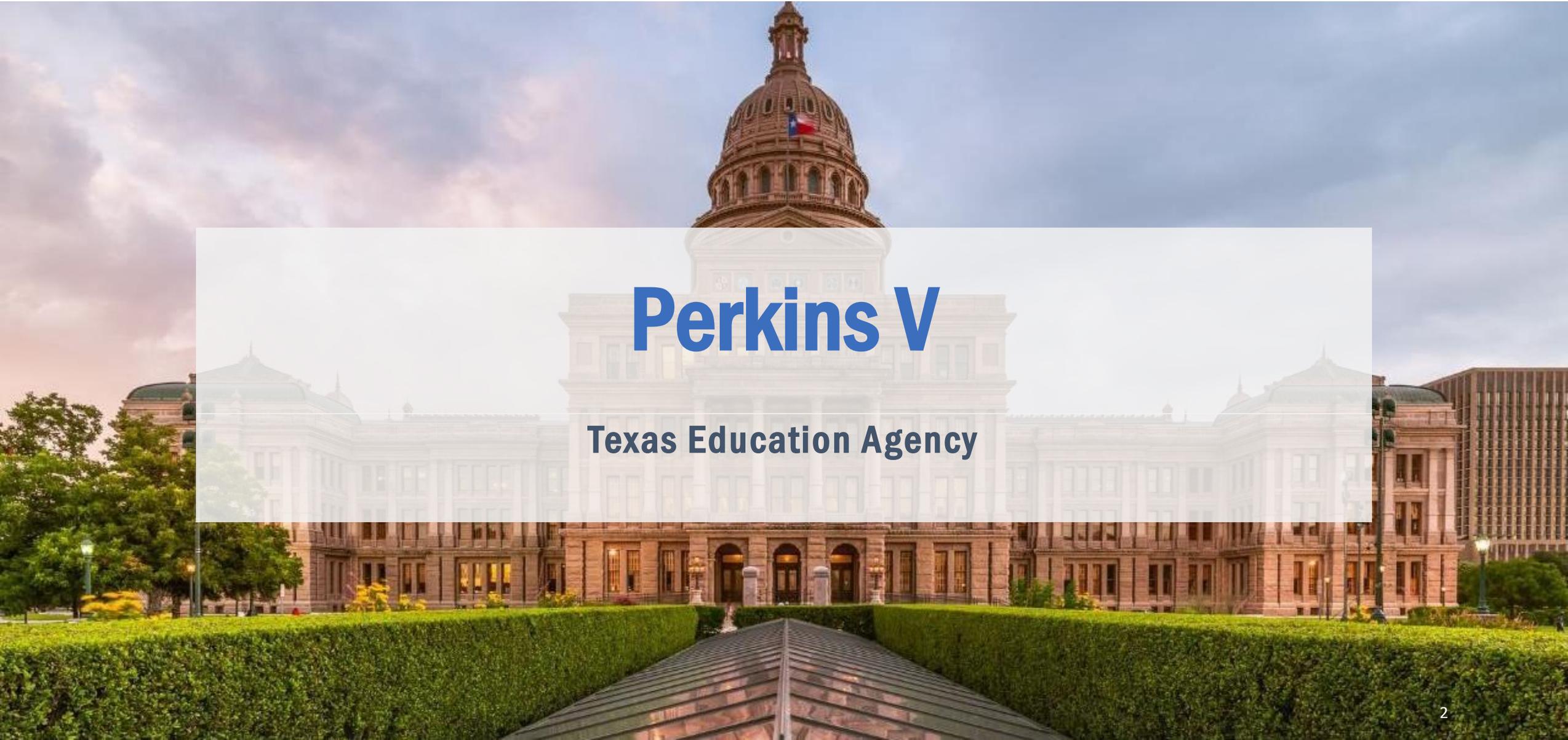




# Texas Career & Technical Education



A wide-angle photograph of the Texas State Capitol building in Austin, Texas. The building is a grand, classical-style structure with a prominent central dome topped by a spire. The dome is covered in copper and has a Texas state flag flying from it. The building's facade is made of light-colored stone or marble, with numerous windows and classical architectural details. In the foreground, there is a well-manicured green lawn with a central path leading towards the building. The sky is filled with soft, grey clouds, suggesting an overcast day.

# Perkins V

**Texas Education Agency**

# Knowledge of Perkins V

**1: I know of the term Perkins.**

**3: I have heard of Perkins V reauthorization and could tell you about one or two changes.**

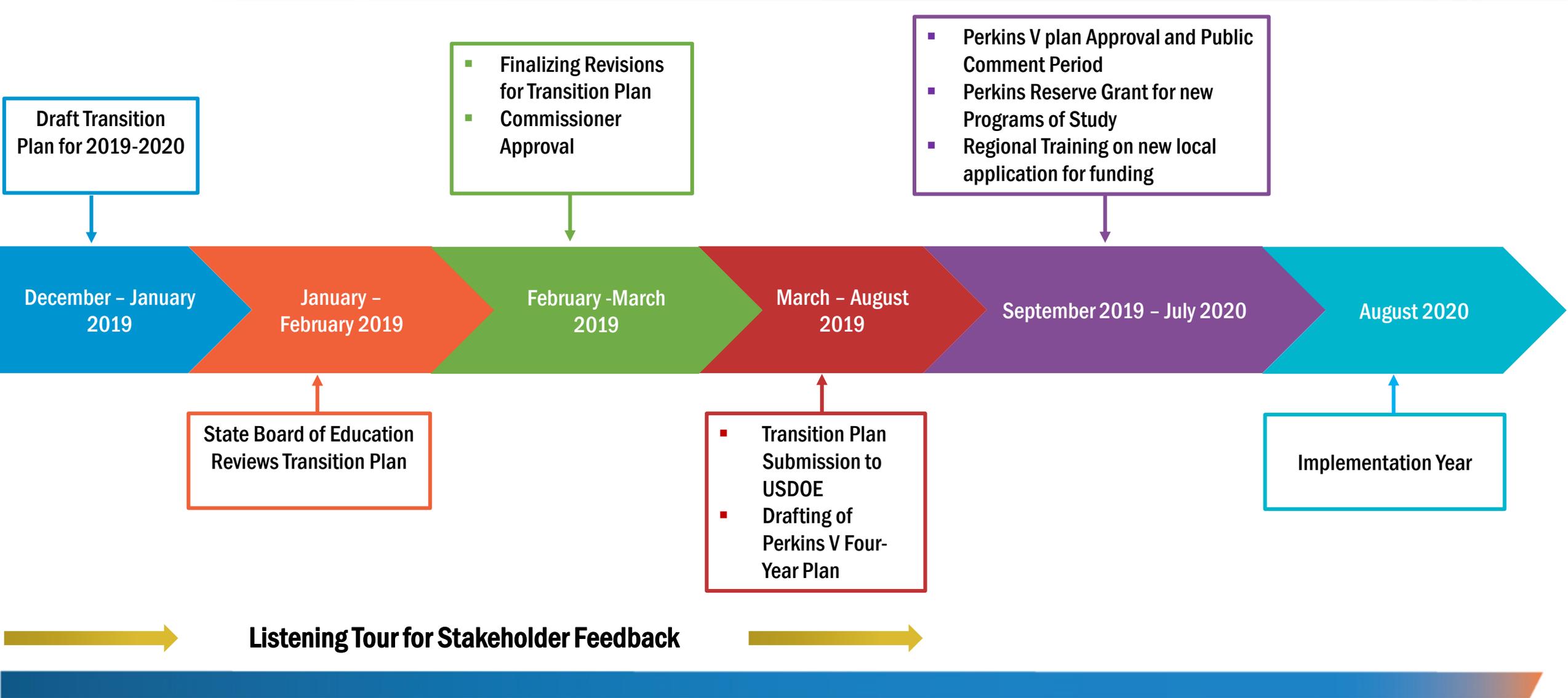
**5: I have read the bill and could tell you the overview and significant impact to districts.**

**Status:** On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* into law.

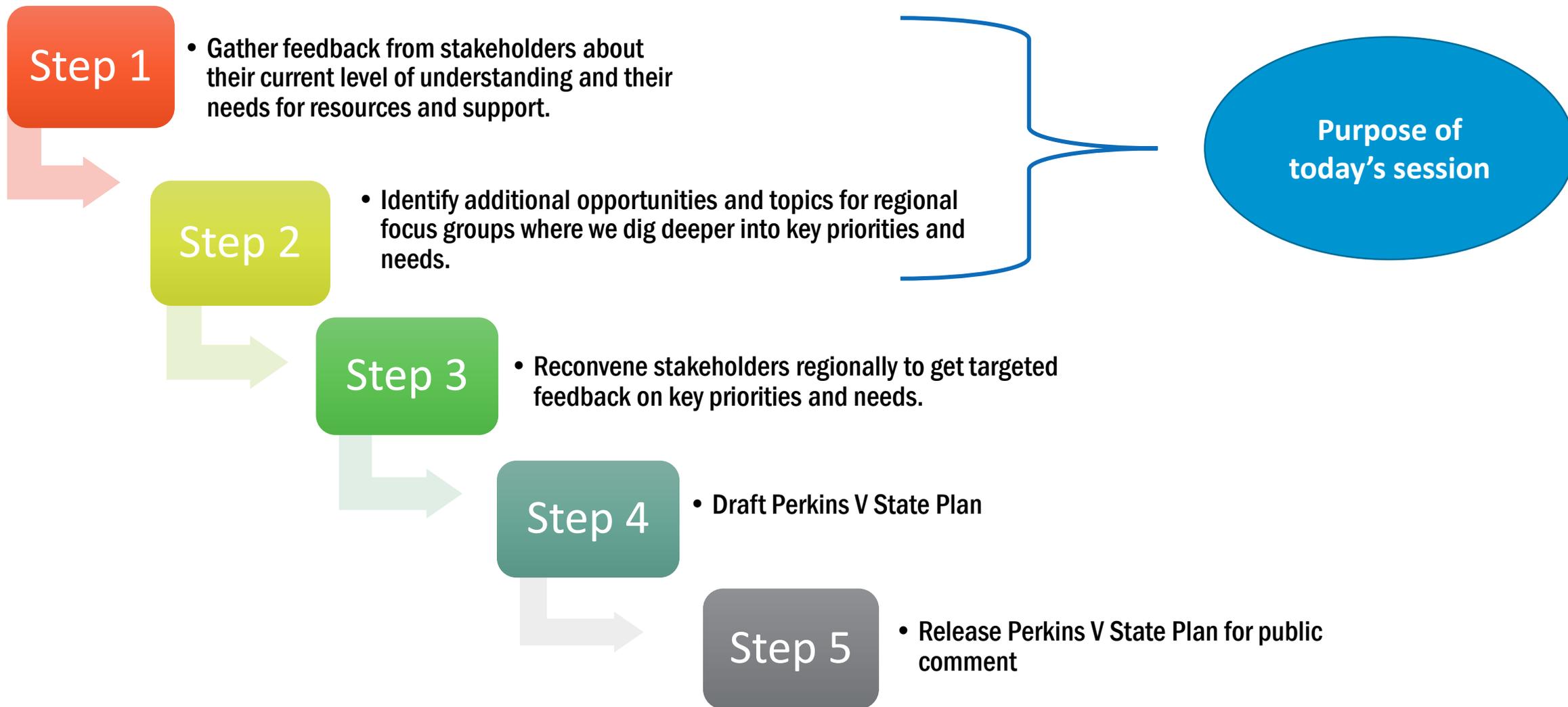
**Purpose:** Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on:

- systems alignment and program improvement
- improving the academic and technical achievement of CTE students
- strengthening the connections between secondary and postsecondary education
- improving accountability

- **Total Amount of Perkins grant in 2018-2019: \$105,261,269.**
  - **Secondary: 70%**
  - **Postsecondary: 30%**
- **Funding Formula**
  - **Allocations are based on Census Bureau population and poverty counts of individuals age 5-17.**



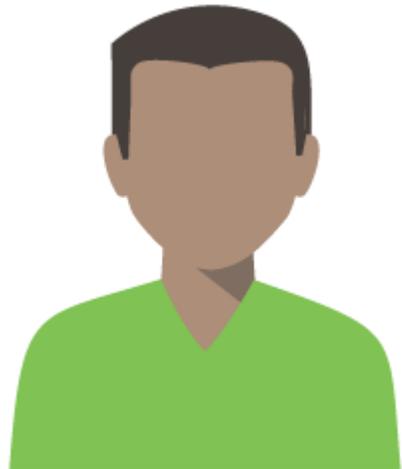
# Purpose of Perkins V Listening Session



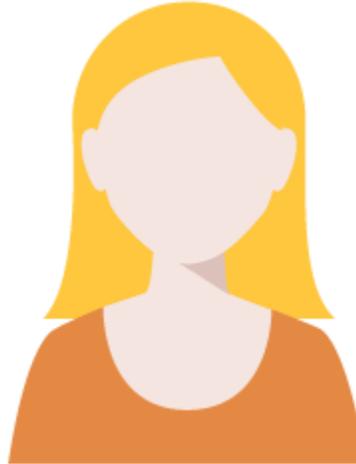
# Purpose of Perkins V Listening Session



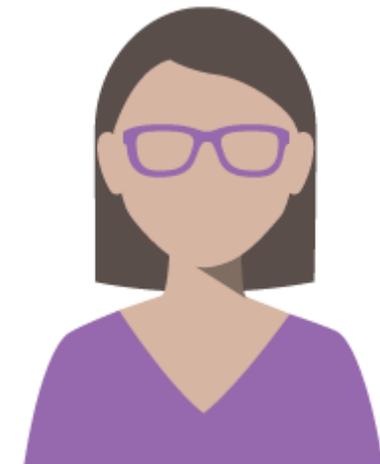
What do we have to do to meet federal requirements?



How are we defining what quality means for Texas?



How can TEA help implement?





# Major Components

**Perkins V maintains a focus on CTE programs improvement, flexibility, and accountability.**

- **Maintains a commitment to driving improvement** through Programs of Study and includes a robust, formal definition of that term
- **Introduces a comprehensive local needs assessment** that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years
- **Lifts the restriction on spending funds below grade 7** and allows support for career exploration in the “middle grades” (which includes grades 5-8)
- **Focuses on disaggregation of data** by maintaining the required disaggregation by student populations, requiring additional disaggregation for each core indicator by CTE program
- **Defines who is included in the accountability system** by including a formal “CTE concentrator” definition, instead of leaving this definition up to states
- **Significantly changes the process for setting performance targets** by eliminating the negotiations with the Secretary and replacing these negotiations with a new list of requirements for developing targets and including those targets in state and local plans
- **Shifts the accountability indicators**; the most significant changes are the consolidation of the two non-traditional measures into one, and the elimination of the technical skill attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on Work-Based Learning, postsecondary credit attainment or credential attainment during high school

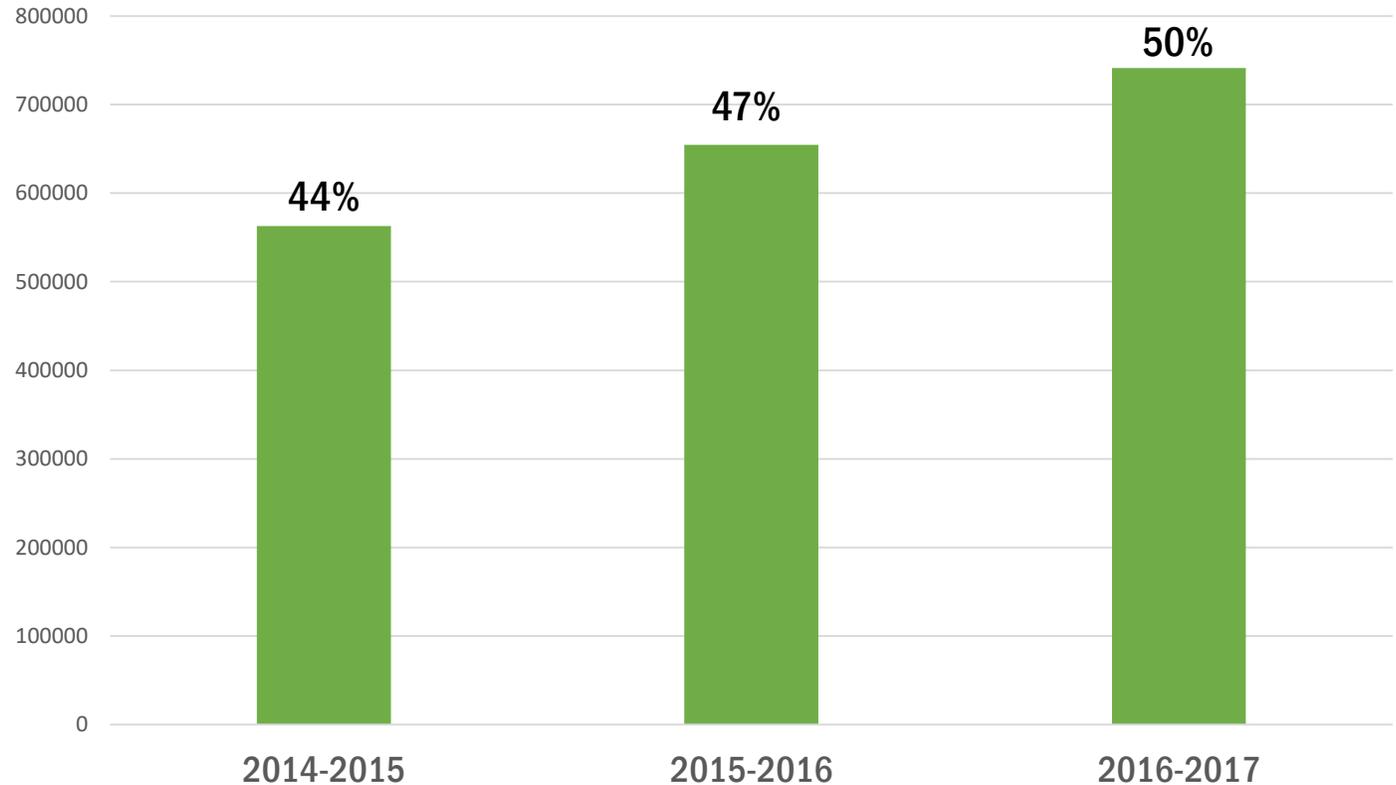
# Major Components

**Perkins V maintains a focus on CTE programs improvement, flexibility, and accountability.**

- **Maintains a commitment to driving improvement** through Programs  
Texas is already working on a revision of programs of study that meet this definition
- data-driven decision-making on local spending, involves significant  
Texas already has regional data through the Texas Workforce Commissioner and Texas Higher Education Coordinating Board that can address this w/o additional asks of districts for data collection
- **Supports career preparation for middle grades** (elementary grades 5-8)
- **Focuses on disaggregation of data** by maintaining the required disaggregation by student populations, requiring additional  
Through the revision of programs of study and utilizing automated coding, we can automatically address this and DECREASE district reporting time
- **Defines who is included in the accountability system** by including a formal “CTE concentrator” definition, instead of leaving this definition up to states
- **Significantly changes the process for setting performance targets** by eliminating the negotiations with the Secretary and replacing these negotiations with a new list of requirements for developing targets and including those targets in state and local plans
- **Shifts the accountability indicators**; the most significant changes are the consolidation of the two non-traditional measures into one,  
One measure for non-trad instead of two  
No more PER!

# History of CTE in Texas

- Number of CTE concentrators continues to rise
- Increase in the percentage of the graduating cohort concentrating in CTE



Defines who is included in the accountability system

Focuses on disaggregation of data

**Important to Note:** Current definition of a CTE concentrator allows a student to be marked as a concentrator without taking more than 2 courses. Concentrators are also identified by students who “intend” to concentrate.

## Secondary CTE Concentrator

- A student served by an LEA who has completed at least 2 courses in a single CTE program or Program of Study

## Postsecondary CTE Concentrator

- A student enrolled in and eligible recipient who has earned at least 12 credits within a CTE program or Programs of Study; or completed such a program if the program encompasses fewer than 12 credits

## Program of Study

- A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:
  - Incorporates challenging state **academic standards**
  - Addresses academic, technical, and **employability skills**
  - Is **aligned with the needs of industries** in the state, regional, and/or local economy
  - **Progresses in specificity** (beginning with all aspects of industry and leading to more occupation specific instruction)
  - Has **multiple entry and exit points** that incorporate credentialing
  - Culminates in the **attainment of a recognized postsecondary credential**

What do we have to do to meet federal requirements?

How can TEA help implement?

States must create core indicators of performance for CTE Concentrators that are valid, reliable, and include at minimum measures of each of the following:

- CTE concentrator proficiency in challenging academic standards (as aligned to ESSA) as measured by the academic assessments in ESSA
- Percentage of CTE concentrators who graduate high school as measured by
  - Four-year adjusted cohort graduation rate (in 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 are employed

We already do this through PBMAS. We will look at PBMAS to ensure alignment and remove duplication of reporting requirements

We already calculate this and report. No change.

We already calculate this and report. No change. Done through follow-up report and TPEIR

- States must create core indicators of performance for CTE Concentrators that are valid, reliable, and include at minimum measures of each of the following:
  - Indicators of CTE program quality which must include at least **ONE** of the following:

% of CTE concentrators graduating from high school having attained a postsecondary credential

OR

% of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE Program of Study through a dual or concurrent enrollment program or another credit transfer agreement

OR

% of CTE concentrators graduating from high school having participated in Work-Based Learning

- Indicator of CTE program quality that may include any other measure of student success in CTE that is statewide, valid, reliable, and comparable across the state
- Percentage of CTE concentrators in CTE Programs of Study that lead to non-traditional fields

# State Plan Requirements: What TEA has to do

State's strategic vision and set of goals for preparing an educated and skilled workforce include:

- Meeting the needs of employers
- Existing and emerging in-demand industry sectors and occupations

Summary of workforce development activities include:

- The degree to which CTE Programs of Study are aligned with and address
  - Education skill
  - Needs of employers in the state

A strategy for any joint planning, alignment, coordination, and leveraging of funds

- Specifically requires alignment to WIOA and ESSA

Description of the CTE Programs of Study that will be supported, developed, or improved at the state level including:

- Programs of Study developed at state level for adoption by LEAs
- Process and criteria to be used for approving locally developed Programs of Study, include:
  - How these programs address state workforce development
  - Education needs and the criteria to assess the extent to which the local application will:
    - Promote continuous improvement in academic and technical skill attainment
    - Expand access to CTE for special populations
    - Support the inclusion of employability skills in Programs of Study

# Local Application for Funding: What Districts have to do



How can TEA help implement?

## Changes to how LEAs apply for Perkins V funds

- Previously called the Local Plan for Funding
- Now called the Local Application for Funding
  - It ensures that LEAs meet major components prior to approval for funding

## Required Needs Assessment

- Must be completed every two years
- Must be the basis upon which LEAs apply for funding application:
  - How they are spending funds
  - Making programmatic decisions
- Requires a regional labor market analysis and that programming be aligned
- Requires specific sets of stakeholders to be involved in the analysis and evaluation of CTE programs

Texas already has regional data through the Texas Workforce Commissioner and Texas Higher Education Coordinating Board that can address this w/o additional asks of districts for data collection

# Required Use of Funds: What TEA has to do

- Conduct state activities to improve CTE programs
- Preparation for non-traditional fields in current or emerging professions, programs for special populations, and other activities that expose students to high wage, high skill, in-demand occupations
- Serve individuals in state institutions and state correctional institutions, specifies juvenile
- Recruiting, preparing, or retaining CTE teachers and faculty
- Technical assistance to eligible recipients
- Report on the effectiveness of such funds in achieving the goals and state determined levels of performance

**\*TEA will release grants in the 2019-2020 school year for CTE equipment related to programs of study. These will provide funding to implement for the 2020-2021 school year.**

# Permissive Use of Funds: What TEA and districts may do

- **Develop statewide Programs of Study**
  - Standards
  - Curriculum
  - Course development
  - Career exploration
  - Guidance
  - Advisement activities and resources
- **Approve locally developed Programs of Study**
- **Establish statewide articulation agreements aligned to approved Programs of Study**
- **Establish statewide industry sector partnerships along LEAs**
- **Facilitate WBL opportunities**
- **Provide professional development, including for counselors**
- **Award incentive grants for exemplary performance**
- **Provide support for adoption and integration of recognized postsecondary credentials and WBL into Programs of Study**
- **Pay for success models**
- **CTE programs for adult and out of school youth**
- **Creation and evaluation of competency-based curricula**
- **Partnering with intermediaries to improve training and development of public/private partnerships**
- **Support for programs that increase access and engagement in STEM**
- **Making open educational resources available**
- **Developing valid and reliable assessments**

# Feedback and Considerations

- What components of Perkins V excite you?
- What components of Perkins V do you foresee being the most difficult to implement at the local level?
- What topics do you want to see discussed in a regional focus group?

Please take time to fill out our Perkins V survey on program quality indicators:

<https://bit.ly/2Qd6TAT>

## Spring 2019 Conference

**EVALUATE THIS SESSION: Wednesday, April 24, 2019 - 10:45 am - 11:45 am**

**TEA Staff**

**Title I, Part C - Carl D Perkins - Career and Technical Education Act Grant Application Training**



<https://qrgo.page.link/8sLa>

Using your phone:

**iPhone users:** (1) Open the camera app. (2) Hold your device so that the QR code appears in the camera app's viewfinder. Your device recognizes the QR code and shows a notification. (3) Tap the notification to open the link associated with the QR code.

**Android users:**

- (1) Open the Google App.
- (2) Access Google Lens, by clicking the image in the search bar.
- (3) Hold your device so that the QR code appears in the viewfinder.
- (4) When recognized, a circle will appear on the QR code.
- (5) Tap the circle, and select website at the bottom of your screen to access the evaluation.

**Not a fan of QR codes?** Type the link underneath the QR code into your web browser on your phone, computer, or tablet to access the evaluation for this session.

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