

Strengthening CTE for the 21st Century Act (Perkins V)

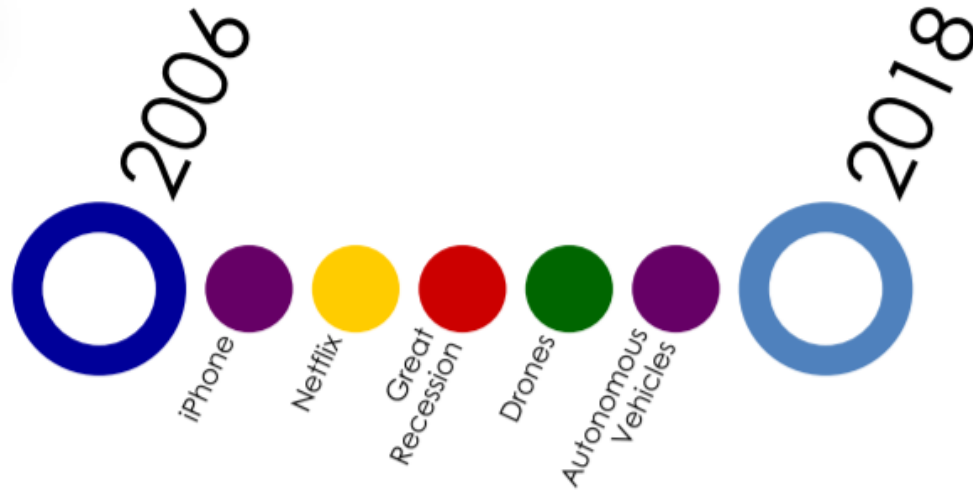
President Donald Trump signed the bill on July 31, 2018.

The Act became law and was numbered Public Law 115-224

- Some provisions will go into effect for the 2019-20 school year, which will serve as a transition year for the new law.
- Full implementation will begin the following year for the 2020-21 school year.



TIME TO RETHINK



- Unemployment - 3.9 %
- Skilled occupations - 13% gap
- Health care - 1.1 million unfilled
- Manufacturing (2015-2025) - 2 million unfilled



4-YEAR STATE PLAN

Develop

DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.

- Meet with the Governor during state plan development
- Consult with other State agencies with CTE authority



Set Targets

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC REVIEW.

- Respond to public comments and incorporate into state plan.



Review

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.



Finalize

FINALIZE YOUR STATE PLAN.

- Meet with Governor prior to state plan submission
- Governor has 30 days to sign state plan
- Activate state processes for plan approval (state board, etc.)
- Must be submitted by April 2020



Submit

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.

- Secretary approves or disapproves plan within 120 days of submission.

Perkins V Core State Team



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Overview

CTE Concentrator now has a Federal definition:

- A student served by an eligible recipient who has completed at least **2** courses in a single CTE program or program of study.

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 both academic and technical knowledge and skills including employability skills
- Is aligned with the needs of industries
- **Progresses in specificity** beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a **recognized postsecondary credential**.

Overview

- **Increase stakeholder involvement**
 - Including a 60-day public comment and review period for the state plan
- **Enhanced efforts to serve special populations**
 - Increasing the employment opportunities for populations who are chronically unemployed or underemployed
 - Expanded to include homeless individuals and youth with active duty military parents
- **Encouraging innovation**
 - Align with high-skill, high-wage, or in-demand occupations or industries
 - Allows support for CTE in the middle grades, 5 – 8
 - We currently support CTE in grades 7 – 8.
- **Requiring data-driven decision-making**
 - Local needs assessment



Local Needs Assessment

- **Must include review of:**
 - Student performance
 - Program quality
 - Labor market needs
 - Educator development
 - Special populations access to programs
- ✓ **Must be updated at least every two years**
- ✓ **Perkins funding MUST be aligned to the local needs assessment**

Special Populations

- Individuals with disabilities
- Economically disadvantaged
- Individuals preparing for non traditional fields
- English learners
- Homeless
- Youth in or aged out of foster care
- Youth with parent(s) in active duty military



Secondary Indicators

- Literacy
- Mathematics
- Science
- Program Quality
- Graduation Rate
- Placement
- Non Traditional Concentrator



Post Secondary Indicators

- Placement
- Attainment of Credential
- Non Traditional Field



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