FY2020 Spring Perkins Administrator Cohort Meeting

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Agenda for the Day

- Welcome and Introductions
- Perkins V Overview and State Planning
- Special Populations
- Upcoming Professional Development and Resources
- Working Lunch
- FY2020 Perkins Guidelines and Local Application
- Monitoring and Grant Administration
- Introduction to Integrated Education and Training Models
- Questions and Adjournment

Perkins V Reauthorization

- July 31, 2018- the Perkins Act was reauthorized.

- The legislation was renamed as Strengthening Career and Technical Education for the 21st Century Act.

- Purpose – The purpose of this Act is to develop more fully the academic knowledge and technical and <u>employability skills</u> of secondary education students and postsecondary education students who elect to enroll in CTE programs and <u>programs of study</u>.

Opportunities in Perkins V

- Increased alignment within and between education and workforce systems

- Accountability and continuous improvement
- Increased focus on equitable outcomes

- Smoothing transitions within career pathways

- Increased flexibility to scale innovation

- Engaging communities and strengthening partnerships

What is CTE?

Career and Technical Education is—

- a sequence of courses that include <u>rigorous academic content</u> and <u>relevant technical knowledge and skills</u> that prepares secondary or postsecondary students for further education and careers in <u>high-skill, high-wage, and in-demand occupations;</u>

- <u>applied learning</u> that supports the development of <u>academic</u> knowledge, higher-order reasoning and problem- solving skills, work attitudes, <u>employability skills</u>, occupation-specific <u>technical skills</u>, and knowledge of all aspects of an industry;

- to the extent practicable, <u>coordinated between secondary and postsecondary education</u> programs through programs of study, which may include early college high school programs, dual credit, and other articulations; and

- may include <u>career exploration</u> as early as the middle grades.

What is a Program of Study?

Perkins V:

- Requires curricular *alignment* between secondary and postsecondary institutions through the implementation of programs of study.

> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
>
> (A) incorporates challenging State academic standards;
>
> (B) addresses both academic and technical knowledge and skills, including employability skills;
>
> (C) is aligned with the needs of industries in the economy of the State, region, or local area;
>
> (D) progresses in specificity;
>
> (E) has multiple entry and exit points that incorporate credentialing; and
>
> (F) culminates in the attainment of a recognized postsecondary credential.

- Calls for programs to be aligned to the state, regional, and/or local labor markets

CTE Career Clusters

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics (STEM)

Transportation, Distribution & Logistics

Illinois

Participation:

In FY17, according to the U.S. Department of Education:
- Illinois served 277,458 CTE high school students
- 139,854 CTE postsecondary students

In FY16, 34,222 students were members of a state-recognized CTE Student Organization (CTSO)

In FY16, over 100,000 students enrolled in dual credit courses
- 10,740 dual credit courses were offered in FY16; 37% were CTE based
In FY18, 30,000 students completed CTE dual credit courses

CTE Funding:

In FY19, Illinois received an estimated $44,741,750 in federal Perkins funding—almost $2.5 million more than in 2018

CTE Outcomes:

In FY17, according to the U.S. Department of Education:

- 97% of Illinois CTE high school students graduated compared to 88% in 2018.
- Illinois' community college CTE programs serve more than 131,000 students
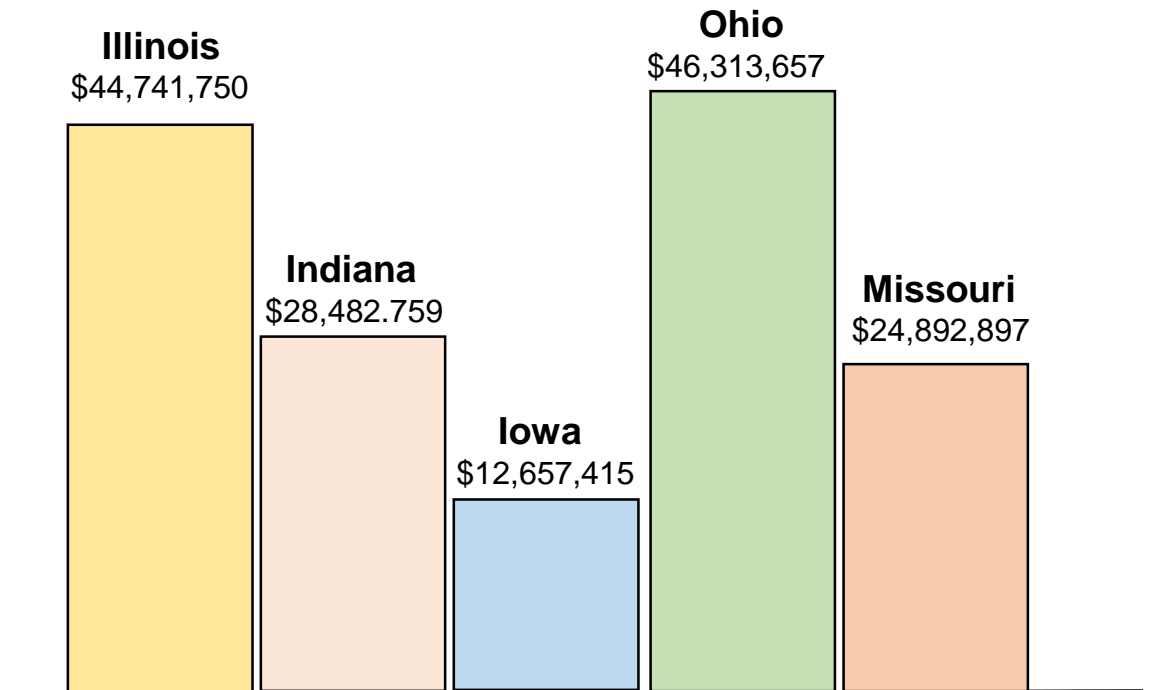- 66% or 2/3 of Illinois community college graduates earned a CTE degree

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Midwest State CTE Comparison

Participation *(School Year 16-17)*

Illinois
> 277,458 High School
> **139,854 Post Secondary**

Indiana
> 167,611 High School
> **27,972 Post Secondary**

Iowa
> 96,024 High School
> **11,211 Post Secondary**

Missouri
> 180,600 High School
> **60,950 Post Secondary**

Ohio
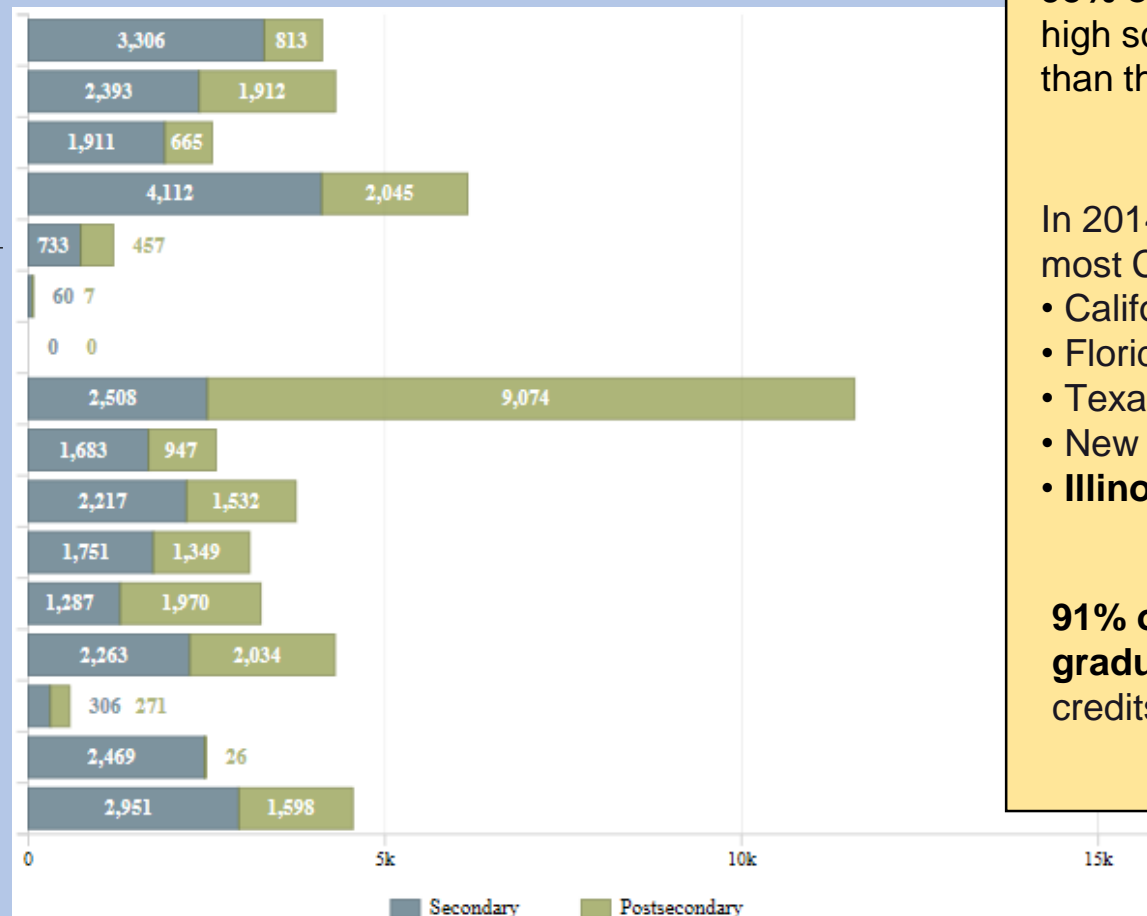> 117,105 High School
> **30,747 Post Secondary**

Note *- Number of CTE programs vary in each state.*

Federal CTE Funding *(FY19)*

Illinois $44,741,750
Indiana $28,482.759
Iowa $12,657,415
Ohio $46,313,657
Missouri $24,892,897

Agriculture & Food
Architecture & Construction
Arts, AV. & Communications
Business Management & Admin
Education & Training
Finance
Govt. & Public Admin
Health Science
Hospitality & Tourism
Human Services
Information Tech.
Law, Public Safety, Corrections
Manufacturing
Marketing, Sales & Service
Science, Engineering, Technology & Math
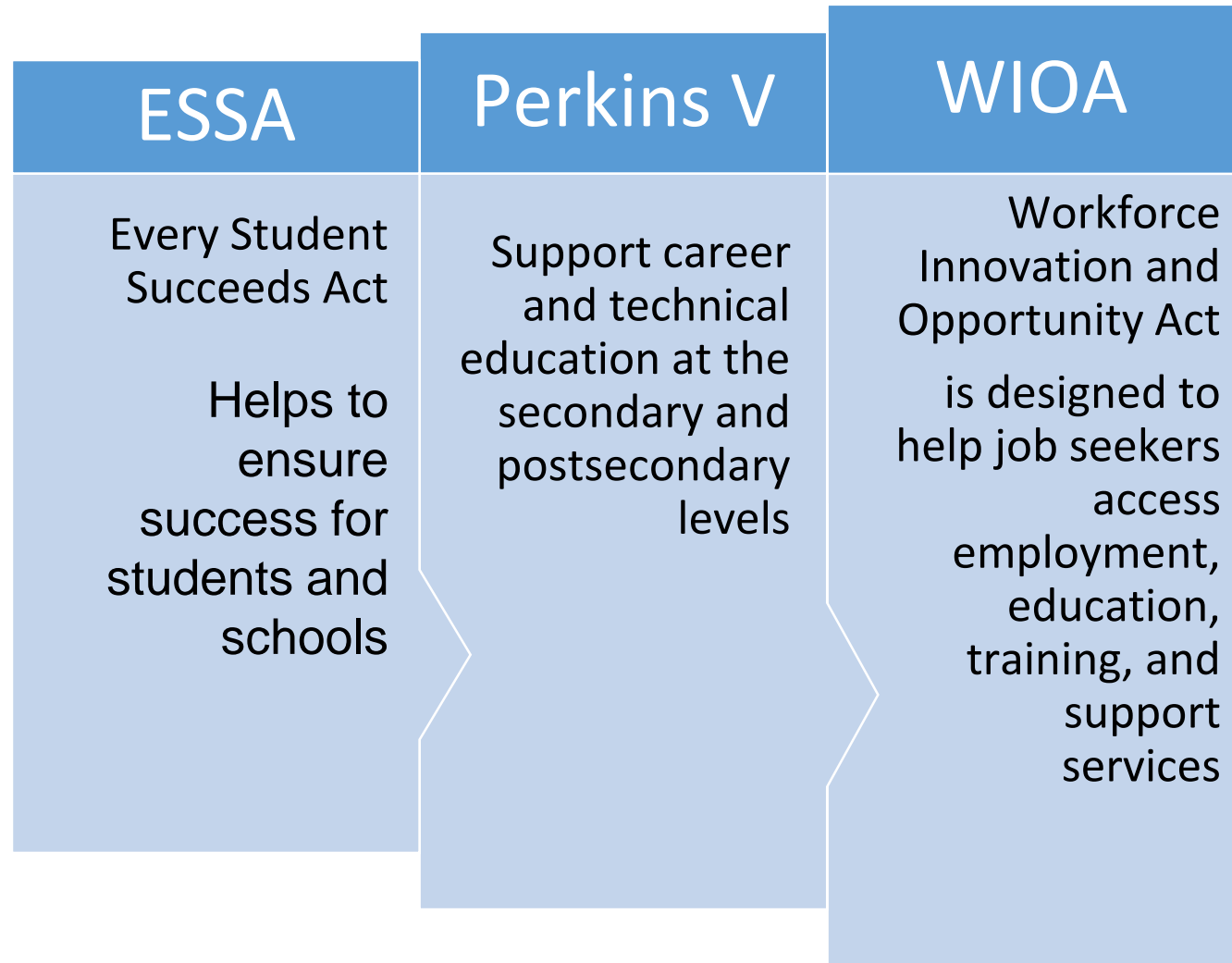Transportation, Distribution & Logistics

Career Cluster	Secondary	Postsecondary
Agriculture & Food	3,306	813
Architecture & Construction	2,393	1,912
Arts, AV. & Communications	1,911	665
Business Management & Admin	4,112	2,045
Education & Training	733	457
Finance	60	7
Govt. & Public Admin	0	0
Health Science	2,508	9,074
Hospitality & Tourism	1,683	947
Human Services	2,217	1,532
Information Tech.	1,751	1,349
Law, Public Safety, Corrections	1,287	1,970
Manufacturing	2,263	2,034
Marketing, Sales & Service	306	271
Science, Engineering, Technology & Math	2,469	26
Transportation, Distribution & Logistics	2,951	1,598

Legend: Secondary | Postsecondary

Axis: 0, 5k, 10k, 15k

95% of CTE students graduate high school, which is 10% higher than the national average.

In 2014, these states awarded the most CTE credentials:
• California (468,478)
• Florida (273,551)
• Texas (260,127)
• New York (235,928)
• **Illinois (165,225)**

91% of high school graduates who earned 2-3 CTE credits enrolled in college.

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Alignment with federal programming

ESSA	Perkins V	WIOA
Every Student Succeeds Act

Helps to ensure success for students and schools | Support career and technical education at the secondary and postsecondary levels | Workforce Innovation and Opportunity Act

is designed to help job seekers access employment, education, training, and support services |

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PROGRAMS: POINTS OF CONNECTION *ACROSS 2 OR ALL 3* STATUTES

	Focus	Content	Alignment
ESSA	• K-12, early childhood • College and career readiness for each student	• Academics, English proficiency • Well-rounded education: arts, languages, music, advanced and postsecondary coursework and credit, school climate, health, CTE, STEM, technology, career counseling, work-based learning, internships, apprenticeships • Support services, before and after school programs, Pre-K	• Standards in ELA, math, science, STEM, ELP must align to CTE and higher education standards • Some programs address industry needs
Perkins	• Grades 5-12 CTE students • Youth out-of-school • Adults • College and career readiness for each student	• Academics, postsecondary coursework and credit • Technical knowledge and skills, technology • Employability skills • Training, work-based learning, internships, apprenticeships, career counseling • Support services	• Academic content must align to ESSA standards • Technical and employability skills must align to postsecondary standards and industry needs
WIOA	• Youth in- and out-of-school • Adults, workers • College and career readiness – and career success – for each student	• Basic academics, literacy, English proficiency • Technical knowledge and skills (CTE) • Employability skills, digital literacy • Education, training, postsecondary coursework and credit, work-based learning, internships, apprenticeships, career counseling, Perkins programs • Support services	• Academic content must align to ESSA • Technical content must align to CTE standards • Adult ed. content must align to postsecondary standards • Content must align to industry needs

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Alignment Considerations for WIOA and Perkins

States, Local Workforce Boards, Adult Education providers, Labor Organizations and Perkins must develop career pathways.

- Consider coordinating efforts
- Continue to Align the use of Labor Market information
  - Target sectors
  - Target populations
- Use Joint Analysis
  - Identifies roles and responsibilities
  - Reduces gaps in services and duplication of efforts

Advance CTE and National Skills Coalition. (October, 2018). Coordinating across Perkins V and the Workforce Innovation and Opportunity Act. Retrieved from https://cte.careertech.org/sites/default/files/CoordinatingAcrossPerkinsV%26WIOA_102218.pdf

Alignment with Statewide Initiatives

- ***Illinois' 60 X 2025 Goal:*** 60% of Illinois residents will have a postsecondary degree by 2025.

- ***Postsecondary and Workforce Readiness Act***

  Postsecondary and Career Expectations

  College and Career Pathway Endorsements

  Transitional Math

  K-12 Competency-Based Learning

- ***Dual Credit Quality Act:*** aims to reduce college costs, speed time to degree completion, facilitate the student transition to college, and enhance secondary and postsecondary relationships.

- ***Adult Education and Literacy Strategic Plan:*** create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways

Statewide Planning

Statewide Planning

What is required of the State?

Create the state's strategic vision and goals for preparing an educated and skilled workforce:

- Submit a Transition Plan (May 2019)
- Comprehensive Stakeholder Engagement
- Set Performance Targets
- Public hearings and comment periods
- Full State Plan submission (April 2020)

Statewide Stakeholder Engagement

✓ December Regional Road Shows (6 meetings, over 200 participants)
- Information sharing and outreach
- Collecting feedback from local stakeholders

❑ State Plan Work Group – In progress
- Engaging statewide external stakeholders to inform state plan

❑ Fall 2019 Regional Road Show
- Local feedback on State Plan

❑ Continuous Virtual Communication and Feedback loops

December Road Show Feedback -Vision

- Focus on creating a strategy for the various components of CTE (counselor training, teacher pipeline, curriculum, dual credit, etc.) was mentioned most often.

- Better alignment of services through collaboration and effective partnerships and building understanding of CTE through marketing and communication was also mentioned frequently.

December Road Show Feedback- State Leadership activities to focus on

- High-Quality, comprehensive professional development

- Support for the integration of employability skills in CTE

- Support for establishing and expanding work-based learning opportunities

- Improvement of career guidance and academic counseling programs

- Support for career academies to implement a postsecondary education and workforce curriculum at the secondary level that integrates rigorous, academic, technical and employability contents.

December Road Show Feedback:
Barriers and Challenges

Current Challenges

- Inequitable funding, restrictions on funding and inadequate funding
- Working in silos and lack of opportunities for collaboration
- Enrolling students in CTE classes

Anticipated Challenges

- Implementation - resources, timeline and completing the needs assessment
- Lack of understanding about Perkins V and how to implement
- Data – collection, availability and use of data
- Lack of collaboration and alignment among partners

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December Road Show Feedback –
What professional development or technical assistance needs will help you overcome any challenges?

Training needs:

- Teaching skills, adapting to new standards, the role of CTE and readiness, teaching CTE to special education students, and trauma informed practices.

- Training on effective marketing, creating partnerships, building understanding, and fighting the stigma associated with CTE.

CAREER & TECHNICAL EDUCATION
Career Connected Learning for All Students

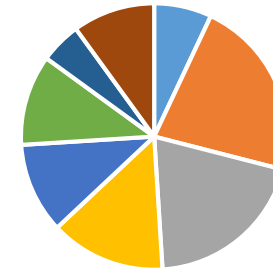# Perkins V State Plan Work Group

Purpose:

To engage and consult with external stakeholders in the development of the State's Career and Technical Education Plan (FY2021-FY2024).

Goals:

1. Ensure all external stakeholder voices are heard.

2. Collect goals, objectives, strategies, and action steps to inform the State Plan.

3. Identify statewide priorities to set a strategic direction in motion.

Over 100 Work Group Members

- Adult Education
- Postsecondary
- Secondary
- Community (Parents, Students, Advocacy)
- Business and Workforce
- Representatives of Special Populations
- Minority- Serving Institutions
- Other

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Perkins V State Plan Work Group

Next Steps:

- By April 30, Committees will meet virtually 2-3 times to make final recommendations to ISBE and ICCB.

- By June 30, ISBE and ICCB will present all strategies and recommendations submitted by the committees in an open webinar.

- Summer 2019: ISBE and ICCB will write State Plan while incorporating this work group's recommendations.

- Fall 2019: State Plan out for public comment and ISBE and ICCB will hold public hearings.
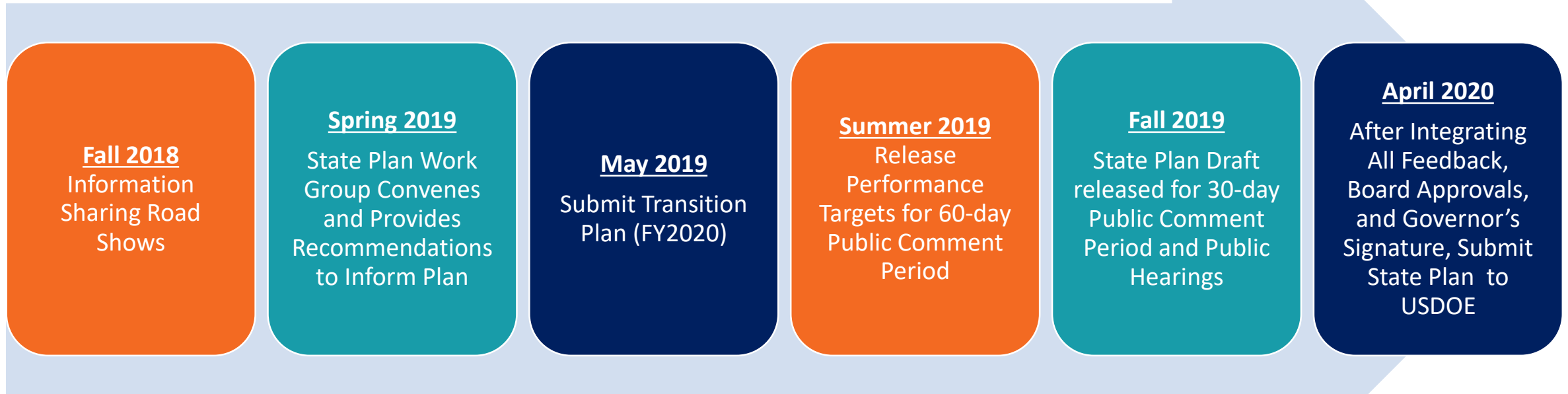
State Planning Timeline

Fall 2018
Information Sharing Road Shows

Spring 2019
State Plan Work Group Convenes and Provides Recommendations to Inform Plan

May 2019
Submit Transition Plan (FY2020)

Summer 2019
Release Performance Targets for 60-day Public Comment Period

Fall 2019
State Plan Draft released for 30-day Public Comment Period and Public Hearings

April 2020
After Integrating All Feedback, Board Approvals, and Governor's Signature, Submit State Plan to USDOE

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Local Accountability and Continuous Improvement

Accountability and Continuous Improvement

- States no longer negotiate performance levels with U.S. Department of Education, although Secretary still has authority to approve or disapprove performance levels as part of the state plan review/approval process.

- Eligible agencies consult with stakeholders to develop "State Determined Levels of Performance".

- All four years of targets included in state plan (reinforces strategic, long-term planning).

- States must *continually make progress* toward improving the performance of all CTE students, including subpopulations.

Postsecondary Performance Indicators

1.) Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, transitioned to military service, volunteer service, or placed into employment.

2.) Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

3.) Nontraditional Program Enrollment

The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

Increased Focus on Equitable Outcomes

- Secondary and postsecondary recipients are required to disaggregate data by CTE programs and subpopulations (including special populations) to identify and quantify gaps in performance.

    This is in an effort to address barriers for students.

- *Increased Transparency*: data and performance shall be public facing.

- Emphasizes more support and success for underserved students or students with barriers.

Local Planning

Engaging Communities and Strengthening Partnerships

Perkins V:

- Requires increased stakeholder engagement in creating and implementing both the State Plan and local plans.

- Requires coordination between high schools and community colleges to offer fully-articulated, unduplicated programs of study

- Calls for increased industry connections to students through access to industry experts and work-based learning opportunities.

Example Local Planning Timeline

Spring/Summer 2019: Reach out to Stakeholders and create a mechanism for communication and partnering

Fall/Winter 2019: With stakeholders, begin comprehensive needs assessment

Spring 2020: Submit Local Plan with consultation of external stakeholder collaboration

Local Required and Permissible Uses of Funds

Required Local Uses of Funds

(1) <u>provide career exploration and career development activities</u> through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study. (CTE Advisors)

(2) provide <u>professional development</u> for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals

(3) provide within CTE the <u>skills necessary to pursue careers</u> in high-skill, high-wage, or in-demand industry sectors or occupations (Instruction)

(4) support <u>integration of academic skills into CTE programs</u> and programs of study (Contextualization)

(5) plan and carry out elements that result in increasing student achievement of the local levels of performance

(6) <u>develop and implement evaluations</u> of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report required under section 113(b)(4)(B).

Permissible Local Uses of Funds

1- Career Exploration and Career Development

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry

Permissible Local Uses of Funds

(2) Professional Development

(E) supporting the implementation of strategies to improve student achievement/opportunity and close gaps in student participation and performance in CTE programs;

(F) providing opportunities to advance knowledge, skills, and understanding in <u>pedagogical practices</u>;

(G) training to provide appropriate <u>accommodations</u> for individuals with disabilities;

(H) training in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include <u>universal design for learning,</u> multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

Permissible Local Uses of Funds

3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

Permissible Local Uses of Funds

4) Integration of Academics and CTE

(A) CTE participants at the secondary school level in meeting the challenging State academic standards; and

(B) CTE participants at the postsecondary level in achieving academic skills

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(A) a curriculum aligned with the requirements for a program of study;

(B) <u>sustainable relationships</u> among education, business and industry, and other community stakeholders, including <u>industry or sector partnerships</u> in the local area, and in collaboration with business outreach staff in one-stop centers, and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs, including <u>dual credit programs</u>, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;

(D) <u>appropriate equipment, technology, and instructional materials </u>(including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(E) a continuum of <u>work-based learning opportunities</u>, including simulated work environments;

(F) industry-recognized <u>certification examinations</u> or other assessments leading toward a recognized postsecondary credential;

(G) efforts to <u>recruit and retain CTE program teachers</u>, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the WIOA and other Federal laws and initiatives that provide students with transition-relation services;

(I) expanding opportunities for students to participate in distance CTE and blended-learning programs;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(J) expanding opportunities for students to participate in <u>competency-based education programs</u>;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into CTE programs and programs of study;

(M) supporting programs and activities that increase access, student engagement, and success in <u>science, technology, engineering, and mathematics</u> fields;

(N) providing CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(P) making all forms of instructional content widely available, which may include use of <u>open educational resources</u>;

(Q) supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE;

(S) <u>support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE</u>, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) <u>other</u> activities to improve CTE programs

Permissible Local Uses of Funds

6) develop and implement evaluations of the activities carried out with these funds, including the comprehensive needs assessment

Cost Considerations

Considerations of Funding

1. Was this a finding of the local needs assessment?

2. Is it a CTE-related activity and is it supported by Perkins V?

3. Is it an allowable use of funds under EDGAR/GATA?

4. Is it explicitly listed in the required/permissible uses of funds section in Perkins V?

5. Will you be supplanting?

Education Department General Administrative Rules (EDGAR)- Cost Principles 200.403

(a) Be <u>necessary</u> and <u>reasonable</u> for the performance of the Federal award and be <u>allocable</u> thereto under these principles.

(b) Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items. (Allowable vs. Non-allowable)

(c) Be <u>consistent with policies and procedures</u> that apply uniformly to both federally-financed and other activities of the <u>non-Federal entity</u>. (i.e. per diem, procurement, etc.)

(d) Be accorded <u>consistent treatment</u>. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

(e) Be determined in accordance with <u>generally accepted accounting principles </u>(GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.

(f) Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also §200.306 Cost sharing or matching paragraph (b).

(g) Be <u>adequately documented</u>.

Supplement vs. Supplant

Perkins funds should supplement, not supplant, non-federal funds expended for career and technical education activities. Supplanting is presumed to occur in the following three circumstances.

An eligible recipient uses Perkins funds to provide services that the recipient:

(1) was required to make available under other federal, state, or local law, except as permitted by Section 224(c) of Perkins V.

(2) was provided with non-federal funds the year prior.

(3) was provided with non-federal funds for non-CTE students but charged to Perkins for CTE students.

It is very important the provider maintain good financial records to be able to document that the

Perkins federal funds supplement rather than supplant funding.

Questions?

Resources

- ICCB   https://www.iccb.org/cte/perkins-reauthorization/
- Perkins Collaborative Resource Network   https://cte.ed.gov
- Advance CTE https://careertech.org/Perkins