

Strengthening Career and Technical Education for the 21st Century Act or PERKINS V

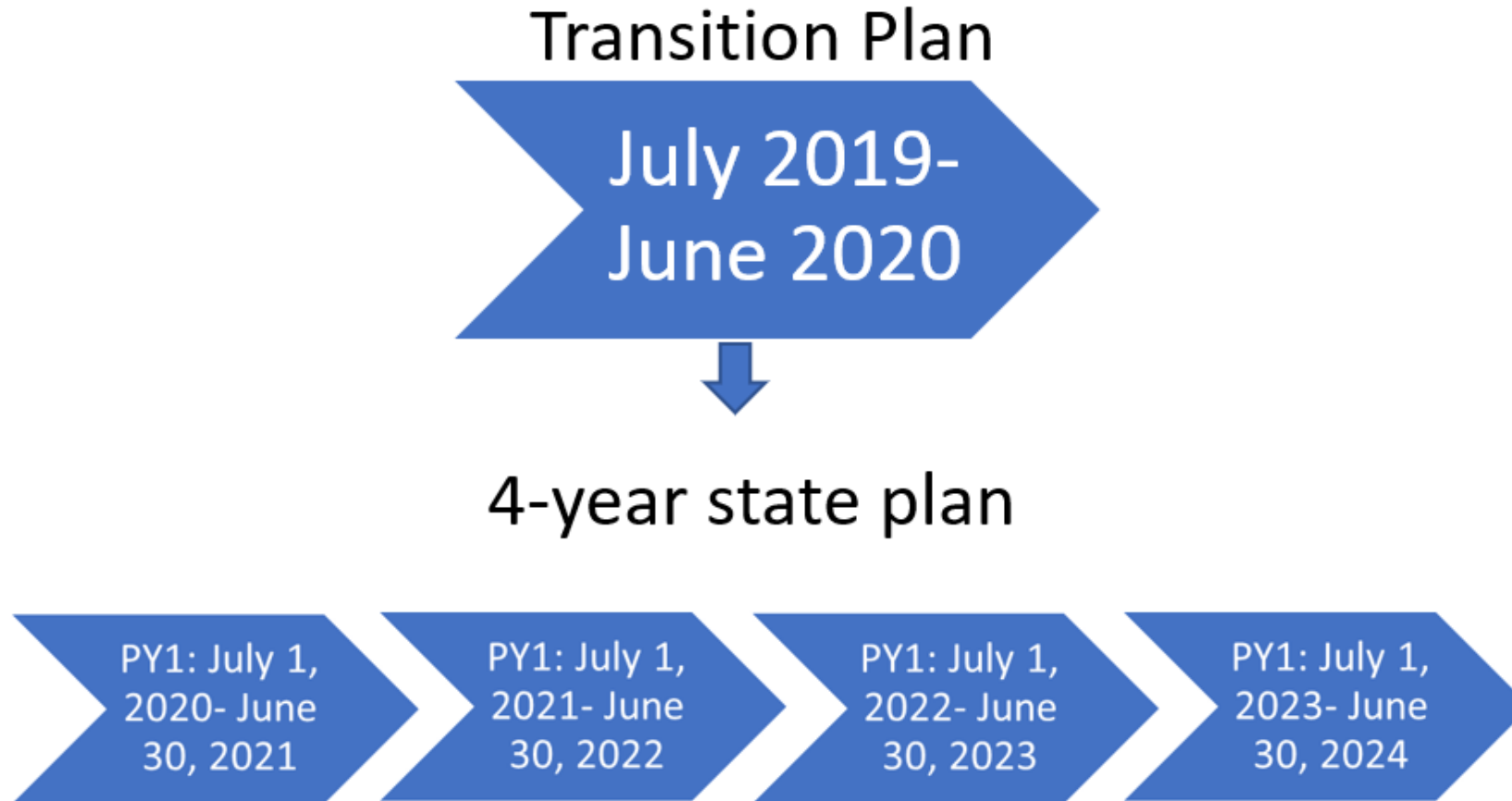


Strengthening CTE for the 21st Century Act or Perkins V

- Signed into law July 31, 2018 – Goes into effect July 1, 2019
- Changes to law
 - Allows funding changes
 - Introduces a comprehensive local needs assessment to determine local funding
 - 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



Perkins V Timeline



North Dakota CTE Mission and Priorities

The mission of the State Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Priorities

- Secondary and Post-Secondary Program Alignment
- Teacher Recruitment and Retention
- Access to Quality Programs for all Students

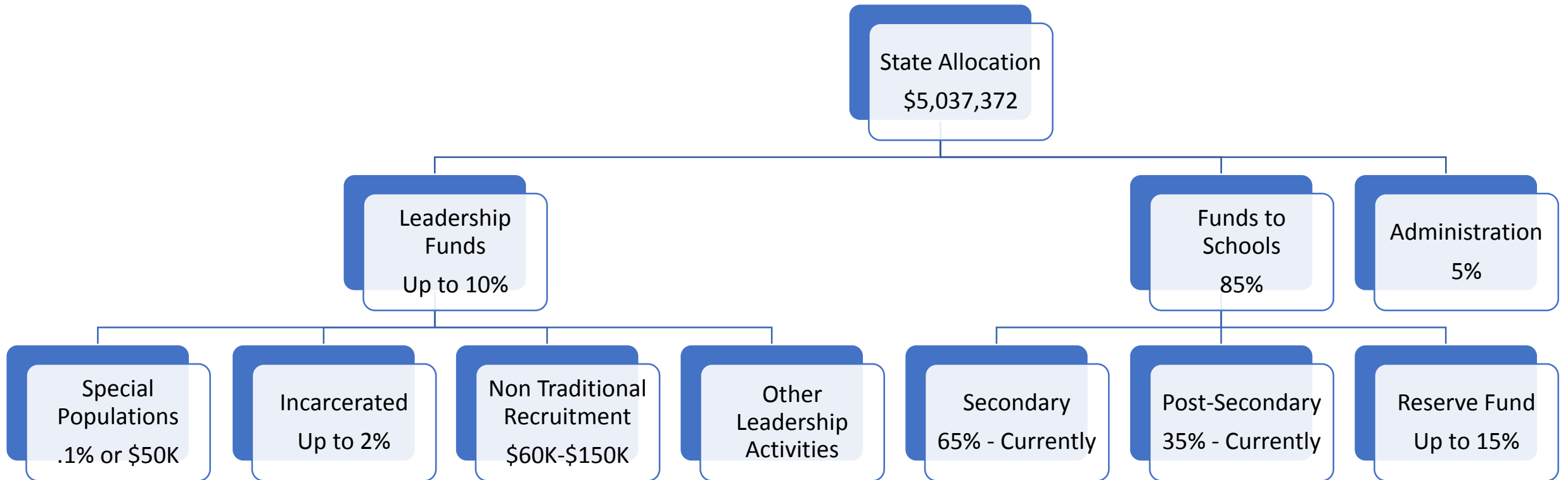


North Dakota Strategic Goals

- 1) Expand capacity of quality Career and Technical Education programs
- 2) Increase the number of students enrolling in Career and Technical Education programs
- 3) Continue to improve the quality of the state's Career and Technical Education programs
- 4) Continue to develop programming to recruit, retain and develop succession planning for high quality CTE teachers, counselors and administrators.
- 5) Support post-secondary and incumbent workforce training



State Allocation



Uses of Leadership Funds

Required uses

- Support for preparation for non-traditional fields in current and emerging professions and programs for special populations
- Support for individuals in State institutions
- Support for recruiting, preparing, or retaining of CTE instructional personnel
- Support for technical assistance for eligible recipients
- Report on the effectiveness of funds in achieving goals
- 25 Eligible Uses of Leadership Funds



Eligible Uses of Reserve Funds

- Increased from 10% to 15%
- Option available for the state to distribute funds to eligible recipients through an alternative method
- Criteria are:
 - Areas of high numbers or percentages of CTE students or rural communities
 - Areas with disparities or gaps in performance among population groups (new)
 - Funds should spur innovation or support programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries



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



Secondary Indicators

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The 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 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Postsecondary Placement



Secondary Indicators - Continued

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Enrollment
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The 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 or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4	Program Quality – Other



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



Postsecondary Indicators

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The 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 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Enrollment



Setting State Determined Performance Targets

- States no longer negotiate performance levels with US Department of Education
- Eligible agencies consult with stakeholders to develop “State Determined Levels of Performance”
- All four years of targets included in state plan
- Secretary still has authority to approve (or not disapprove) performance levels as part of the state plan review/approval



Stakeholder Involvement – State Level

- Secondary and Postsecondary Programs
- Adult CTE Providers
- Community Representatives, such as parents, students and community organizations
- Workforce Development Council
- Representatives of Special Populations
- Business and Industry
- Other workforce and education agencies
- Governor's office



Representatives of Special Populations

- Individuals with disabilities
- Individuals from economically disadvantage families
- 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 foster care
- Youth with a parent who is active military
- Native Americans and other minorities – Not listed as special population, but are listed in our accountability measures



Local Needs Assessment

- 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



Thank you!
Any questions?

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