutions, and investments to address weakness and gaps in CTE system/programs

Needs assessment must include:

- Review of student performance
- Program quality
- Labor market needs
- Educator development
- Special population access to programs

Needs Assessment MUST BE UPDATED EVERY TWO YEARS

Perkins V: The Official Guide - ACTE

Perkins V Overview – Requiring Data-driven Decision Making

- **Throughout Perkins V, stakeholder engagement is significantly expanded**
 - State requirement of public comment period and input has been expanded
 - New local level need assessment requires significant stakeholder involvement
 - State requirements for aligning POS with workforce needs

Perkins V Overview – Requiring Data-driven Decision Making

- Large group of stakeholders must be consulted during the process:
 - Educators
 - Parents
 - Business and Industry Partners
 - Students
 - Others
- Local funding decisions must be based on the outcomes of the needs assessment

Required Uses of Funds: What TEA Must Do

- **Conduct state activities to improve CTE programs**
- **Prepare students for non-traditional fields in current or emerging professions, programs for special populations, and other activities that expose students to high wage, high skill, in-demand occupations**
- **Serve individuals in state institutions and state correctional institutions, specifies juvenile**
- **Recruit, prepare, or retain CTE teachers and faculty**
- **Provide technical assistance to eligible recipients**
- **Report on the effectiveness of such funds in achieving the goals and state determined levels of performance**

Required Uses of Funds: What LEAs Must Do

- Provide career exploration and career development activities
- Provide professional development for teachers, faculty, school leaders, administrators, specialized support personnel, career guidance and academic counselors, or paraprofessionals
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
- Support integration of academic skills into career and technical programs
- Increase student achievement of the local levels of performance
- Develop and implement evaluations of the activities carried out with funds

A Comparison of Local and State Requirements

Similarities

- Both recognize the importance of CTE teacher training and professional development
- Both are concerned with improved student achievement
- Both are concerned with connecting to high-skill, high-wage, or in-demand occupations

Differences

- The state supports state institutions and state corrections, especially those with juveniles
- The state is charged with using funds to provide technical assistance—like this training!

Required Uses of Funds: What Changed

- Perkins funds can be used to support CTSOs - sec.135(b)(5)(O)
- Middle grades funding (5th – 8th grade) - sec.135(b)(1)
- Emphasizes funding for guidance/career counselor -sec.135(b)(1)(D);sec.135(b)(2)
- Funding to train specialized instructional support personnel and paraprofessionals - sec.135(b)(2)(G)
- Increased emphasis on distance and blended learning for CTE - sec.135(b)(5)(I)
- Funding to offset the cost of special populations participating in CTE programs - sec.135(b)(5)(S)

Which Perkins V focus area do you believe most impacts increased access to high-quality CTE programs of study?

- **Systems alignment and program improvement**
- **Improving the academic and technical achievement of CTE students**
- **Improving accountability**
- **Strengthening the connections between secondary and postsecondary education**

Quick Check In

1. Which Perkins V focus area do you believe most impacts increased access to high-quality CTE programs of study?
2. The Perkins V focus area that most impacts high-quality CTE is: _____. The reason I believe this specific focus area is impactful is: _____.
3. Stand behind your chair when you are ready to share.
4. Share your responses with your shoulder partner or at your table.
5. Be ready to share your answer with the group.

Comprehensive Local Needs Assessment

- **The needs assessment will include the following six sections:**
 - **Student Performance**
 - **Labor Market Alignment**
 - **Programs of Study/Size, Scope, & Quality**
 - **Recruitment, Retention, & Training of CTE Educators**
 - **Improving Equity & Access**
 - **Summary**

Section 1: Student Performance

- **Local eligible recipients must evaluate their learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.**

Section 1: Student Performance

Draft Questions

- 1.1.** Which Perkins performance accountability indicator targets are you meeting and not meeting at the LEA, Career Cluster and program of study levels?
- 1.2.** How are learners from different genders, races and ethnicities performing in your CTE programs at the LEA, Career Cluster and program levels?
- 1.3** How are learners from each special population performing in your CTE programs in comparison to students without identified special needs at LEA, Career Cluster and program levels?
- 1.4.** How are learners in you CTE programs performing on accountability indicators in comparison to non-CTE learners, as appropriate? What are potential explanations for these differences?

Section 2: Labor Market Alignment

- The law requires eligible recipients to evaluate the alignment between programs offered and the labor market needs of the local area, state and/or region—now and in the future.

Section 2: Labor Market Alignment

Draft Questions

- 2.1.** What industries are projected to grow the most in your state, region or local area in the short, medium and long term? Which of these occupations meet a state-determined definition of “In-demand” and “high-wage”?
- 2.2.** How do your CTE program enrollments match projected job openings in the state, region or local area? Where are the biggest gaps, particularly in high-wage jobs and in-demand occupations?
- 2.3.** To what degree do your CTE programs of study offerings expose learners to all the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?

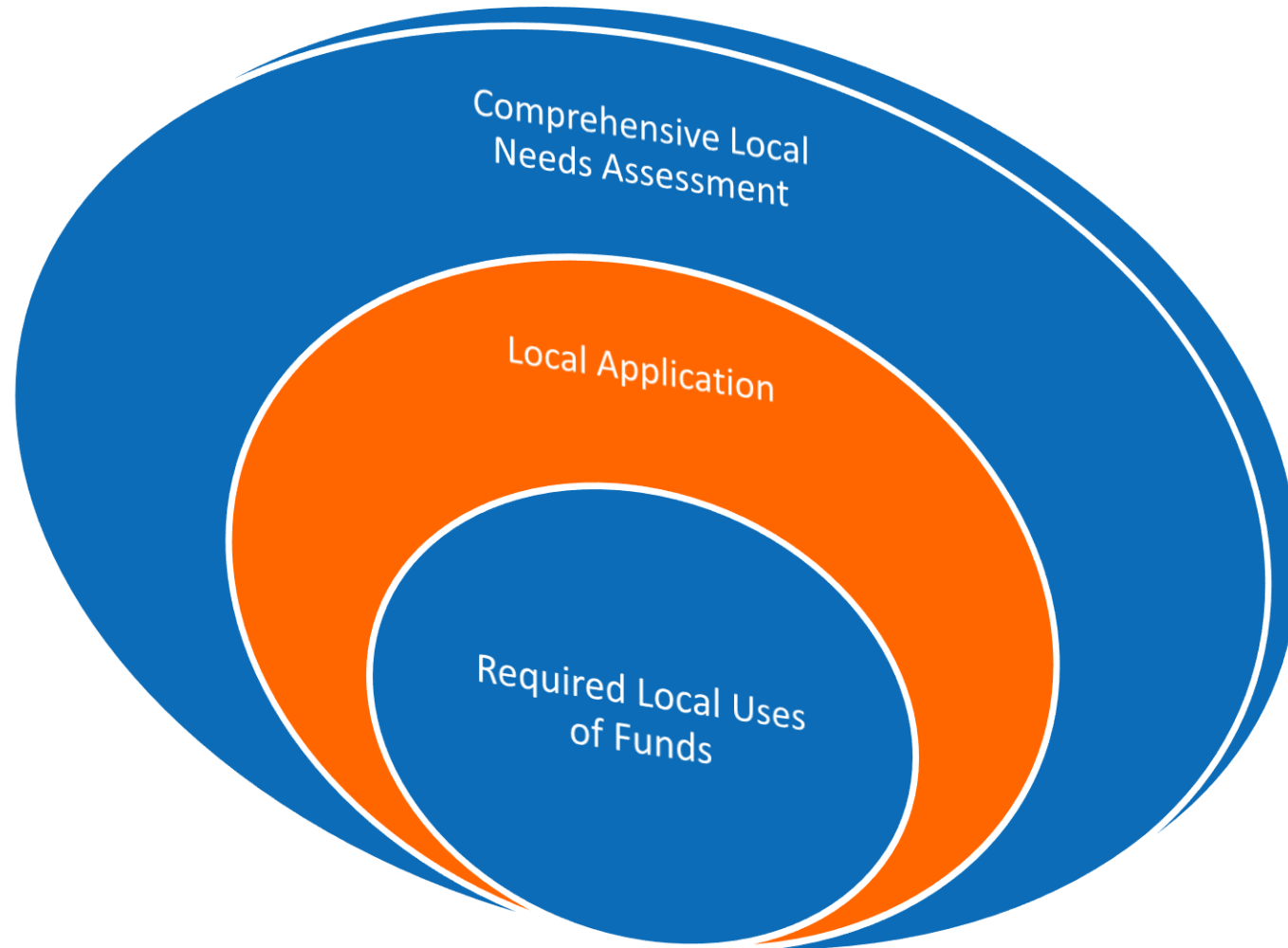
Perkins Local Application

- **The local application will include the following nine parts:**
 - **Comprehensive Local Needs Assessment Results**
 - **Programs of Study Funding**
 - **Career Exploration, Guidance, and Counseling Provided to All Students in the LEA**
 - **Improve Academic and Technical Skills of CTE Students**
 - **Special Population and Non-Traditional Fields**
 - **Work-Based Learning Opportunities**
 - **Postsecondary Credit**
 - **Recruitment, Retention, and Training**
 - **Performance Gaps**

- **Part 1: Comprehensive Local Needs Assessment Results**
 - **A. Summarize the results of the comprehensive local needs assessment.**

- **Part 2: Programs of Study Funding**
 - A.** Check the box next to each of the Statewide Programs of Study you plan to offer in the 2020-2021 academic year.
 - B.** Enter any approved Regional Programs of Study the LEA plans to offer in the 2020-2021 academic year.
 - C.** Provide information on the programs of study and activities the LEA will support with Perkins funds.
 - D.** How did the results of the comprehensive local needs assessment inform the selection of the programs of study and activities to be funded.
 - E.** Describe any new programs of study that you plan to develop and submit to the State for approval.
 - F.** Describe how will students, including students who are members of special populations, learn about CTE course offerings through programs of study?

The Connections – CLNA, Local App, and Uses of Funds



Comprehensive Local Needs Assessment (CLNA)

Local Application



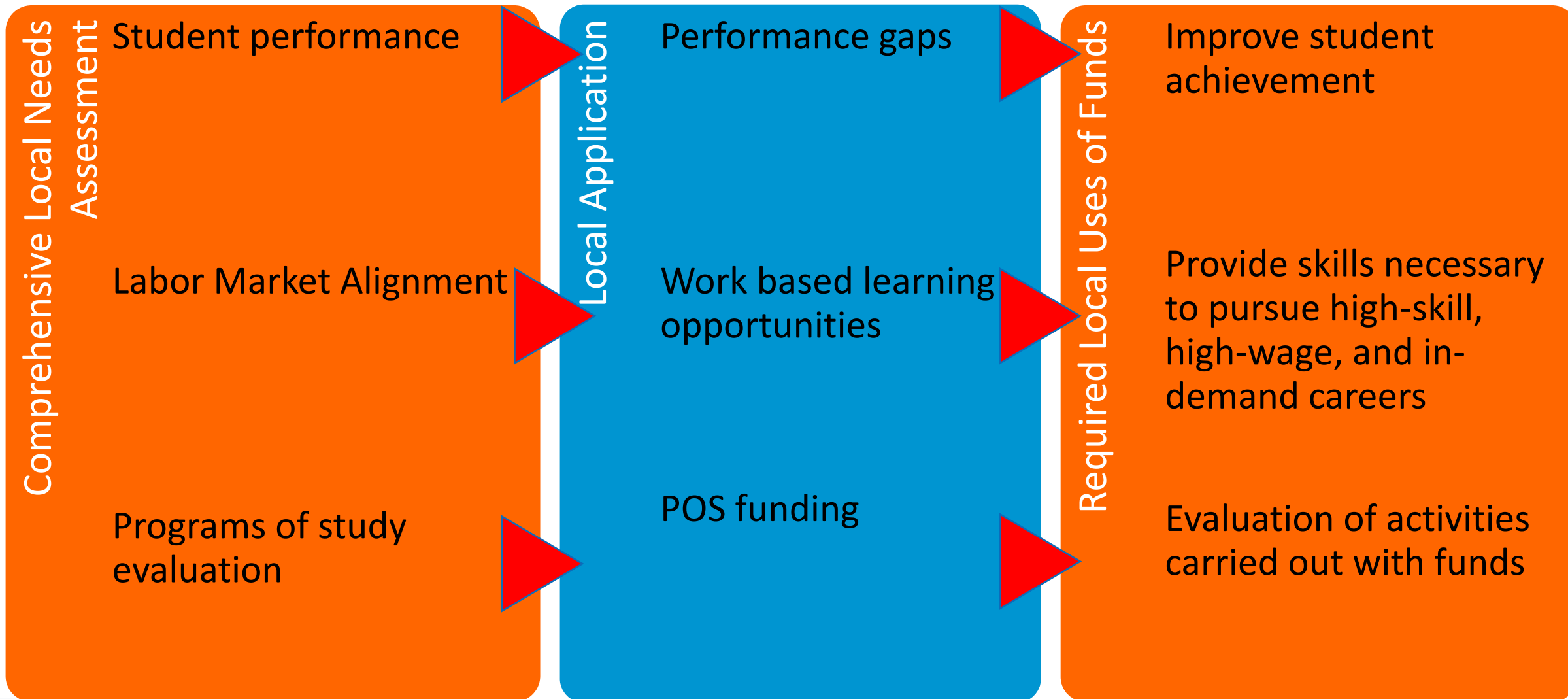
- Student performance
- Labor market alignment
- Programs of study evaluation
- Recruitment, retention, and training of CTE
- Improving access and equity
- Summary

- CLNA results
- POS funding
- Career exploration, guidance, and counseling
- Improve academic and technical skills
- Special population and non-traditional fields
- Work-based learning opportunities
- Postsecondary credit
- Recruitment, retention, and training
- Performance gaps

Required Local Uses of Funds

- Provide career exploration and development activities
- Provide professional development
- Provide skills necessary to pursue high-skill, high-wage, and in-demand careers
- Support integration of academic skills
- Implementation of programs that improve student achievement
- Evaluation of the activities carried out with funds

Direct Connections – CLNA, Local App, and Required Uses of Funds



Stakeholder Engagement Activity

Let's touch base again on stakeholder feedback.

On your table, you have a copy of Engagement Best Practices. Many of these practices you will be familiar with or you may currently use.

To refresh your memory and to get you thinking, please read Engagement Best Practices.

- **As you read, please highlight key topics, reminders or key words.**

Share Out

- **Once you have completed your reading and highlighting, please share your answer to the following questions out loud with your table/partner:**
 - What current engagement practices do I use with stakeholders?
 - What reminders or new information did the article share about engagement practices that I can use with stakeholders?
 - How will Perkins V support the advancement of high-quality CTE in your district vision for CTE?

Stakeholder Relationship Map

Use the stakeholder relationship map to identify current and potential new stakeholders.

Fill in the columns with the strategy, vehicles, and approach you will use to engage stakeholders in relation to Perkins V.

An example has been provided at the top of the map.

Session Evaluation

Please take a few moments to respond to the session evaluation.

You can access the evaluation through the **QR code here:**



Or at the following **link:**

https://tea.co1.qualtrics.com/jfe/form/SV_cTlfqulQWoJCUAt

Reminders

- Perkins V state plan public comment
- Perkins CLNA training dates
- Perkins Local Application training dates
- Upcoming HB3 webinars;
https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3

ESC Contact Information