

Perkins V:

Strengthening Career & Technical Education for the 21st Century Act



History of the Carl D. Perkins Federal Legislation

The Carl D. Perkins Vocational and Technical Education Act was first authorized by the federal government in 1984. It was reauthorized in 1990, 1998, 2006 and most recently in 2018 as the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V).

- The act is named after Carl D. Perkins (former U.S. Representative from Kentucky).
- The act aims to increase the quality of technical education within the United States in order to promote the economy.



Intent of the NEW Perkins V Legislation

The new law includes provisions for:

- *vertically aligned programs of study between secondary and postsecondary education partners;*
- *fosters collaboration with the business community and across state agencies;*
- *requires (for the first time) an extensive and comprehensive local needs assessment process;*
- *focuses on strengthening the CTE teacher and faculty pipeline;*
- *expands the reach and scope of student guidance and counseling;*
and
- *promotes a variety of innovative practices.*



Funding for the Perkins Act

Kentucky receives approximately \$18.2M in Perkins funds each year.

Eligible recipients are secondary and postsecondary educational agencies and Area Technology Centers (ATCs) that offer at least one (1) program of study.

Currently, funds are categorized as follows:

- 85% for eligible recipients
- 10% for state leadership
- 5% for administration of the grant



Development of the NEW Perkins V State Plan

- The drafting of Kentucky's Perkins V state plan began in the fall of 2018.
- Pursuant to federal law, the public was afforded the opportunity to provide feedback on the draft plan through a 30-day public comment window.
- Additionally, three public forums were held regionally across the state (London, Frankfort and Madisonville).
- Following review and approval by the KBE, the Governor's Office shall have 30 days to review the plan, followed by submission to the OCTAE for final approval.



Development of the NEW Perkins V State Plan

Kentucky's state plan was developed collaboratively through the work of a state steering committee. Membership of this committee included representatives from the following agencies, institutions, organizations and other stakeholder groups:

- Kentucky Department of Education (KDE)
- Kentucky Community and Technical College System (KCTCS)
- Murray State University
- Campbellsville University
- Kentucky State University
- Northern Kentucky University
- University of Louisville
- Kentucky Workforce Innovation Board (KWIB)
- Kentucky Adult Education
- Secondary CTE Programs
- Secondary CTE School Administrators
- Secondary Guidance Counselors
- Paraprofessionals
- Special Populations
- Parents and Students
- Community Organizations





Key Elements of Kentucky's NEW Perkins V State Plan

Accountability

The core indicators will be based on CTE concentrators for both secondary and postsecondary institutions.

- A secondary CTE concentrator is a student that has completed 2 courses (credits) in a CTE program or program of study
- A postsecondary CTE concentrator is a student who has earned at least 12 credits in a CTE program or program of study or completes a program with fewer than 12 credits.
- The level of state performance for each indicator will be developed for 4 years within the state plan.
- The state is required to make meaningful progress toward improvement each year.
- If the core indicators are not met for 2 consecutive years, funds maybe withheld.



Performance Indicators: Secondary

The state has four (4) mandated performance indicators and one (1) state-selected indicator for secondary programs.

The mandated indicators are:

1. Graduation Rate
2. Academic achievement in Reading, Math and Science
3. Post-Program Placement
4. CTE concentrators in a non-traditional field

States must choose at least one (1) of the following:

- ✓ Postsecondary credential (Kentucky's Selected Indicator)
- ✓ Dual Credit
- ✓ Work-Based Learning



Performance Indicators: Postsecondary

1. 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.
2. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one (1) year of program completion.
3. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.



What is a Perkins Program of Study?

(Same definition for Secondary and Postsecondary)

A program of study is a coordinated, non-duplicative progression of courses that align secondary to postsecondary education that:

- *incorporates challenging academic standards;*
- *addresses technical knowledge and skills (including employability skills);*
- *aligns with the needs of industry of the state, region or local area;*
- *progresses in specificity;*
- *has multiple entry and exit points; and*
- *culminates with the attainment of a postsecondary recognized credential.*



Intense Focus on Equity and Special Populations

- Individuals with disabilities
- Individuals that are economically disadvantaged
- Individuals preparing for non-traditional fields
- Single parents and pregnant women
- Out-of-Workforce individuals
- English learners
- Homeless individuals
- Youth who are in or who have aged out of foster care
- Youth with parents in the armed forces and on active duty



Comprehensive Local Needs Assessment (CLNA) Process

Each recipient MUST complete a CLNA prior to developing a local plan and application.

The CLNA must include:

- Engagement from specific partners/stakeholders throughout the process.
- A gap analysis by special populations and subgroups specified within the law.
- A description of how the CTE programs offered:
 - ✓ are of size, scope and quality to meet the needs of all students;
 - ✓ align to the in-demand industry sectors identified by KWIB; and
 - ✓ meet local education and economic needs.
- An evaluation of the progress toward implementation of the Program(s) of Study.
- A plan to improve the recruitment, retention and training of CTE teachers.
- Strategies for equitable access for all students.



Most Recent Amendments

(Based upon stakeholder feedback)

- Definition of “Quality” for Programs of Study at secondary and postsecondary levels
 - Pages 35 and 69
- Timeline
 - Additional Public Comment Window (following February KBE meeting)



Timeline

April 2019

- 1-Year Transition Plan reviewed by the Kentucky Board of Education (KBE)

May 2019

- Transition Plan submitted to USDOE

July 1, 2019 – June 30, 2020

- Transition year between Perkins IV and V

February 2020

- 4-Year State Plan reviewed by the KBE

February - March 2020

- State Plan reviewed by the Governor & Additional Public Comment Window

April 2020

- State Plan due to USDOE

July 1, 2020

- Perkins V Full Implementation Begins



Questions?

