

# Strengthening CTE for 21<sup>st</sup> Century Perkins Reauthorization

Arkansas Community Colleges  
October 15, 2018



# OVERVIEW

# PURPOSE

To develop more fully the academic knowledge and technical and employability skills of students who enroll in CTE programs

- ✓ Challenging **academic and technical standards** and help students meet the standards
- ✓ **Integrate** rigorous and challenging **academic and CTE** instruction and that link secondary and postsecondary education
- ✓ Provide states with flexibility in providing services and activities designed to **develop, implement, and improve CTE**
- ✓ Support **partnerships** between education, WIBs, industry, intermediaries
- ✓ Promote **lifelong learning** to keep US competitive
- ✓ Increase employment opportunities for **targeted groups**: chronically unemployed, underemployed, disabled, economically disadvantaged, out-of-workforce individuals, foster care youth, and homeless individuals



## MAJOR THEMES

# Timeline

Date	Event
July 2018	Legislation signed into law; funded through June 30, 2025
April 2019	State Transition Plan due (state and local)
July 1, 2019	Transition year begins <ul style="list-style-type: none"><li>• State and local performance baselines established</li><li>• Public hearings, stakeholder input</li><li>• State Plan submitted, initial performance measures negotiated</li><li>• Comprehensive needs assessments completed</li><li>• Local Plan submitted, initial performance measures negotiated (2 years)</li></ul>
July 1, 2020	Perkins V begins full scale Annual Plan submitted for July 1, 2020-June 30, 2021

# CTE DEFINITION

Organized educational activities that:

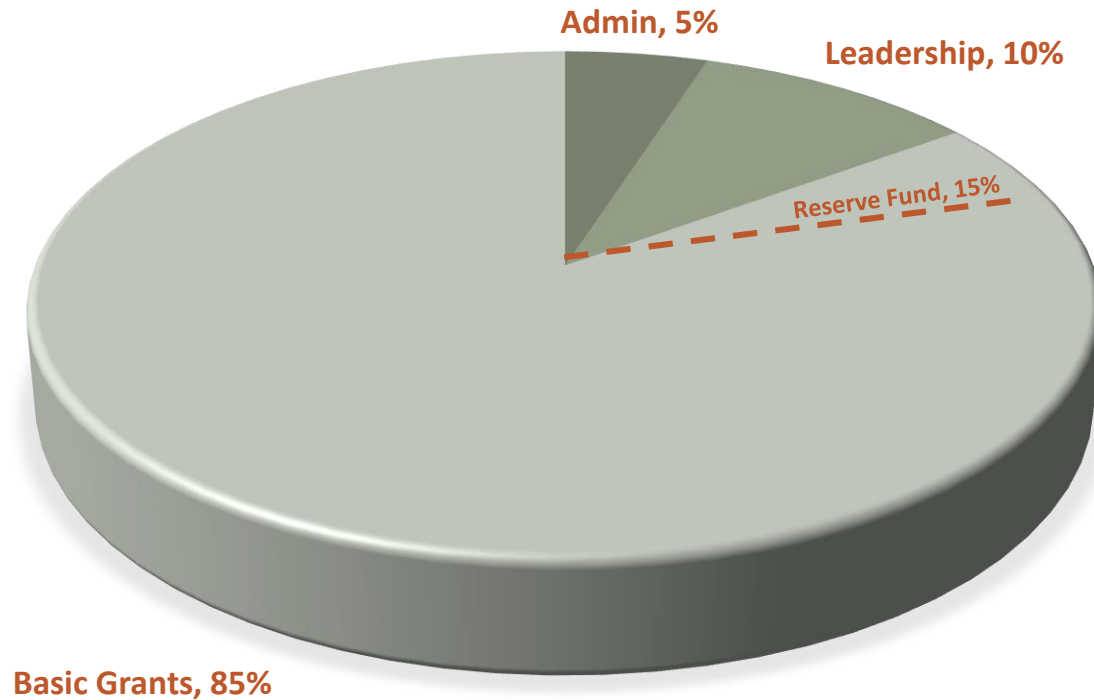
- ✓ Rigorous academic content and relevant technical skills
- ✓ Prepare for further education and careers, including high skill, wage demand occupations
- ✓ Provide technical skill proficiency: postsecondary credential, industry-recognized credential, certificate, associate degree
- ✓ May include prerequisite course but not remedial courses
- ✓ Entrepreneurship
- ✓ Coordinate programs of study: articulation/early college/concurrent/credit transfer agreements

# PROGRAM OF STUDY DEFINITION

- ✓ Coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level
- ✓ Addresses both academic and technical knowledge and skills, including employability skills
- ✓ Aligned with needs of industries at state, regional and local levels
- ✓ Progresses in specificity (beginning with all aspects of industry or career cluster and leading to more occupation-specific skills)
- ✓ Has multiple entry and exit points that incorporate credentialing
- ✓ Culminates in the attainment of a recognized postsecondary credential

WIOA CAREER PATHWAYS  
SIMILAR but DIFFERENT

# ALLOCATIONS-State



- Minor changes in set-asides from State Leadership
- Reserve Fund: Increased from 10% to 15%
- Reserve Fund use more descriptive: foster innovation or aligned programs of study
- No expected change in 75/25% split between secondary and postsecondary



# ALLOCATIONS-Local

College	2016-17 Pell/BIA Recipients	% of Total	PYE19 Funding
ANC	237	0.024483471	62,530
ASUB	667	0.068904959	175,980
ASUMH	368	0.038016529	97,092
ASUMS	272	0.028099174	71,764
UACCB	315	0.032541322	83,109
UACCH	387	0.039979339	102,105
UACCM	346	0.035743802	91,288
UAFS	284	0.029338843	74,930
UAM	298	0.030785124	78,624
UAPTC	716	0.073966942	188,908
UARM	162	0.016735537	42,742
	9,680	1	2,553,948

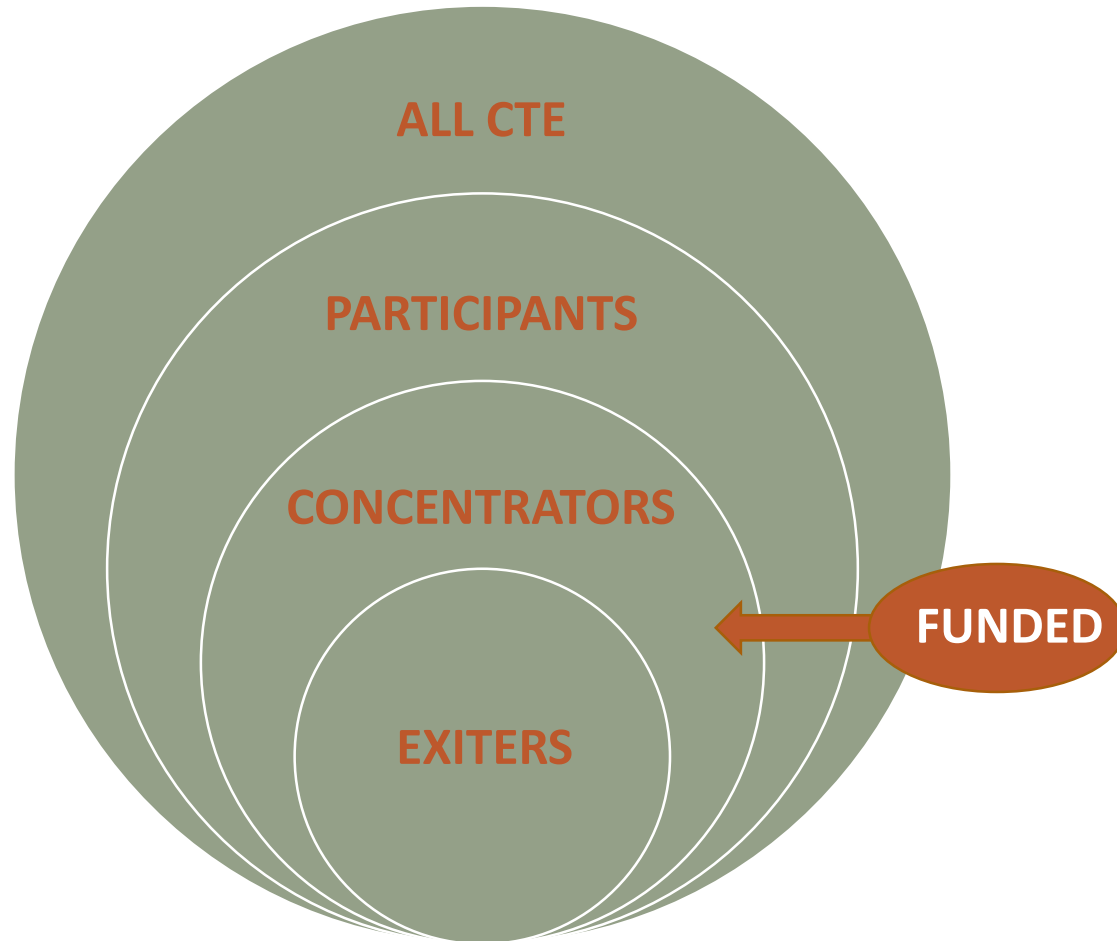
- # Concentrators that receive Pell/BIA
- % of local Pell/BIA to total State Concentrators
- < \$50,000 requires consortium

Concentrator definition may have funding implications



# ACCOUNTABILITY

# STUDENT DEFINITIONS



- ✓ **CTE Participant:** not less than 1 course in CTE program or program of study
  - ✓ **CTE Concentrator:** earned 12 cumulative hours within a CTE program or program of study; or completed such a program if the program encompasses fewer than 12 credits
  - ✓ **Exited Concentrator:** concentrator that was not enrolled in the previous academic year
  - ✓ **Funded Concentrator:** Pell/BIA recipient
- 
- ✓ All measures are linked to concentrators

# PERFORMANCE INDICATORS

6

- 1P1 Technical Skills Assessment
- 2P1 Credential Attainment
- 3P1 Retention/Transfer
- 4P1 Placement in Employment
- 5P1 Nontrad Participation
- 5P2 Nontrad Credential Attainment

3

- Retention/Completion/Employment
- Credential Attainment
- Nontraditional Participation

# INDICATOR: Retention/Completion/Placement

% of CTE concentrators who, during the second quarter after program completion:

- ✓ Remain enrolled in postsecondary education
- ✓ Are in advanced training
- ✓ Are in military service
- ✓ Are in programs of National and Community Service Act
- ✓ Are in Peace Corps
- ✓ Are employed

# INDICATOR: Credentials

% of CTE concentrators who received a recognized postsecondary credential:

- ✓ During participation in, or
- ✓ Within 1 year of program completion

Recognized Postsecondary Credential: Based on WIOA definition

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the State or Federal Government
- Associate or baccalaureate degree

# INDICATOR: Nontraditional

- ✓ % of CTE concentrators who are in programs that lead to nontraditional fields.
- ✓ Nontraditional fields are those where 25% or less of the employees are of a single gender.

# ESTABLISHING PERFORMANCE TARGETS (state & local)

- ✓ State no longer negotiates targets with Feds.
- ✓ “Eligible agency” (ADHE) with input from “eligible recipients” (colleges) shall establish State determined levels of performance for each core indication for four years covered by the State Plan.
- ✓ The level of performance shall be the same for all Concentrators.
- ✓ Recipient may negotiate a different target but based on same requirements as required for the State.
- ✓ Shall include consultation with stakeholders defined in the legislation.
- ✓ Shall require State to make meaningful progress toward improving performance of all CTE students, including members of special populations.
- ✓ May be adjusted prior to third program year, but will require comparison to similar states, and be higher than the average actual performance of the two most recently completed program years (unanticipated circumstances consideration).



# IMPROVEMENT PLANS AND SANCTIONS

- ✓ Failure to meet 90% of negotiated target remains threshold for improvement plan status
- ✓ Shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps of special populations)
- ✓ Technical assistance provided if:
  - Recipient fails to implement an improvement plan
  - Fails to make meaningful progress
- ✓ May withhold all or portion if:
  - Recipient fails to implement an improvement plan
  - Recipient fails to meet 90% of target for 2 consecutive years after improvement plan required
- ✓ If funds withheld, funds will be directed to alternate means to serve the students.
- ✓ Adjustment to targets cannot be approved if executing an improvement plan.
- ✓ Local mirrors requirements for State

# SPECIAL POPULATIONS

## EXISTING

- ✓ Individuals with disabilities
  - ✓ Individuals from economically disadvantaged families, including low income youth and adults
  - ✓ Individuals preparing for nontraditional fields
  - ✓ Single parents, including single pregnant women
  - ✓ English learners
- 

## NEW

- ✓ Out-of-workplace individuals (replaces Displaced Homemaker)
- ✓ Homeless individuals
- ✓ Youth who have aged out of foster care
- ✓ Youth with parents on active duty in armed forces



# LOCAL APPLICATION

# Local Application

- Results of the comprehensive needs assessment and how it informed funding choices
- Programs of study to be supported by Perkins
- Description of career guidance/counseling
- Description of activities for special populations
- Organized system of career guidance and academic counseling
- How will prepare special populations and nontraditional for careers in HSWD
- Workplace learning opportunities
- Opportunities for postsecondary credit while in high school
- Collaboration with secondary on recruitment and training of teachers and staff, particularly those from underrepresented groups
- Other requirements the state might add

**COMPREHENSIVE NEEDS ASSESSMENT  
DRIVES FUNDING CHOICES AND  
PERFORMANCE TARGETS**

# Comprehensive Needs Assessment

- ✓ At least once every two years
- ✓ Consultation
  - Faculty/administrators (secondary and postsecondary)
  - Local WIBs, range of local businesses
  - Students
  - Special population representatives
- ✓ Continued Consultation
  - Input on annual updates to the comprehensive needs assessment
  - Ensure programs of study are
    - Responsive to community employment needs
    - Aligned with employment priorities, including identification of relevant standards, curriculum, credentials, and current technology/equipment
    - Informed by labor market information
    - Designed to meet current, intermediate or long-term labor market projections

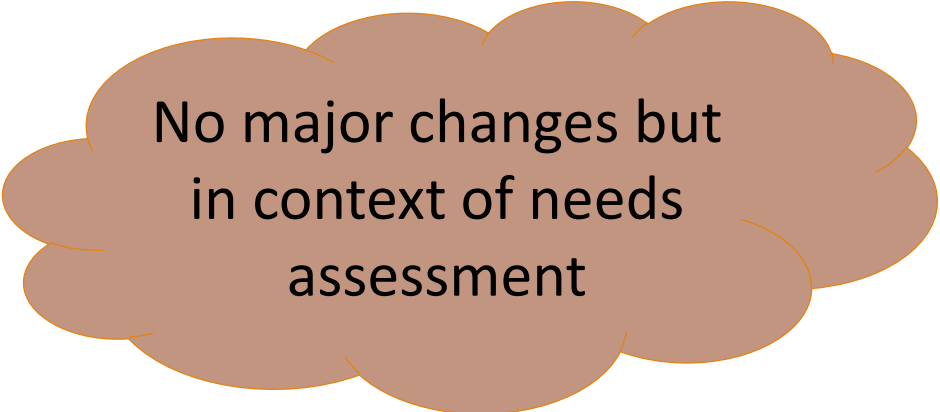
# Needs Assessment Elements

Description of how CTE programs offered by the eligible recipient

- ✓ **Student performance** on performance indicators
- ✓ **Size, scope and quality** of programs that meet needs of all students
- ✓ **Labor market alignment** (in-demand identified by State or local WIOA boards or local education/economic needs not identified by WIBs)
- ✓ **Programs/Programs of study** implementation progress; includes **employer input** on relevant standards, curriculum, industry recognized credentials, current technology/equipment, etc.
- ✓ Improving **educator recruitment**, retention and training; including transition to teaching from business and industry; includes recruitment from underrepresented groups
- ✓ Assist special populations meet performance levels and prepare for high skill, wage, demand occupations
- ✓ Identify **work-based learning opportunities**

# Local Uses of Funds

- Career exploration and career development activities; organized and systematic framework
- Professional development
- Skills necessary for students, including special populations, to pursue high skill, high wage occupations
- Integration of academics and CTE
- Supporting programs of study and student achievement (20 permissive activities)
- Evaluations of programs



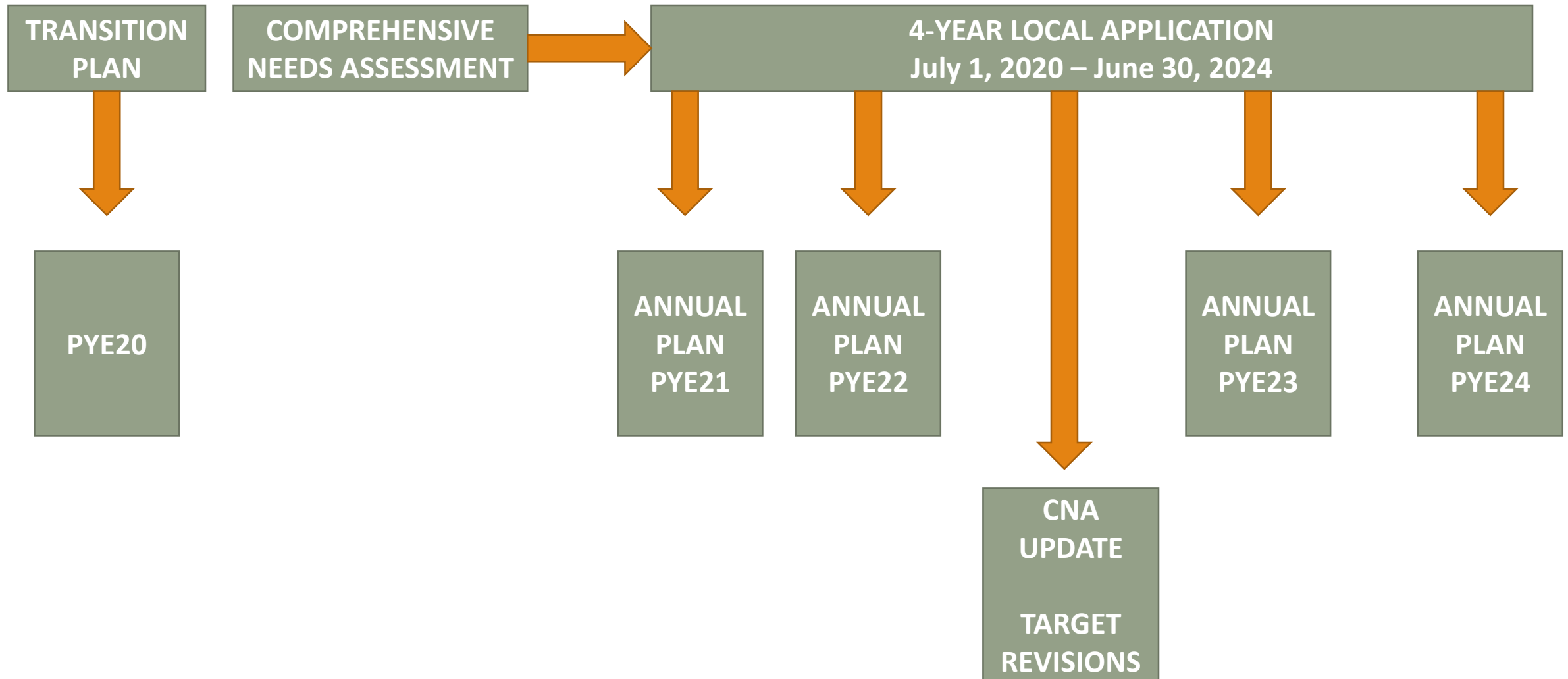
No major changes but  
in context of needs  
assessment

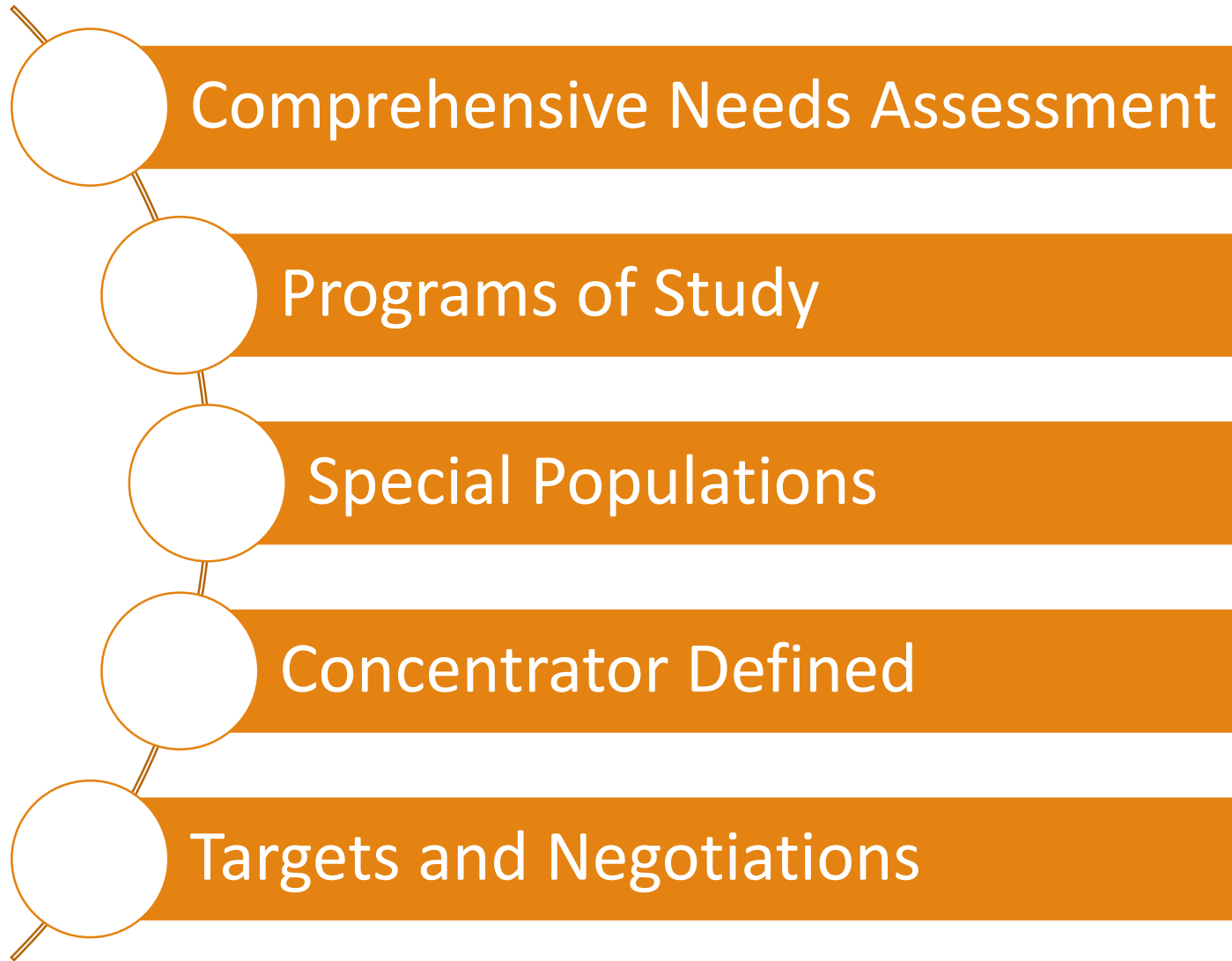


# ANNUAL APPLICATION



# LOCAL APPLICATION AND ANNUAL PLAN





## RECAP

# Questions/Feedback

- Technical skills assessment as supplemental indicator
- AS degrees for measurement
- Concurrent students
- Reserve fund
- Programs of study

**October**

State Directors Regional Meeting

**November**

Perkins Coordinator Workshop

**November**

Michael Brustein Fall Forum

**March**

Brustein Workshop with Coordinators

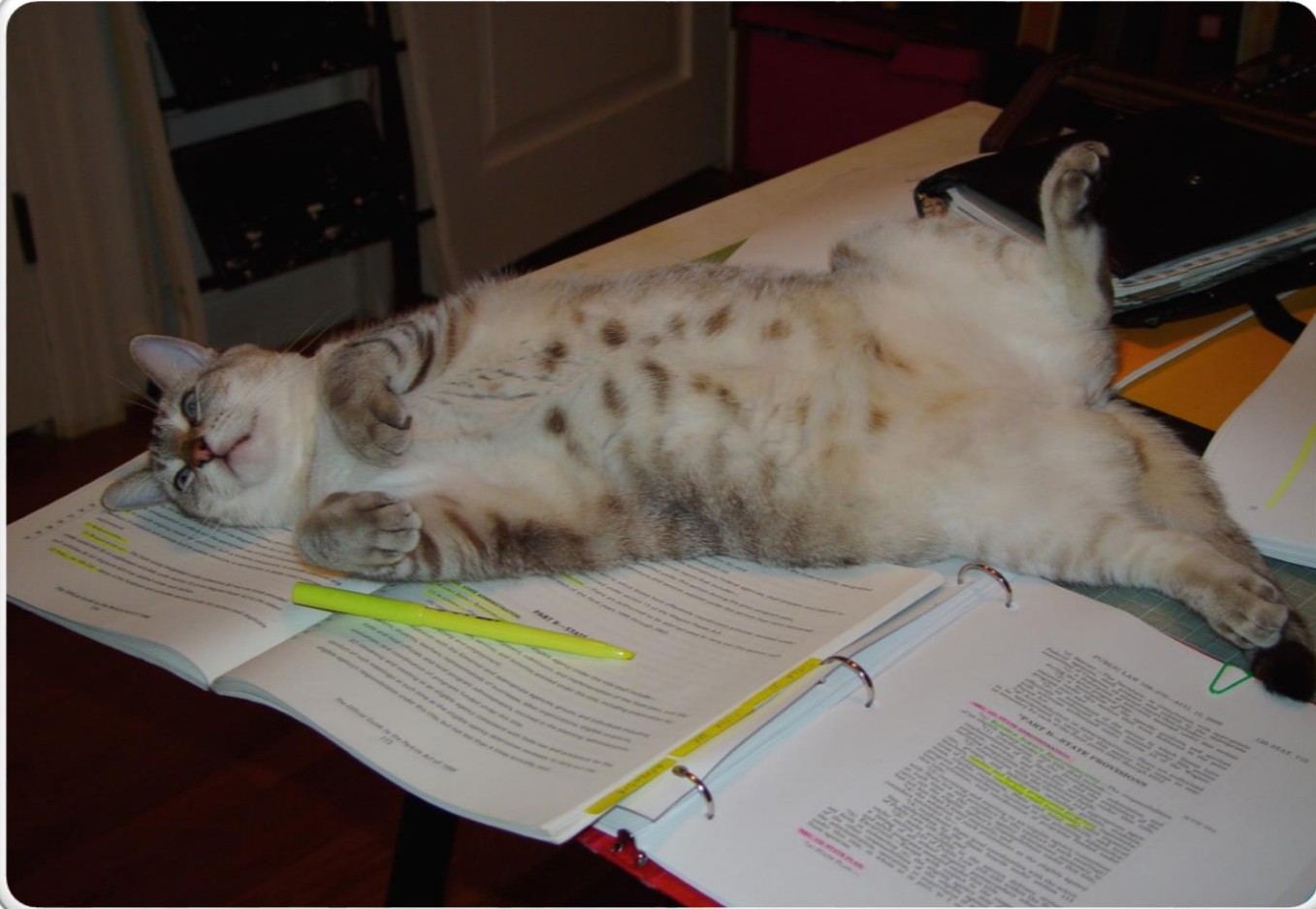
**May**

NACTEI/Kansas City

**Ongoing**

ADHE Technical Assistance Webinars and  
On-site visits

# Enough!



Monieca West  
501.371.2018  
monieca.west@adhe.edu