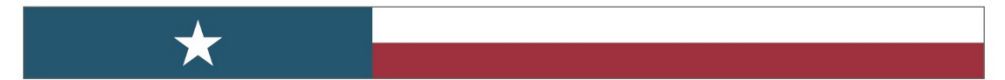


Perkins V: A Look Ahead

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Academic Quality and Workforce
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PERKINS V

Background: Perkins IV → Perkins V

- The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) enacted in August 2006 for six years.
- Perkins IV funding continued annually since 2013, while awaiting reauthorization.
- H.R. 2353, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), enacted July 2018.

Perkins V Timeline

- Takes effect on July 1, 2019, and authorized through FFY 2024.
- 1-year transitional state plan due to U.S. Dept. of Ed. on April 30, 2019.
 - FY 2019-2020: Transition Year
- Full, 4-year state plan due the following year.
 - FY 2020-2021: Implementation Year

What Stays the Same - 1

- State governance structure
 - TEA as the pass-through entity for federal funds in Texas.
- Funding structure
 - Federal-to-state formula for determining state allocations largely unchanged for Perkins Basic grant.
 - Formula funding to colleges (85% of total postsecondary allocation).
 - 10% for State Leadership projects
 - 5% for state administration

What Stays the Same - 2

- A critical definition: Postsecondary CTE Concentrator
 - A student enrolled at an eligible institution who has:
 - Earned at least 12 credits within a career and technical education program or program of study;
- OR
- completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

What's New - 1

- More restrained Dept. of Ed. Role
 - New restrictions on regulation and non-regulatory guidance
 - No negotiation authority over state performance targets
 - States will set their own performance targets for statutory core indicators.
 - Dept. of Ed. Must approved state-determined targets if they meet certain statutory requirements.
 - States have more latitude to design secondary and postsecondary programs that address state-specific goals or needs.

What's New - 2

- New Emphases in the Statutory Purpose
- **Perkins IV purpose:**
 - Develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in career and technical education programs.
- **Perkins V purpose:**
 - Develop more fully the **academic knowledge** and technical 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**.

What's New - 3

- Special Populations: Expanded Focus, New Categories
- Statutorily designated categories of individuals with significant barriers to success in CTE programs.
- Old: must analyze barriers to success and develop plan to address
- New:
 - Required set-aside for recruitment in State Leadership funds;
 - Required consultation in development of state plans;
 - Required consultation and inclusion in local needs assessment and local application

What's New - 4

- Special Populations: Expanded Focus, New Categories
 1. Individuals with disabilities;
 2. Individuals from economically disadvantaged families, including low-income youth and adults;
 3. Individuals preparing for non-traditional fields;
 4. Single parents, including single pregnant women;
 5. Out-of-workforce individuals;
 6. English learners;
 7. *Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*
 8. *Youth who are in, or have aged out of, the foster care system; and*
 9. *Youth with a parent who—*
 - a. *is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and*
 - b. *is on active duty (as such term is defined in section 101(d)(1) of such title).*

What's New: Perkins V Core Performance Indicators - 5

Code	Name	Description
1P1	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, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2P1	Earned Recognized Credential	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3P1	Non-traditional Program Enrollment	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

What's New - 6

- Programs of Study (POS)
 - New, robust definition
 - Emphasized throughout the Act
 - A requirement for receipt of Perkins formula funds

What's New - 7

- Programs of Study Definition
- A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—
 - Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - Addresses both academic and technical knowledge and skills, including employability skills;
 - Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
 - Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
 - Has multiple entry and exit points that incorporate credentialing; and
 - Culminates in the attainment of a recognized postsecondary credential.

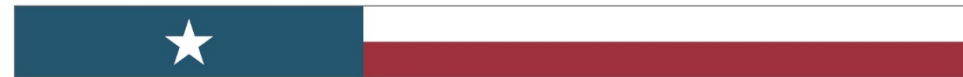
What to Expect - 1

- Transition year (FY 2019-2020)
 - Minimal required changes.
 - State enrollment data, not performance data, will be reported to Dept. of Ed. For this year.
 - Estimated Basic grant RFA release date: June 7, 2019.
 - Estimated Basic grant application due date: July 17, 2019.
 - *Conduct comprehensive local needs assessment (LNA) in preparation for FY 2020-2021 implementation year.*

What to Expect - 2

- **Implementation year (FY 2020-2021)**
 - New state plan will govern Perkins program priorities through 2024.
 - Colleges will submit local application based on comprehensive local needs assessment.
 - New state targets for core indicator performance will be in effect with performance and accountability requirements for colleges.
 - State enrollment numbers and performance on core indicators will be reported to Dept. of Ed.

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PERKINS BASIC GRANTS

Comprehensive Local Needs Assessment

- Effective FY 2020-2021
- To be submitted with initial local application and then at updated least once every two years.
- Requires consultation statutorily defined groups of stakeholders, including business/industry, secondary entities, Special Populations groups, and others.
- Key required areas:
 - **Student performance** (including subpopulations) disaggregated by program or career cluster
 - Documentation of size, scope and quality of programs
 - **Use of labor market data** to confirm demand for CTE programs/programs of study
 - Programs/Programs study implementation progress
 - Documentation of educator recruitment, retention, and training (professional development)
 - Strategies for Special Populations: recruitment and success

Local Application -- 1

- (Replaces the current “Local Plan” beginning in FY 2019-2020)

Beginning in FY 2020-2021:

- Must align with the comprehensive local needs assessment
- Must address:
 - Results of the comprehensive needs assessment (FY 2020-2021)
 - Courses and activities to be supported, including at least 1 state-approved program of study
 - Career exploration/career guidance and counseling to be provided
 - How CTE programs will improve students’ academic and technical skills
 - Activities intended to remove barriers for Special Populations

Local Application -- 2

- Must address (cont'd):
 - Provision of work-based learning opportunities
 - Opportunities for high school students to earn postsecondary CTE credit
 - Coordination with CB and other postsecondary institutions for recruitment, retention, and professional development of CTE faculty, administrators, and specialized instructional support personnel
 - How gaps in performance of student subgroups will be addressed

Local Application -- 3

- New requirement that funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive, data-driven local needs assessment.
- New emphasis on funds supporting CTE programs that are of sufficient size, scope, and quality to be effective.

Local Application -- 4

APPENDIX D COMPREHENSIVE LOCAL NEEDS ASSESSMENT

N/A (Transition Year – this Section is not required)

Each applicant shall conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under Appendix E; and not less than once every 2 years, update this comprehensive local needs assessment (as required under section 134(c)(1)(B))...

Local Application -- 5

APPENDIX E LOCAL APPLICATION

Each applicant shall submit a Local Application that addresses the specific requirements identified in The Perkins Act and the goals of 60x30TX – Completion. The Local Application shall be consistent with the Requirements for Uses of Funds (Appendix I).

The Local Application shall include (1-10):

1. a description of the results of the comprehensive needs assessment conducted under Appendix D

N/A (Transition Year – this Section is not required);...

Required Uses of Funds -- 1

- Effective FY 2019-2020
- Funds are used to support career and technical education programs that are of sufficient size, scope and quality to be effective, and that:
 - Provide career exploration and career development activities for students, extending to the middle grades (6 examples).
 - Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, counselors or paraprofessionals (9 examples)

Required Uses of Funds -- 2

- Effective FY 2019-2020
 - Provide within CTE, skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations
 - Support integration of academic skills into CTE program and programs of study

Required Uses of Funds -- 3

- Effective FY 2019-2020
 - Plan and carry out work that supports the implementation of CTE programs and programs of study that result in increasing student achievement (20 examples)
 - Develop and implement evaluations of grant activities, including evaluations necessary to complete the comprehensive needs assessment

Application Timeline 2019-2020

- Estimated Basic grant RFA release date:
June 7, 2019
- Estimated Basic grant application due date:
July 17, 2019
- Estimated NOGA: sent out in August

Report Dates for 2019-2020 - 1

<u>Report</u>	<u>For Period Ending</u>	<u>Report Due Date</u>
• Biannual	Feb 28, 2020	Mar 31, 2020*
• Final	Aug 31, 2020	Sept 30, 2020*

Expenditure Reports: (At Least Once per Quarter)

• First	Nov 30, 2019	Dec 15, 2019*
• Second	Feb 28, 2020	Mar 15, 2020*
• Third	May 31, 2020	June 15, 2020*
• Final	Aug 31, 2020	Sept 30, 2019*

*If a due date falls on a holiday or weekend, the report will be due on the first working day following the holiday or weekend.

Report Dates for 2019-2020 - 2

Property Inventory and Disposition Report: The Awarded Applicant shall submit a cumulative Property Inventory and Disposition Report by September 30, 2020*, to Perkins@THECB.state.tx.us.

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*(If a due date falls on a holiday or weekend, the report will be due on the first working day following the holiday or weekend.)

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PERKINS STATE LEADERSHIP GRANTS 2019-20

Perkins Leadership Grant Program

- Aligned with Texas state strategic plan 60x30TX
- Three Competitions – Multiple opportunities
- Longer Duration – Up to 24 months
- Larger Awards -- Up to \$200,000

Three Competitions

- 1) Advancing 60x30TX through CTE Credential Completion
- 2) Field-Based Innovation
Field-Based Nontraditional Award
- 3) Continuation Funding

General Criteria for All Competitions -- 1

- Contribute to the overall advancement of CTE in Texas
- Focus on improving student credential completion in CTE
- Incorporate CTE opportunities for underrepresented gender groups and special populations
- Establish partnerships with educational agencies, institutions of higher education, adult education providers, workforce development boards, business and industry

General Criteria for All Competitions -- 2

- If appropriate, build upon formerly funded projects and programs or propose innovation that does not duplicate previous projects and programs
- Include a sustainability plan and budget
- If related to curriculum development or redesign indicate adherence with the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM)

Competition 1: Advancing 60x30TX through CTE Credential Completion

Awards for projects that seek to **smooth and better articulate credential completion pathways** for students in high-wage/high-demand CTE fields.

Pathways are defined as including classroom instruction, internships, apprenticeships, and certification/licensure, all of which can lead to postsecondary credentials (certificates/associates degrees).

Competition 1: Structure

- CTE Credential Completion grants can be for up to twenty-four months
- Awards in the \$150,000 to \$200,000 range
- Requires Pre-Proposal
- May be renewed

Competition 1: Criteria for Success

Projects will be judged on:

- Soundness of rationale and design, including plans for evaluation and dissemination
- Number of postsecondary institutions and students potentially impacted
- Projects with intentional alignment or integration with emerging regional efforts in Texas, including the Coordinating Board's 60x30TX regional networks

Competition 2: Field-Based Innovation

Goal is to encourage the conception, design and execution of **creative, field-originated projects** by institutions that will contribute to the overall advancement of CTE in Texas and its regions.

Projects should reflect institutional and regional priorities and insights gained through experience, data analysis, and examination of the research literature.

Projects may focus on any uses described in the Perkins State Leadership RFA (Appendix A)

Competition 2: Structure

- Field-Based Innovation grants can be for up to twenty-four months
- Awards up to \$175,000
- Requires Pre-Proposal
- May be renewed

Competition 2: Criteria for Success

Projects will be judged on:

- Soundness of the rationale for and design of the project, including evaluation and dissemination
- Degree of innovation displayed
- Alignment with the goals of 60x30TX

Competition 2: Nontraditional Innovation Award

- Single award for a Nontraditional Innovation Project at \$45,000 for twelve months
- Develop or improve programs specifically **supporting the success of underrepresented gender groups** in established and emerging professions in high-skills, high-wage CTE programs
- Requires Pre-Proposal
- May be renewed

Competition 3: Continuation Funding

- FY 2019 Perkins Leadership Grantees may apply for continuing support for their existing Leadership project
- Awards of up to \$175,000 for a period of twelve months
- No Pre-Proposal required; Contact Mindy Nobles by **April 22** if intending to apply

Leadership Timeline

- RFA posted **March 20**,2019 on THECB website Perkins page
- Informational Webinar and information on THECB website Perkins page
- Pre-proposals and intent to apply due **April 22**. Perkins Portal for Pre-Proposals now open on the Perkins page.
- Applications from those invited due **May 22**
- Notification of awards in late June/early July

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Questions?

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