



Perkins V Stakeholders REGIONAL MEETINGS

Agenda

Introductions:

Overall Context:

- CTE State Plan
- Perkins IV vs Perkins V
- Local Needs Assessments

Key CTE and Perkins Details:

- DOE, Community College, State Board Goals
- Perkins V Definitions
- Targeted Groups (Special Populations)
- Role of State Board of Education
- Budget and General Perkins Information

Why Are We Here Tonight?

Discussions

- How do we best educate all residents from grade 6 to meaningful employment?
- What are effective ways to use Perkins Funds to support career pathways for all students from middle school to postsecondary?
- What CTE opportunities could/should Perkins Funding support?

Wrap Up

Targeted Audiences: secondary and postsecondary education including charter schools, guidance, administration, eligible recipients, adult education, and support staff; parents; students; community organizations; labor organizations; workforce development; business and industry including small businesses; special populations including agencies serving out-of-school youth, homeless children and at-risk youth and individuals with disabilities; tribal organizations

Timeline for Perkins V

*Strengthening Career and Technical Education for the 21st Century Act
P.L.115-224*

July 31, 2018	Perkins V signed into law
December 19, 2018	Introductory Statewide Stakeholder Meeting
February 8, 2019	Stakeholder Meeting (cancelled due to weather)
February 2019	Stakeholder Survey (replaced cancelled meeting)
April 23 rd , 24 th , 25 th	Regional Stakeholder Meetings (Bangor, Augusta, Westbrook)
May 1 st	Regional Stakeholder Meeting (Caribou)
May 22, 2019	Statewide Stakeholder Meeting
May 24, 2019	Transition State Plan submitted to OCTAE
August - October 2019	Write 4-Year State Plan draft
October 2019	Statewide Stakeholder Meeting – Draft Plan
Winter 2019	Draft Plan revised
December 2019	Perkins V Accountability requirements posted for public comment (60 days)
December 2019	Notices of Public Hearings in media
January 2020	Public Hearing/Public Comment (30 days)
February 2020	Submit State Plan to State Board of Education
March 2020	Submit State Plan to Governor
March 2020	State Board of Education State Plan Approval
April 2020	Submit 4-year State Plan to OCTAE

What is Perkins?

The Carl D. Perkins Career and Technical Education Act is the federal law that allocates federal funds to support career and technical education.

History of the Perkins Act

1917 - Smith-Hughes Act of 1917 (Instituted to provide federal funds to support Vocational Education.)

1963 - Vocational Education Act (Reauthorized to continue federal fund support of Vocational Education.)

1984 - Carl D. Perkins Act (Reauthorized and renamed to continue support of Vocational Education.)

1990 – Perkins II (Reauthorized to include more focus on Perkins defined targeted populations and economically disadvantaged students to ensure equal access for ALL students.)

1998 – Perkins III (Reauthorized to include more flexibility, more contextual learning integration, and enhanced accountability for student achievement.)

2006 – Perkins IV (Reauthorized and replaced vocation education with career and technical education and included more focus on secondary/postsecondary articulation, skill attainment, academic integration, live work, and Perkins defined programs of study.)

2018 – Perkins V (Reauthorized to include increased flexibility at the state level, increased stakeholder involvement, more career guidance and academic counseling, increased focus on Perkins defined targeted populations, and introduced the local comprehensive needs assessment.)

Perkins V Definitions

SEC 2 PURPOSE

The purpose of this 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 career and technical education programs and programs of study...

SEC 3 DEFINITIONS (for eligible agency, eligible recipient, CTE, and targeted populations)

Eligible Agency - The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State. (*In Maine this is the State Board of Education.*)

Eligible recipient - The term ‘eligible recipient’ means -

- a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131 (secondary); or
- an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 (postsecondary).

(In Maine the funds to flow to the 27 secondary CTE schools and the 7 postsecondary Community Colleges.)

Career and Technical Education - The term ‘career and technical education’ means organized educational activities that -

- offer a sequence of courses that –
 - provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
 - may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
- include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

Special (targeted) populations - The term “special populations” means -

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals;
- youth who are in, or have aged out of, the foster care system; and
- youth with a military parent who is on active duty

Perkins V - Local Comprehensive Needs Assessment

(Completed during FY20 and updated at least once every two years.)

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level – ***it drives your local application development and future Perkins V spending decisions.***

The needs assessment must include evaluations of:

- performance on federal accountability indicators, disaggregated;
- alignment to labor market needs;
- size, scope and quality of programs offered;
- progress toward implementing Perkins defined programs and programs of study;
- recruitment, retention, and training of CTE faculty and staff; and
- progress toward improving access and equity.

Stakeholders must include:

- representatives of secondary CTE programs in the local area, including teachers, career guidance and academic counselors, school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of postsecondary CTE programs including faculty and administrators;
- representatives of the state board or local workforce development boards;
- representatives of local or regional businesses and industries;
- parents and students;
- representatives of targeted populations;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- representatives of Indian tribes and tribal organizations in the state, where applicable; and
- any other interested stakeholders.

Perkins V Local Uses of Funds:

- provide career exploration and career development activities;
- provide professional development for educators;
- provide the skills necessary for students to pursue high skill, high wage or in-demand occupations;
- support the integration of academics into CTE;
- support implementation of programs resulting in increased student achievement; and
- program and activity evaluation.

(The local needs assessment template will be developed in by the DOE CTE team with input from secondary and postsecondary recipients.)

Perkins V Work Plan

State's Vision for Career and Technical Education and Workforce Development

- State supported workforce development activities.
- Alignment of CTE programs at secondary and postsecondary to allow for seamless education to career pathways.
- Supporting the State's strategic vision for preparing an educated and skilled workforce to meet the needs of business and industry.
- Collaboration with other federally funded programs such as Elementary and Secondary Education Act (ESEA), Workforce Innovation and Opportunity Act (WIOA), Perkins V, Individuals with Disabilities Education Act (IDEA), and Higher Education Act (HEA) to meet State workforce goals.

Implementing Career and Technical Education Programs and Programs of Study

- Efforts relating to CTE programs or programs of study to be supported, developed, or improved.
 - Develop State level Programs of Study.
 - Develop a process and criteria for approving local Programs of Study or Career Pathways and how to ensure such programs address workforce needs through:
 - continuous improvement in both academic and technical skills;
 - expanding access to CTE for targeted populations; and
 - include employability skills.
 - Provide information on Programs of Study, Career Pathways, and guidance and advisement resources to reach students, parents, representatives of secondary and postsecondary education, and targeted populations (may need multiple languages).
 - Facilitate collaboration in the development of secondary and postsecondary CTE Career Pathways with multiple entry and exit points
 - Research State, regional, or local labor market data to determine alignment of CTE programs to the State, regional, or local economy, including State defined in-demand sectors and occupations.
 - Ensure equal access for targeted populations to approved CTE programs.
 - Support the local development of Career Pathways.
 - Support effective and meaningful collaboration between secondary and postsecondary CTE and employers to provide experience in, and an understanding of, all aspects of an industry including work based learning, internships, mentorships, simulated work environments, and other hands-on learning.
 - Improve outcomes and reduce performance gaps for CTE concentrators including target population subgroups.
 - Provide opportunity for secondary CTE students to participate in dual or concurrent enrollment.
 - Continue collaboration with stakeholders.

Local Plans for Career and Technical Education

- Develop the criteria and process for approving local applications to ensure
 - promotion of academic achievement;
 - promotion of skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
 - ensure the local comprehensive needs assessment considered local economic and education needs.
- Develop process and criteria for evaluating local CTE programs to promote continuous improvement.

Career and Technical Education Personnel

- Develop supports for the recruitment and preparation of CTE personnel that includes professional development to provide the knowledge and skills needed to work with, and improve instruction for, targeted populations.
- Offer professional development opportunities for
 - training on CTE and academic integration;
 - industry certification to keep CTE personnel current with industry standards; and
 - training for CTE Personnel on ways to support targeted populations.

Perkins Defined Targeted Populations

- Develop program strategies for targeted populations, including how targeted populations
 - will have equal access to CTE programs;
 - will not be discriminated against;
 - will be provided with programs to enable them to meet or exceed State levels of performance;
 - will be provided with appropriate accommodation; and
 - will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.

Accountability

- Develop a process to adopt state levels of performance and include
 - a process for public comment;
 - an explanation of the State determined levels of performance; and
 - a description of how levels of performance were set to align with other the levels, goals, and objectives of other Federal and State laws.
- Develop a process to address disparities or gaps in performance and improvement plan activities to ensure meaningful progress is made to eliminate these disparity gaps

State Levels of Performance

- Perkins V defines what constitutes a CTE student concentrator:
 - at the **secondary level**, a concentrator is defined as a student who completes at least two courses in a single program or program of study; and
 - at the **postsecondary level**, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.
- Performance indicators will be aligned, to the greatest extent possible, to similar information gathered for other State and Federal programs such as ESEA and WIOA.
- State plan will define valid and reliable core indicators of performance for CTE concentrators.

Accountability Measures

Secondary

Graduation Rate

Percentage of CTE concentrators who graduate high school, as measured by –

- the four-year adjusted cohort graduation rate (defined in section 8101 of the ESEA Act of 1965; and
- at the State's discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.

Academic Attainment

Percentage of CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA (for Math, English, and Science).

Placement

Percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in the Peace Corps Act, or are employed.

CTE Program Quality

That shall include at least 1 of the following:

- Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.
- Percentage of CTE concentrators graduating from high school having participated in work-based learning.

Nontraditional

Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Postsecondary

Placement

Percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in the Peace Corps Act, or are placed or retained in employment.

Credential/Degree

Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Nontraditional

Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Current Goals for CTE in Maine

1. Maine State Board of Education Strategic Vision for Education in Maine (2016-2021) – Goal #1 – Strengthen CTE

The Board sets as its goal to strengthen and enhance the delivery of Career and Technical Education programs in the State of Maine.

- Direct a greater portion of CTE funds towards instruction & instructionally related services
- Double enrollment in CTE programs by 2020
- Introduce CTE instruction into Maine's middle schools
- Better align secondary and post-secondary CTE offerings and programs

2. Maine DOE draft Vision, Mission, and Strategic priorities for 2019-2021

Vision:

The people of Maine are lifelong learners served by an innovative, equitable, and learner centered public education system that supports students - youth through adulthood – in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

Mission:

To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.

Strategic Priorities:

- Inspire TRUST in our organization and in our public education system
- Develop, support, and sustain a robust EDUCATOR WORKFORCE
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT led by the EXPERTS in the field

3. Maine Community College System's Board of Trustees has adopted the following goals for the next five years (2015-2020)

- Goal 1: Increase the number of individuals served by Maine's community colleges
- Goal 2: Increase student success rate to 57% for fall 2018 cohort and 59% for fall 2019 cohort
- Goal 3: Strengthen alignment of MCCS programs and services with the needs of Maine employers and workers to enhance the employability and career development of adults served by MCCS and to better address the state's workforce challenges.

Perkins V – Budget

Maine's **estimated** Perkins allocation for FY20 is \$6,148,797

(this amount may change when the federal budget is passed in Fall of 2019)

\$5,226,478 (85%) must go to the eligible recipients (secondary and postsecondary)

- \$4,703,832 is allocated to grantees by Perkins prescribed formula (currently)
 - 50% secondary - \$2,351,916
 - 50% postsecondary - \$2,351,916
 - Local formula funds may be used to:
 - provide career exploration and career development activities;
 - provide professional development for CTE staff;
 - provide CTE students, including targeted populations, with the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
 - integrate academic skills into CTE program to support students in meeting the challenging academic standards adopted under the ESEA;
 - carryout activities that support increasing student achievement; and
 - evaluate Perkins grant activities.
 - \$522,646 is allocated via targeted grants (approved by the State Board of Education)
 - 70% secondary - \$344,946
 - 30% postsecondary - \$177,700
 - Targeted reserve funds may be used:
 - in rural areas;
 - in areas with high percentages of CTE concentrators or CTE participants;
 - in areas with high numbers of CTE concentrators or CTE participants; and
 - in areas with disparities or gaps in performance
- in order to
- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, including those that prepare individuals for nontraditional fields; or
 - promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

\$922,313 (15%) is used for State level activities such as:

- development and administration of Perkins V state plan
- 5 DOE CTE team positions
- online grant application and reimbursement system costs
- student data information systems costs
- technical assistance
- nontraditional (by gender) support
- Perkins defined targeted population recruitment and supports
- professional development
- consolidated school reviews
- methods of administration reviews
- career and technical student organization support
- CTE at Maine's youth correctional facility
- CTE secondary to postsecondary pathways
- CTE middle school initiatives
- interagency connections and initiatives