Public Hearing

North Dakota State Plan for the Strengthening Career and Technical Education for the 21st Century Act or PERKINS V
Strengthening CTE for the 21\textsuperscript{st} Century Act or Perkins V

- Signed into law July 31, 2018 – Went into effect July 1, 2019
- Changes to law
  - Allows funding changes
  - Allows funding to be used for career exploration in the “middle grades”
  - Changes accountability indicators
  - Changes state plan development process – much more consultation with different groups including the Governor’s Office
  - Introduces a comprehensive local needs assessment to determine local funding
State Allocation

State Allocation
$5,037,372

Leadership Funds
Up to 10%

Special Populations
.1% or $50K

Incarcerated
Up to 2%

Non Traditional Recruitment
$60K-$150K

Other Leadership Activities

Secondary
65% - Currently

Post-Secondary
35% - Currently

Administration
5%

Funds to Schools
85%

Reserve Fund
Up to 15%
Uses of Leadership Funds

North Dakota’s Plans

• Provide funding to Youth Correctional Center for offer CTE programming
• Grant Programs to support local efforts to provide access opportunities for Special Populations Students and Students pursuing Nontraditional fields
• Provide Professional Development Opportunities
• Support statewide efforts to recruit and retain CTE educators
Perkins V Reserve Funds

North Dakota’s Plans
- Support RUReadyND platform
- Development of a Competitive Innovation Grant Program
  - Grants to address areas of high numbers of CTE students or rural communities;
  - Grants to address disparities or gaps in performance among population groups;
  - Funds to spur innovation or support programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations
### Proposed 2020-21 North Dakota Perkins V Budget

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$5,037,372</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
<td>$251,869</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>10%</td>
<td>$503,737</td>
</tr>
<tr>
<td>4</td>
<td>• Individuals in State Institutions</td>
<td>1%</td>
<td>$50,374</td>
</tr>
<tr>
<td></td>
<td>- Correctional Institutions</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4b</td>
<td>- Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4c</td>
<td>- Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>• Non-traditional Training and Employment</td>
<td>Not applicable</td>
<td>$60,000</td>
</tr>
<tr>
<td>6</td>
<td>• Special Populations Recruitment</td>
<td>.1%</td>
<td>$5,037</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>85%</td>
<td>$4,281,766</td>
</tr>
<tr>
<td>8</td>
<td>• Reserve</td>
<td>15%</td>
<td>$642,265</td>
</tr>
<tr>
<td>9</td>
<td>- Secondary Recipients</td>
<td>78.1%</td>
<td>$501,609</td>
</tr>
<tr>
<td>10</td>
<td>- Postsecondary Recipients</td>
<td>21.9%</td>
<td>$140,656</td>
</tr>
<tr>
<td>11</td>
<td>• Allocation to Eligible Recipients</td>
<td>85%</td>
<td>$3,639,501</td>
</tr>
<tr>
<td>12</td>
<td>- Secondary Recipients</td>
<td>65%</td>
<td>$2,365,676</td>
</tr>
<tr>
<td>13</td>
<td>- Postsecondary Recipients</td>
<td>35%</td>
<td>$1,273,825</td>
</tr>
<tr>
<td>14</td>
<td>State Match (from non-federal funds)</td>
<td>Not applicable</td>
<td>$251,869</td>
</tr>
</tbody>
</table>
Secondary Indicators

• Graduation rate (ESSA)
• Academic Attainment (ESSA)
• 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 national service program, or are employed
• Percentage of concentrators in programs/programs of study that lead to non-traditional fields
Secondary Indicators – Program Quality

• Not less than one indicator of program quality:

  • Attainment of recognized postsecondary credentials
  • Attainment of postsecondary credit in the CTE program
  • Participation in work-based learning – Specific definition

• A second, optional quality indicator:

  • Any other measure that is statewide, valid, and reliable, and comparable
Work-based Learning Requirements

High quality CTE Programs will offer students an opportunity to engage in work-based learning experiences.

Option A: Real Workplace Settings

The student is placed on a supervised worksite in business/industry. Work experiences may consist of Coop Work Experience, Internships, or similar placements. They must be a minimum of 40 hours in length.

Or....
Work-based Learning Requirements

Option B: Simulated Work Experiences in Schools

The student’s CTE Program offers in-class projects or laboratory experiences that are similar to those found on the job, that foster “in-depth, firsthand engagement with the tasks required in a given career field.” The in-class experiences must require no less than one week or five successive hours of class time to complete. The entire series of projects must total 40 hours or more to be considered a work-based experience.

The simulated experience must be hands-on.
Guest speakers, field trips, and the like do not count.
## Work-based Learning Quality Measurement

### #1 RESPONSIBLE EMPLOYEE

<table>
<thead>
<tr>
<th>Score</th>
<th>4.3 - 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>3.2 - 4.2</td>
</tr>
</tbody>
</table>

- Appropriate appearance and behavior
- Attitude
- Ethical
- Adaptability in position
- Adaptability to change
- Time management in work
- Focusing on a project
- Responsibility
- Inspiring others through influence
- Leadership
- Appropriate questioning
- Understanding the system

**Score Key:**

4 = Exceeds Competency
3 = Meets Competency
2 = Approaching Competency
1 = Not Yet Reached Competency

### #2 TECHNICAL SKILLS

<table>
<thead>
<tr>
<th>Score</th>
<th>4.3 - 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>3.2 - 4.2</td>
</tr>
</tbody>
</table>

- Math skills
- Using past knowledge
- Reading and interpreting
- Writing
- Problem solving and critical thinking
- Using resources to complete work

**Score Key:**

4 = Exceeds Competency
3 = Meets Competency
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### #3 PROBLEM SOLVING

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>3.2 - 4.2</td>
</tr>
</tbody>
</table>

- Reasoning skills
- Using information
- Understanding the system
- Asking to understand
- Using multiple techniques
- Using feedback
- Learning from the past
- Learning from mistakes and success
- Seeking solutions

**Score Key:**

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### #4 COMMUNICATION

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>3.2 - 4.2</td>
</tr>
</tbody>
</table>

- Communicating well
- Communicating through presentation
- Communicating new ideas
- Timely listening/speaking
- Listening well
- Communicating w/ tech.
- Communicating through written form

**Score Key:**

4 = Exceeds Competency
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### #5 TEAMWORK

<table>
<thead>
<tr>
<th>Score</th>
<th>4.3 - 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>3.2 - 4.2</td>
</tr>
</tbody>
</table>

- Engaging actively and respectfully
- Respecting other ideas
- Listening well
- Sharing and supporting
- Open to compromise
- Participating
- Balancing all views
- Understanding culture
- Understanding the larger community

**Score Key:**

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### Complete CPR Score

**Score Key:**

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**Total Score:**
Postsecondary Indicators

- 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 national service program or are placed or retained in employment
- Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion
- Percentage of concentrators in programs that lead to non-traditional fields
### Perkins Targets

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Indicators</strong></td>
<td></td>
<td>FY 2020</td>
</tr>
<tr>
<td>1S1: Four-Year Graduation Rate</td>
<td>87.86%</td>
<td>89.62%</td>
</tr>
<tr>
<td>2S1: Academic Proficiency in Reading/ Language Arts</td>
<td>48.76%</td>
<td>49.74%</td>
</tr>
<tr>
<td>2S2: Academic Proficiency in Mathematics</td>
<td>32.20%</td>
<td>32.84%</td>
</tr>
<tr>
<td>2S3: Academic Proficiency in Science</td>
<td>50.40%</td>
<td>51.41%</td>
</tr>
<tr>
<td>3S1: Post-Program Placement</td>
<td>62.56%</td>
<td>63.81%</td>
</tr>
<tr>
<td>4S1: Non-traditional Program Concentration</td>
<td>14.64%</td>
<td>14.93%</td>
</tr>
<tr>
<td>5S3: Program Quality – Participated in Work-Based Learning</td>
<td>8.22%</td>
<td>8.38%</td>
</tr>
<tr>
<td><strong>Postsecondary Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P1: Post-Program Placement</td>
<td>74.12%</td>
<td>75.61%</td>
</tr>
<tr>
<td>2P1: Earned Recognized Postsecondary Credential</td>
<td>36.14%</td>
<td>36.86%</td>
</tr>
<tr>
<td>3P1: Non-traditional Program Concentration</td>
<td>16.74%</td>
<td>17.08%</td>
</tr>
</tbody>
</table>
Comprehensive Local Needs Assessment (CLNA)

• Must be completed when initially submitting local application and then at least once every two years
• Must include a list of groups to consult with for needs assessment and “continued consultation” as determined by the eligible agency
• Key areas that must be addressed
  • Student performance (including subpopulations)
  • Size, scope and quality of programs
  • Labor market alignment
  • Programs/Programs of study implementation progress
  • Improving educator recruitment, retention and training
  • Strategies for special populations
Local Uses of Funds – Must Support Local Needs Assessment

- 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 or sectors; provide support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE
- Support the integration of academics into CTE
- Support implementation of programs resulting in increased student achievement
- Evaluation activities
Perkins Consortiums

Perkins Minimum Allocations

$15,000 (Secondary) - Based on student population and free and reduced eligible student count

$50,000 (Post-secondary) – Based on number of Pell Grant recipients and Bureau of Indian Affairs assisted students

States have developed consortiums to meet minimums if eligible recipients fall below
Perkins Consortia Fiscal Agent Responsibilities

• Coordinating an annual consortium meeting where CLNAs are reviewed and priorities are determined
• Coordinating budget requests
• Completing and submitting the Local Application
• Completing one in-person visit to each consortium member each school year
• Ensuring access to at least three program areas to member districts within the consortium
• Coordinating long-term planning for the consortium which addresses the next four years
• Developing policies and procedures for consortium operations that align with state guidelines (e.g. inventory policies, budget request procedures, data collection procedures)
• Participating in monitoring and technical assistance visits with the Department of Career and Technical Education
https://www.cte.nd.gov/PerkinsStatePlan

All Public Comments are to be submitted electronically to cte@nd.gov
Public Comment period will close January 31, 2020
Questions?

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