

Perkins IV Overview

Spirit of the New Law



- Leading CTE into the 21st century
 - Global competition
 - Program improvement
 - Ensuring modern, durable and rigorous CTE programs

Purposes of the Act



- Develop challenging academic and technical standards and related challenging, integrated instruction

Purposes of the Act

- Increase opportunities for individuals to keep America competitive
- A focus on high skill, high wage, high demand occupations



Purposes of the Act



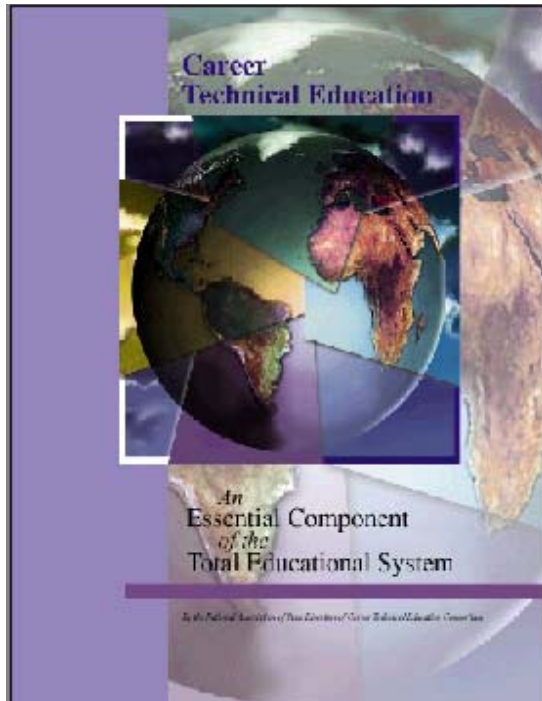
- Provide increased flexibility
- Conduct and disseminate research and information on best practices


Purposes of the Act

- Promote partnerships (education, workforce boards, business, industry, etc.)
- Provide technical assistance and professional development



What is CTE?



- Change in definition to eliminate the focus on sub-baccalaureate careers (does not impact \$) 
- Emphasis on preparation for postsecondary education **and** employment
- Preparation not on 'job' preparation but on 'academic and technical' preparation
- Increased emphasis on achievement of a degree, certificate or credential

Fed to State Allocation

- No fed to state incentive grants, so all states should see small increase
- Fed to state formula similar to current law except for a provision of new money



New Money Provision



- Small states would receive 1/3 of the new funds until they have reached the small state minimum
 - States furthest away from getting their 1/2% would receive money first
- Remaining 2/3rds would go out under the current law formula
- Formula applies to funds that were previously used for incentive grants

Maintenance of Effort

- Maintenance of effort remains unchanged
- States must continue to match state admin on a dollar-for-dollar basis



Within State Allocation



- 10% for state leadership
 - Not more than 1% on corrections
 - Between \$60,000 and \$150,000 on non-trad
- 5% for state admin or \$250,000 (whichever is greater)
- 85% to locals
 - However, 10% of this 85% can be set aside for a reserve fund

Reserve Fund



- Can set aside up to 10% of the 85% local funds for distribution in means other than the formula
 - Focus on serving rural areas, areas with high #s or high %s of CTE students
 - This is a real state leadership opportunity!



State Administration Uses of Funds

- Developing the state plan
- Reviewing local plans
- Monitoring and evaluating program effectiveness
- Compliance with federal laws
- Providing technical assistance
- Developing state data systems



Eligible Agency Responsibilities

- State plan
- Stakeholder consultation
- Convene governing body at least 4 times a year
- Ensure coordination with WIA
- Listing of all school dropout, postsecondary and adult programs supported with Perkins



Section 118



- Language substantially similar to current law
- Although no funds currently appropriated ...
 - Consider incorporating into other areas of State Plan
 - Included as a permissible use of Basic State Grant funds (state and local)
- Graduation and career plans may be used for improving graduation rates and providing information on postsecondary and career options

State Plans



- Hearing process must include representatives of the following:
 - Educators – academic and technical; secondary and postsecondary (including universities)
 - Charter School authorizers and organizers
 - Employers (including small businesses)
 - Labor Organizations
 - Parents, Students, Community Leaders
 - Community Organizations
 - ...and requires consultation with the Governor



State Plans



- Programs of study
 - Secondary & postsecondary
 - Non-duplicative sequence that is coherent and rigorous
 - May provide opportunities for dual/concurrent enrollment in a postsecondary program
 - **AND** lead to an industry-recognized credential, certificate, or an associate or baccalaureate degree



State Plans



■ Programs of study

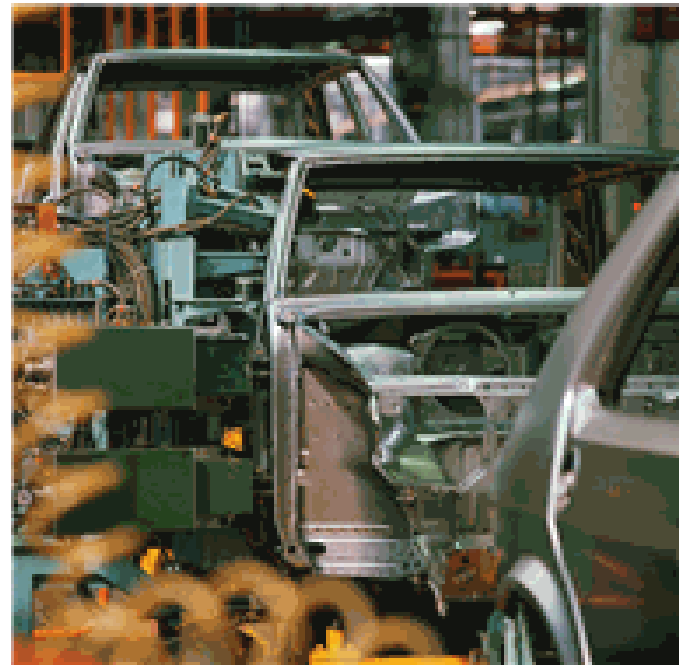
- Development and implementation plan for programs of study
- Articulation agreements
- Dissemination



State Plans



- Relate to regional economy
- Focus on high skill, high wage, high demand



State Plans

- Support for CTE programs/courses
- Technology
- All aspects of the industry



State Plans



■ CTE programs must be:



- Aligned with rigorous and challenging academic content standards & student achievement standards (NCLB)
- Relevant and challenging at the postsecondary level
- Lead to employment in high skill, high wage, or high demand occupations

State Plans





- Describe how secondary programs will prepare CTE students to graduate with a diploma from secondary schools



State Plans

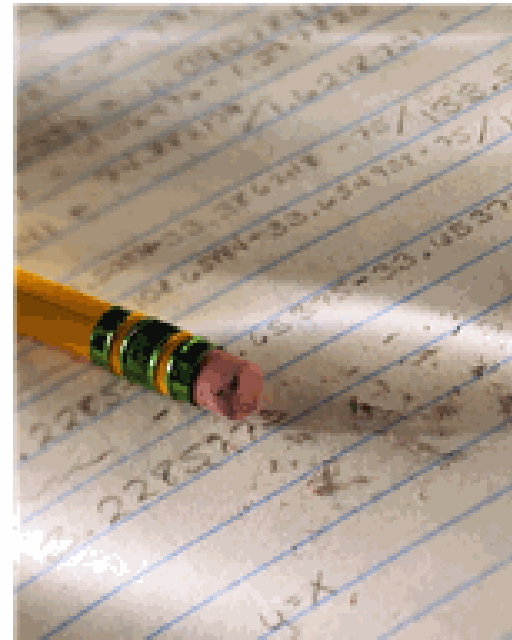


Cornell University

- Increase transition from 2 to 4 year college 
- Focus on articulation
- Sharing of best practices: Tech Prep & Title I 

State Plans

- Accountability
 - Role of eligible recipients in providing input to state targets
 - Develop process for negotiating with locals
 - Ensure reliable and valid data



State Plans

- Address needs of students in alternative ed and those in correctional facilities
- Describe how special pops will be served.
 - Focus on high skill, high wage



State Plans



- Local program approval process: focus on continuous improvement and current or emerging occupational opportunities
- Describe local monitoring plan
- Describe negotiation process with local recipients on adjusted levels of performance

State Plans



- Recruit and retain administration, faculty and teachers from underrepresented groups
- Include efforts to improve the transition from business and industry to teaching

State Plans



- Professional development that:
 - Promotes joint curriculum planning by CTE and academic teachers
 - Increases % of certified or licensed teachers
 - Increases academic knowledge and understanding of industry standards



State Plans



- Professional development that:
 - Encourages applied learning
 - Improves work with special populations
 - Uses Section 118, student achievement, and assessment data
 - Promotes coordination with Title II of NCLB
 - Is high quality, sustained, and focused on instruction

State Plans

- Assurances – financial
- Explain division of funding – secondary, postsecondary and adult, and explain why
- Ensure non-duplication and coordination with other federal programs



State Leadership: Required



- Strengthen CTE programs
 - Improve academic rigor
 - Improve integration
 - Improve technical quality

State Leadership: Required

- Demonstrate the use of technology in CTE
 - Distance learning
 - Prep for entry into technology fields
 - Internships and mentoring programs



State Leadership: Required



■ Access

- Diverse stakeholders have access to programs leading to high skill, wage or demand occupations
- Meeting the needs of special pops/individuals in state institutions

State Leadership: Required




- Professional Development
 - **Cannot** be “1-day or short-term”
 - Currency
 - Integration/rigor
 - Meet levels of performance
 - Coordinated with title II of ESEA



State Leadership: Required



- Technical assistance is now a **required** 
- Partnerships - education, employers, community groups – focused on achievement

State Leadership: Permissible



- Guidance and counseling programs
 - Graduate with a diploma or degree
 - Expose students to high skills, high wage occupations and non-traditional fields




State Leadership: Permissible

- Articulation agreements
- Transition from sub baccalaureate CTE to baccalaureate degree programs:
 - Statewide articulation agreements
 - Dual and concurrent enrollment programs
 - Academic and financial aid counseling

State Leadership: Permissible



- Improvement or development of new CTE programs:  **career clusters**, career academies, and distance education
- CTE programs in public charters

State Leadership: Permissible

- CTSOs
- Family consumer sciences
- Business-education partnerships, including coop ed
- Entrepreneurship education and training
- Section 118 activities



State Leadership: Permissible



- Valid and reliable technical assessments
- Development and enhancement of data systems

State Leadership: Permissible



■ Incentive grants

- Performance data
- Secondary-postsecondary collaboration
- Serving special pops
- Other factors determined by eligible agency

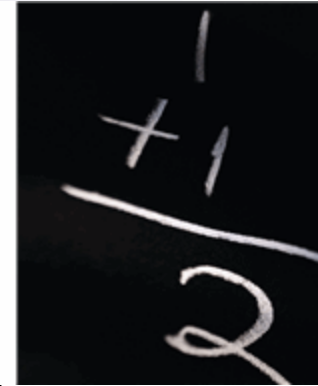



State Leadership: Permissible



- Adult CTE programs
 - Serve drop outs and adults
 - Coordinate with Adult Ed Act

State to Local Allocation



- Secondary formula changed to affirm current practice 
- Postsecondary formula same as current law
- Can use alternate formula if results in 'more equitable distribution'

Local Funding



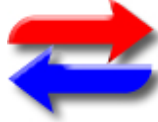
- Minimum grants still the same:
 - \$15,000 for secondary
 - \$50,000 for postsecondary
 - Charter schools exempted from the minimums
 - 5% admin cap

Local Plans



- The law is just the minimum requirements.
- State can add more requirements, set parameters, restrictions, etc.
 - Prioritize uses of funds
 - Connect accountability to uses of funds
 - Set % or # minimums or maximums

Local Plans

- ✓ Provide at least one CTE program of study 
- ✓ Describe how local recipients will encourage students to take “rigorous and challenging” core academic courses
- ✓ Programs aligned to rigorous technical standards
- ✓ All aspects of the industry
- ✓ Size, scope and quality





Local Plans

- ✓ Professional development
- ✓ Career guidance and academic counseling
- ✓ Community awareness strategies
- ✓ Teacher recruitment 





Local Plans



-  Performance targets
-  Evaluate and continuous improvement with special emphasis on special pops



Local Uses of Funds: Required

- Very similar to current law
- New programs of study 
- In service and pre service 

Local Uses of Funds: Required



- Supporting activities that prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage or high demand occupations that will lead to self sufficiency.



Local Uses of Funds: Permissive

- Very similar to current law
- States have a lot of latitude here as well!
- New uses of funds include:
 - Entrepreneurship programs
 - Teacher prep programs



Local Uses of Funds: Permissive



- Initiatives that facilitate the transition from sub baccalaureate to baccalaureate programs
- Dual credit/enrollment programs
- Smaller, personalized, career-themed learning communities

Local Uses of Funds: Permissive



- Consortia may pool funds for:
 - Professional development
 - Data collection systems
 - Implementing technical assessments
 - Implementing programs of study.



Private School Participation



- Secondary students attending nonprofit private schools can participate in public CTE programs
- Consultation with non-profit private schools regarding the private school participation

Increased Accountability



- Separate secondary and postsecondary measures
- New tech prep indicators
- Performance levels at state and local levels
- Sanctions

Increased Accountability

- Data reported must be disaggregated by population groups as described in NCLB
- Achievement gaps must be identified and quantified


A close-up image of a blue-tinted data table with numerical values. The table has a grid pattern and contains several rows of numbers, some of which are positive values. The numbers are: +2.688, +5.000, +1.500, +1.125, and +1.062. The table is slightly out of focus, emphasizing the overall data structure.

Secondary Indicators

- Academic achievement – aligned to NCLB academic content & achievement standards
 - Not necessarily AYP
- Graduation rates as determined in NCLB



Secondary Indicators

- Technical skill attainment, aligned to industry-recognized standards if available and appropriate
- Student rates of attainment of 
 - Secondary school diploma
 - GED
 - Proficiency credential, etc.



Secondary Indicators

- Placement in postsecondary education, military or employment
- Participation in and completion of non trad




Postsecondary Indicators

- Technical skill attainment, aligned to industry-recognized standards if available and appropriate
- Attainment of industry-recognized credential, a certificate or degree
- Retention in postsecondary education or transfer to baccalaureate program



Postsecondary Indicators

- Placement in military, apprenticeship OR placement or retention in employment including placement in high skill, high wage or high demand occupations or professions 
- Participation in non trad
- Completion in non trad

Negotiations: Fed to State



- Feds continue to negotiate with states
 - Look at state to state comparisons
 - Must show continuous improvement
 - Can be a percentage or numbers
 - Negotiations every 2 years

Negotiations: State to Local



- States required to ‘negotiate’ performance levels with all local recipients
- Negotiations every 2 years
- Start point – state levels of performance
- Establish a process if local does not want to accept state level



Improvement Plans Earlier



- Failure to meet performance target for **any** measure
 - Must develop and implement an improvement plan
 - First program year not meeting the performance target

Sanctions are real!



- Sanctions possible if states:
 - Fail to implement improvement plan OR
 - Fail to show performance improvements once an improvement plan is in place OR
 - Fail to meet 90% of the same measure's performance target 3 years in a row



Sanctions



■ State:

- Secretary can withhold some or all
- Sanction comes out of admin/leadership pot of funds

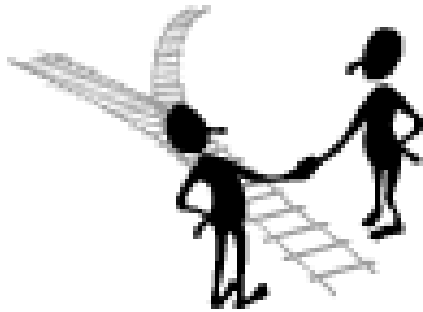
■ Local

- Sanction language mirrors that of the state
- Eligible agency can withhold some or all of entire the local grant

Tech Prep



- Congress has an expectation that we will do a better job of communicating and working together within the CTE family
- Must create a single state plan for basic state grant and tech prep to ensure coordination of the funding streams



Consolidation or coordination?



- States can choose to merge basic state grant and tech prep funding streams
- If merged all funds go out according to basic state grant rules – formulas; uses of funds, etc.



If Tech Prep is kept separate:

- Funding still:
 - Goes to consortia
 - Can be distributed by a state determined formula or competitively
- Lots of state flexibility in defining local tech prep application



Defining A Tech Prep Program

- Articulation agreement
- Program of Study
- Academic and Technical Standards
- Professional Development (in service and for counselors)
- Equal Access
- Coordinated with Title I

Tech Prep Definitions



- **Secondary TP Student:** is a student who:
 - Has enrolled in 2 courses in the secondary education component of a tech prep program
- **Postsecondary TP Student** is a student who:
 - Has completed a secondary education component of a tech prep program and
 - Has enrolled in the postsecondary education component of a tech prep program at an institution of higher education

Tech Prep Accountability



- # of secondary students enrolled (1)
- # of postsecondary students enrolled (2)

Tech Prep Accountability



- # and % secondary tech prep students who:
 - Enroll in postsecondary education (3,4)
 - Enroll in postsecondary education in same field or major as student was enrolled in secondary (5,6)
 - Complete a state or industry-recognized certification or licensure (7,8)

Tech Prep Accountability



- # and % secondary tech prep students who:
 - Complete, as a secondary student, courses that award postsecondary credit at the secondary level (9,10)
 - Enroll in remedial math, writing, or reading courses upon entering postsecondary (11,12)

Tech Prep Accountability



- # and % postsecondary tech prep students who:
 - Are placed in a related field of employment not later than 12 months after graduation from a tech prep program (13, 14)
 - Complete a state or industry-recognized certification or licensure (15,16)
 - Complete a 2-year degree or certificate within a normal time for completion of such program (17, 18)
 - Complete a baccalaureate degree program within a normal time for completion of such program (19,20)

Tech Prep Accountability




- Must meet all Title I performance indicators

- States have latitude in sanctioning tech prep programs for lack of performance.
 - Minimally, can cancel tech prep grant after not meeting performance goals for 3 years.

National Center



- Single center with both research & dissemination responsibilities
- Similar (but more extensive) purpose and uses of funds as Perkins III 
- Focus on scientifically based evidence



National Assessment

- Similar purposes as Perkins III – focus on both implementation of Perkins and system as a whole
- State Directors specifically listed for advisory committee
- Have an additional year to develop report

Transition Timeline



- Now – spring 2007: states and locals work on transition or full plans
- Approximately April 2007: states will have to submit a plan to the feds. This plan can be a transition plan or a 6 – year plan.
- Effective date of plan is July 1, 2007
- OVAE Guidance

Will there be regulations?



- Limitation on regulations within law

Hitting the Mark!



- We worked hard to achieve an enviable advocacy position.
- Perkins considered a ‘wildly popular’ bill.
- True bipartisan and bicameral support
- Bill signed into law by President Bush



Resources

- www.careertech.org
 - Side by side
 - FAQ to be developed
 - Reminder - listserv
- Regional Workshops:
 - http://www.careertech.org/show/regional_workshops
- ACTEwebcast – www.acteonline.org



Thank you!

Any Questions? Feedback?

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