



Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V)

Stakeholder Engagement Kick-Off Webinar

November 27, 2018



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Webinar Goals

1. Share Highlights from Perkins V
2. Perkins V State Plan Development including:
 - How we will organize the work (committee structure) of developing Florida's Perkins V state plan
 - Roles of the Committees
 - Timelines
 - Next Steps

Major Milestones

- The bill was signed into law on July 31, 2018 as Public Law 115-224.
- Implementation and the **one year transition period** will begin on July 1, 2019.
- **Full implementation** will begin on July 1, 2020.

What is the Purpose of Perkins?

The purpose of the Act is to *develop more fully the academic knowledge 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* (section 2)

- Perkins is dedicated to increasing learner access to high-quality CTE programs of study.
- With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the ever-changing needs of learners and employers.



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Highlights from Perkins V

Comprehensive Local Needs Assessment

Meaningful Stakeholder Engagement

Programs of Study to Drive Innovation

Accountability

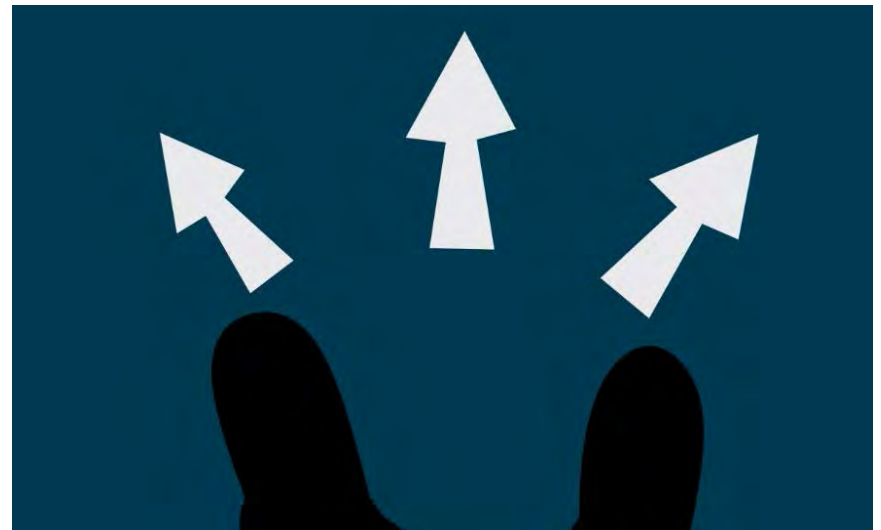
Equity and Access for Special Populations

Comprehensive Local Needs Assessment (CLNA)

- Required labor market alignment consideration
- Found throughout the law and required as part of State Plan and the comprehensive local needs assessment

Comprehensive Local Needs Assessment (CLNA)

- **Purpose:** improve the quality of CTE decisions and planning through the use of data and stakeholder consultation
- **Frequency:** every 2 years
- **Process overview:**
 - Form CLNA leadership team
 - Gather data and input from stakeholders
 - Interpret data and input
 - Strategize plans and budget
 - Submit with your RFA



Comprehensive Local Needs Assessment (CLNA)

Key areas to be addressed in the CLNA:

- 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 equal access and special populations

Comprehensive Local Needs Assessment (CLNA)

Questions Your CLNA Will Help Answer:

- Are we doing everything we possibly can to help our students get excellent careers?
- Does our budget reflect our priorities?
- How can we help all student subpopulations achieve career success?
- What areas of growth do we need to focus on?
- What innovative ideas do our local stakeholders have?
- What's our strategic plan for the next 4 years?



Meaningful State Stakeholder Engagement

“It is my expectation that meaningful engagement will not only make Florida’s state plan stronger, but it will foster sustainable partnerships and relationships that will make a significant impact in advancing Florida’s vision for CTE.”

Chancellor Rod Duckworth; November 13, 2018

- ✓ **Consultation**
- ✓ **Stakeholder Engagement**
- ✓ **Public Comment**



Meaningful State Stakeholder Engagement

- **Consultants** – key decision-makers within the Perkins eligible agency and those within other state agencies or offices with a vested interest in CTE in some way for the purpose of coordinating, collaborating, and making strategic decisions.
- **Constituents** – external groups or individuals that represent those involved in or impacted by CTE for the purpose of getting feedback or input on ideas, proposals or decisions that affect these groups or individuals.

Meaningful State Stakeholder Engagement

Core constituents representing secondary and postsecondary institutions including external representative organizations and associations:

- **School Districts** (including charter schools Florida Consortium of Public Charter Schools))
- **School District Technical Centers and Colleges** (Florida Association for Career and Technical Education (FACTE))
- **Florida College System Institutions** (Association of Florida Colleges; Florida College Access Network (FCAN))

Meaningful State Stakeholder Engagement

Core constituents representing secondary and postsecondary practitioners including external practitioner associations:

- **Teachers/Faculty** (FACTE; Florida Career Pathways Network (FCPN); Florida Organization of Instructional Leaders (FOIL); AFC; FCAN)
- **Administrators** (Florida Association of School Administrators; Florida Association of District School Superintendents; Association of Florida Colleges (Council of Presidents, Council of Instructional Affairs, Council of Student Affairs, Occupational Education Standing Committee))
- **Specialized Instructional Support Staff** (FACTE; National Alliance of Specialized Instructional Support Personnel; FDOE Committee of Practitioners (for Title I))
- **Counselors** (Florida School Counselors Association (FSCA); Florida Counseling Association (FCA))
- **Students and Parents** (Career and Technical Student Organizations (CTSOs); Florida PTSA)

Meaningful Local Stakeholder Engagement

- Required consultation for local plan, Comprehensive Needs Assessment, PIPs, program labor market alignment, work-based learning, and fiscal responsibility
- Local representatives consulted (at minimum):
 - **Secondary** educational staff, counselors, and administrators
 - **Postsecondary** faculty and administrators
 - State and local **workforce development boards, businesses, and industry** representatives
 - **Parents and students**
 - **Special population** representatives, including agencies serving youth who are **out-of-school, homeless, and at-risk**
 - **Indian Tribes** and Tribal organizations, where applicable
 - (Only upon written request) Nonprofit **private schools**

Programs of Study to Drive Innovation

- Programs of Study play prominent role in the purpose of Perkins V
- Programs of Study woven throughout the statute and signal a heightened focus on the role and importance of them
- Formally defined in Perkins V

Programs of Study to Drive Innovation

Definition: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging State **academic standards**
- addresses both **academic and technical** knowledge and skills, including **employability skills** (expanded)
- is **aligned with needs of industries** in the local, regional and/or state economy (new)
- **progresses in specificity** (new)
- has **multiple entry and exit points** that incorporate credentialing (more explicit)
- culminates in the attainment of a **recognized postsecondary credential**

Accountability

- There will not only be a requirement to have continuous improvement for the indicators, but also at the subpopulation level (gender, race/ethnicity, special populations, etc.)
- No required tracking of "participants," only "concentrators"
 - Secondary concentrator is defined as a student who completes at least two courses in a single program or program of study
 - Postsecondary 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

Secondary Indicators

1. **Graduation rate** (ESSA four-year or extended)
2. **Academic proficiency** (math, English)
3. **Placement** (two quarters after exiting – postsecondary, employment, military service or government or local service program)
4. **CTE Program Quality** (attainment of postsecondary credential or accelerated credit or participation in work-based learning)
5. **Non-traditional concentrators**

Secondary Indicator Changes

Perkins IV Indicators

Changes in Perkins V

1S1 – Academic Attainment – Reading
1S2 – Academic Attainment – Math

Maintained, but aligned with ESSA

2S1 – Technical Skill Attainment

Three choices for States:

- “Postsecondary credential” attainment (broad WIOA definition: certification, apprenticeship certificate, license, or degree)
- Accelerated credit attainment
- Work-based learning participation

3S1 – School Completion
4S1 – Graduation Rate

Only one measure of graduation that aligns with ESSA

5S1 – Placement

Maintained, but clarified to “in the second quarter after exiting” (WIOA) and includes more public service categories

6S1 – Non-traditional [Participant]
Enrollment
6S2 – Non-traditional Completion

Non-traditional concentrators (which is in between “participants” and “completers”)

Postsecondary Indicators

- 1. Placement** (2nd quarter after completion – postsecondary, employment, military service or government or local service program)
- 2. Postsecondary credential attainment** (during or up to 1 year after completion)
- 3. Non-traditional concentrators**

Postsecondary Indicator Changes

Perkins IV Indicators

Changes in Perkins V

1A1/1P1 – Technical Skill Attainment
2A1/2P1 – Completion

Changed to “postsecondary credential” attainment (broad WIOA definition: certification, apprenticeship certificate, license, or degree) and will include attainment up to 1 year after program completion

3A1/3P1 – Retention or Transfer
4A1/4P1 – Placement

Essentially combined, clarified to “in the second quarter after exiting” (WIOA), and includes more public service categories

5A1/5P1 – Non-traditional Enrollment
5A1/5P1 – Non-traditional Completion

Now non-traditional concentrators (which is in between “participants” and “completers”)

Accountability Implementation Timeline

Year	Reporting requirements
2018-19	Perkins IV Performance Report
2019-20	Transition Year Planning for implementation of new indicators No performance reporting
2020-21	New Indicators Reported

Equity and Access for Special Populations

- Expanded the definition of special populations
- More opportunities at state and local level to drive resources towards closing equity gaps for special populations
- Emphasizes providing resources and services to increase access and success for students from special populations in HS, HW, and/or in-demand programs
- Requires the disaggregation of data by demographics and programs

Equity and Access for Special Populations

- Three new categories of special population students are added to the current definition to reflect changes made under ESSA. Special populations are now defined as:
 - (a) individuals with disabilities;
 - (b) individuals from economically disadvantaged families, including low-income youth and adults;
 - (c) individuals preparing for non-traditional fields;
 - (d) single parents, including single pregnant women;
 - **(e) out-of-workforce individuals** ; *(replaces ‘homemaker’ – expanded inclusion)*
 - (f) English learners;
 - **(g) homeless individuals**;
 - (h) youth who are in, or have aged out of, the foster care system; and *(expanded focus here)*
 - **(i) youth with parents on active duty in the armed forces.**



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Perkins V State Plan Development

Why is Florida's Perkins V State Plan Important?

Florida's Perkins V State Plan Will Advance Our State's Vision for Career and Technical Education

The power of the state plan:

- Framework for how funds will be used and viewed
- Signals priorities and expectations
- Sets ambitious targets for what will be achieved



Perkins V State Plan Goals

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support, and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

Countdown to July 1, 2020

PERKINS V TIMELINE

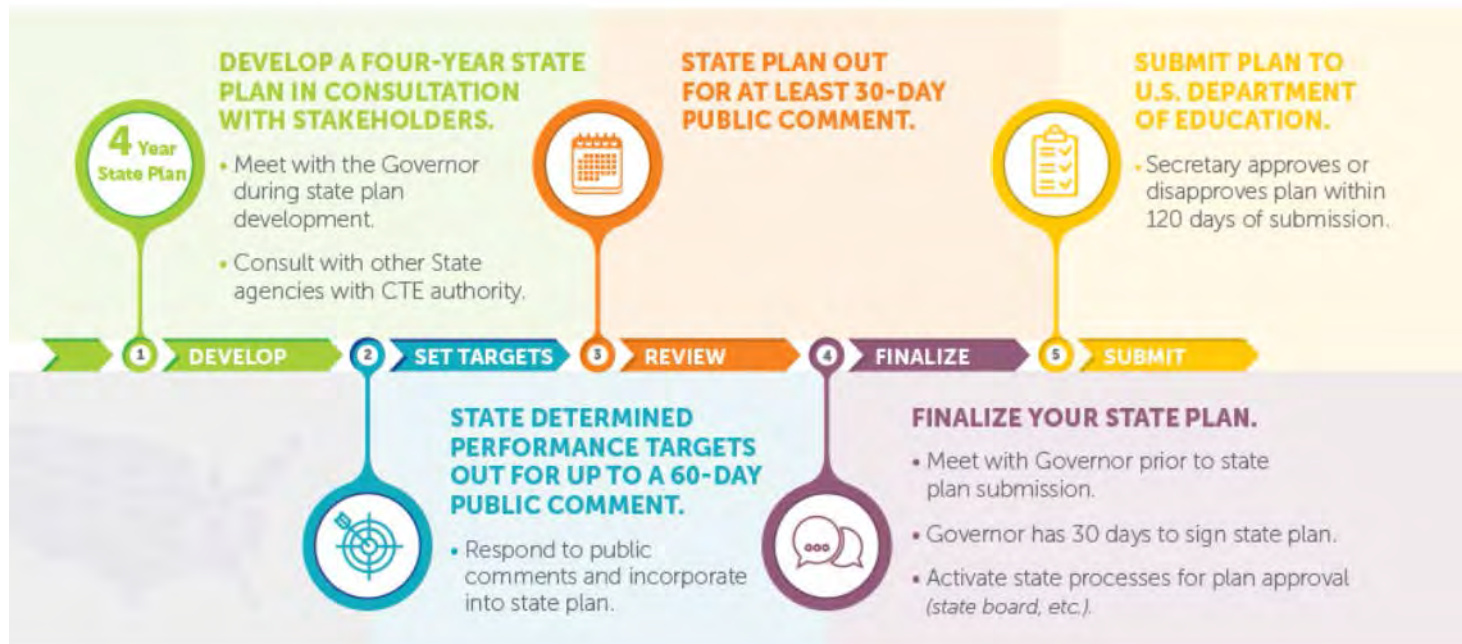
ADVANCE CTE
State Leaders Connecting Learning to Work



Countdown to July 1, 2020

STATE PLAN DEVELOPMENT & SUBMISSION PROCESS

ADVANCE CTE
State Leaders Connecting Learning to Work



Countdown to July 1, 2020

Key Florida Dates:

December 2018: Committee Solicitation

January 2019: Committees Formed, State Steering Committee and Policy Advisory Committee organizational meetings

February- May 2019: Working Committees Commence

June 2019 – State Summit to finalize State Plan Policies

Countdown to July 1, 2020

Key Florida Dates:

August 2019: State Plan Drafted

October 2019: Public Hearings/Comment on Draft State Plan and State Determined Performance Levels

February 2020: State Board of Education Approves State Plan

March 2020- Governor reviews State Plan

April 2020 – State Plan submitted for USDOE/OCTAE



Perkins V State Plan Development

ORGANIZATIONAL COMMITTEE CHART FOR PERKINS V STATE PLAN DEVELOPMENT

STEERING COMMITTEE

Members:

- Commissioner of Education
- Chancellor, Division of Career and Adult Education
- Chancellor, Division of Public Schools
- Chancellor, Division of Florida Colleges

POLICY ADVISORY COMMITTEE

Members:

- Secondary CTE Director
- District Postsecondary CTE Representative
- Florida College System Institution Representative
- Division of Career and Adult Education Leadership
- Division of Florida College Leadership
- Division of Public Schools Leadership

WORKING COMMITTEES

Comprised of district and FCS institutional representatives. Other stakeholders will be invited to provide subject matter experts and advice to the committees.

PROGRAM INNOVATION

Quality Program
Programs of Study
Local Needs Assessment
Teacher Recruitment, Retention & Training

ACCOUNTABILITY & DATA-DRIVEN DECISION MAKING

Accountability Measures
Data-Driven Formulas
Labor Market Alignment

FISCAL POLICY

Local Needs Assessment Budget linkage
Grant Application design
Compliance

EQUITY & ACCESS FOR SPECIAL POPULATIONS

Access and Recruitment
Performance and Evaluation

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State Steering Committee-

- Responsible for helping formulate the CTE priorities to be contained in the State Plan
- Considers the recommendations made by the Policy Advisory Committee
- Gives final approval of the draft state plan prior to submission to the State Board of Education and Governor's office

Perkins V State Plan Development

Policy Advisory Committee –

- Serves as an intermediary between the State Steering Committee and the four working committees.
- Provides the overarching policy direction and articulates the state plan vision and goals to the four working committees.
- Reviews recommendations from each of the working committees and determines which recommendations to move forward to the State Steering Committee.

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Working Committees-

Charged with studying key CTE policies in 4 areas:

- CTE Program Innovation,
 - Equity and Access for Special Populations,
 - Fiscal Policy, and
 - Accountability and Data-Driven Decision Making
- Committee work will take place February – May 2019 via webinar and conference call
 - Committees will finalize and present recommendations to the Policy Advisory Committee June 2019 (Tallahassee)

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Working Committees

- Co-Chairs to ensure representation from Secondary and Postsecondary (district and college)
- Co-Chairs to ensure geographic equity (small, medium sized and large districts)
- Individuals cannot serve on more than working group
- FDOE assigned staff will support the work of the committees

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CTE Program Innovation Working Committee-

- Quality Programs- Size, Scope and Quality
- Programs of Study
- Local Needs Assessment
- Teacher Recruitment, Retention & Training

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Accountability and Data-Driven Decision Making Working Committee

- Accountability Measures
- Data Driven Formulas
- Labor Market Alignment

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Equity & Access for Special Populations Working Committee

- Focus will include:
 - Defining special populations
 - Creating clearly defined goals for equity, access, and performance
 - Addressing achievement gaps
 - Inclusion in local needs assessments
- Two subcommittees:
 - Access and Recruitment
 - Performance and Evaluation

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Fiscal Policy Working Committee

- Comprehensive Local Needs Assessment Budget Alignment
- Local grant application design
- Compliance and quality assurance

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Next Steps:

- December 3, 2018 – Working committee invitation to be sent from Chancellor Duckworth. Letter seeking participation from CTE directors and deans.
- Use the Form Stack form to identify preferred working committees.
- Responses due December 14, 2018



PERKINS V WORKING COMMITTEE FORM

Please complete this electronic form to request participation. Only one form should be submitted per individual. At least one committee request must be denoted on the form.

Name *

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Prefix (optional)	First Name	Initial (optional)	Last Name	Suffix (optional)

Agency (District name or FCS Institution) *

Job Title *

Email *

Phone *

Address *

City

State

ZIP Code

Sector: *

Area of Expertise: *

Committee Preferences

Choice 1: *

- PROGRAM INNOVATION
- ACCOUNTABILITY & DATA-DRIVEN DECISIONMAKING
- FISCAL POLICY
- EQUITY & ACCESS FOR SPECIAL POPULATIONS

Please provide information on your area of expertise for this committee. *

Choice 2:

- PROGRAM INNOVATION
- ACCOUNTABILITY & DATA-DRIVEN DECISIONMAKING
- FISCAL POLICY
- EQUITY & ACCESS FOR SPECIAL POPULATIONS

Please provide information on your area of expertise for this committee.

Choice 3:

- PROGRAM INNOVATION
- ACCOUNTABILITY & DATA-DRIVEN DECISIONMAKING
- FISCAL POLICY
- EQUITY & ACCESS FOR SPECIAL POPULATIONS

Please provide information on your area of expertise for this committee.

Florida's Perkins V Resources Page

- <http://fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.shtml>

Questions?

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www.FLDOE.org

