

# Arkansas Perkins V Stakeholder Meetings 2019

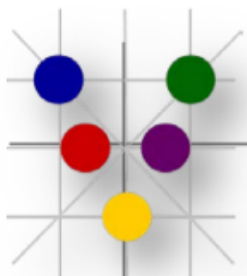


# Strengthening CTE for the 21<sup>st</sup> Century Act (Perkins V)

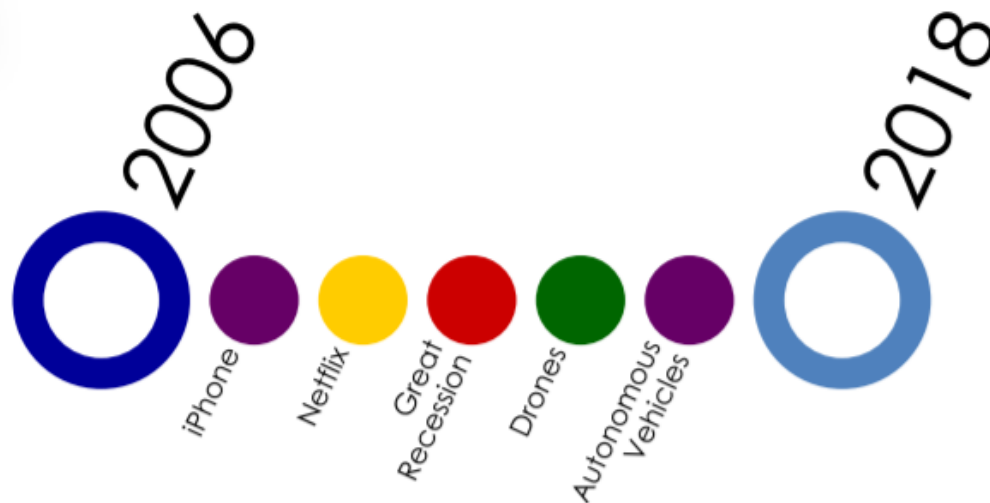
President Donald Trump signed the bill on July 31, 2018

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

# Alignment

## Every Student Succeeds Act, 2015

- K-12 education
- Academics, well-rounded education
- College and career readiness

## Perkins V, 2018

- Career and technical education, secondary and postsecondary
- 5-12, youth and adults
- College and career readiness

## Workforce Innovation and Opportunity Act, 2014

- Secondary and postsecondary education and workforce training
- Youth and adults
- Career readiness and success
- Economic development

# Countdown to Perkins V State Plan

Date: (2019 -2020)	Event
April 15 – June 30	Stakeholder meetings held across the State including surveys
June 01 – July 01	Analyze data to incorporate into State plan
July 01, 2019	Transition plan in effect for one year
Aug 01 – Sept 30	60-day public comment period on Performance Targets
Oct 01 – Oct 31	Revisions made based on public comments
Nov 01 – Nov 30	30-day public comment period on state plan
Dec 01 – Dec 31	Revision made based on public comments
Jan 01 – Jan 31	30-day Governor’s review of state plan
Feb 01 – Feb 29	Revision made based on Governor’s review
March 01 – June 30	Submit to OCTAE for 120-day review
July 01, 2020	State plan in effect through June 30, 2024
	*These dates are estimates and are subject to change



# Overview

- CTE Concentrator now has a Federal definition:
  - A student served by an eligible recipient who has completed at least **two** courses in a single CTE Program or Program of Study
  - Phase out of completer language
- 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 middle grades 7 – 8
- Requiring data-driven decision-making
  - Local needs assessment



# Local Needs Assessment

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





# 1) Student Performance

- An evaluation of student performance based on established indicators:
  - Graduation rate
  - Proficiency in Language Arts, Math and Science
  - CTE continuation or employment 2<sup>nd</sup> quarter after graduation
  - Lead to non-traditional fields
  - Attained a recognized postsecondary credential\*



## 2) Program Quality

- An evaluation of CTE programs offered
  - Size
    - Number of required Programs or Programs of Study offered, required class size, availability to facilities and equipment, etc.
  - Scope
    - Curriculum cover the full breadth of its subject, number of required courses in a sequence, early postsecondary opportunities, etc.
  - Quality
    - Ability to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.

» Formal definition to be provided by the State

## 3) Labor Market Needs

- Alignment to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board
- Designed to meet local education or economic needs not identified by State boards or local workforce development boards



## 4) Educator Development

- Describe plan to improve *Recruitment, Retention, and Training* of CTE:
  - Teachers
  - Faculty
  - Specialized instructional support personnel
  - Paraprofessionals
  - Career guidance and academic counselors
  - Including individuals in groups underrepresented in such professions.



## 5) Access for Special Populations

- Progress toward implementation of equal access to high-quality CTE courses and programs of study for all students including:
  - Strategies to overcome barriers for special populations
  - Providing programs designed to enable special populations to meet the local levels of performance
  - Providing activities to prepare special populations for high skill, high-wage, or in-demand occupations in competitive, integrated settings that will lead to self-sufficiency



# Diverse group of Stakeholders

- Including at a **minimum** representatives from:
  - CTE programs in a local educational agency or educational service agency including:
    - Teachers
    - Career guidance counselors
    - Academic counselors
    - Principals
    - Other school leaders
    - Administrators
    - Specialized instructional support personnel
    - paraprofessionals



# Diverse group of Stakeholders

- Representatives of CTE programs at postsecondary educational institutions, including
  - faculty
  - administrators
- Representatives of the State board or local workforce development boards *and*
  - A range of local or regional businesses or industries
- Parents
- Students



# Diverse group of Stakeholders

## – Representatives of special populations

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who
  - Is a member of the armed forces
  - Is on active duty





# Diverse group of Stakeholders

- Representatives of regional or local agencies serving:
  - Out-of-school youth
  - Homeless children and youth
  - At-risk youth
- Indian Tribes and Tribal organizations in the State where applicable
- Any other stakeholders that the eligible agency (ARCareerEd) may require



# Diverse group of Stakeholders

- Possible stakeholders to include:
  - Mayor and members of local government
    - Including city council members
  - Chamber of Commerce
  - Legislatures
  - Local community organizations and agencies
  - Local labor organizations
  - Non-profit organizations
  - Organizations representing special populations
  - Interested community representatives
  
- \*One stakeholder could be a representative of multiple areas

# Additional Stakeholders required for the State

- Representative of 2-year minority-serving institutions
- Representative of historically Black colleges and universities
- Representative of tribally controlled colleges or universities
- Adult career education provider
- Charter school teacher
- Charter school faculty
- Charter school leader
- Charter school specialized instructional support personnel
- Charter school career guidance counselor
- Charter school academic guidance counselor
- Charter school paraprofessional
- Community organization
- State workforce development board
- Representative of small business
- Industry sector partnership
- Labor organization

# WIOA Local Plan Alignment Required

- WIOA Alignment
  - [WIOA Local Connections](#)
    - Local Offices and Contacts
  - [Local WIOA PLAN](#)
    - Align with Local WIOA Plan
- ESSA Alignment
  - [Arkansas State Plan](#)
  - [A guide to the Arkansas State Plan](#) (pdf)



# Progression

- Progress toward the implementation of CTE programs and programs of study
- The Comprehensive Local Needs Assessment must be updated not less than once every two years
  - The State has the option to require it to be updated annually
  - Local recipients can choose to update more often, but not less



# Be BOLD for CTE!

- This is a time of opportunity
  - Rethink Career and Technical Education
  - Ensure that students are prepared for 21<sup>st</sup> century careers
  - Ensure that business and industry have the skilled workers they need to stay economically competitive

# Perkins V Webpage



**I'M LOOKING FOR**  
Find It Quickly

**ABOUT**  
Who We Are

**SERVICES**  
What We Do

**BUSINESSES**  
Get Involved

**RESOURCES**  
Documents

**NEWSROOM**  
View The Latest

**CONTACT**  
Stay In Touch



## CAREER & TECHNICAL EDUCATION



The Arkansas Career and Technical Education (CTE) Division supports the national vision for CTE, Putting Learner Success First: A Shared Vision for the Future of CTE, and in particular, the five key guiding principles of this vision, namely:

- All CTE programs are held to the highest standards of excellence
- All learners are empowered to choose a meaningful education and career
- All learning is personalized and flexible
- All learning is facilitated by knowledgeable experts
- All systems work together to put learner success first

[What is CTE? \(Video\)](#)

[CTE: Learning that Works for America \(Video\)](#)



# Question 1

What are the most important characteristics of the CTE programs in your school?





## Question 2

What are the best measures of success and qualities of your schools CTE programs?



## Question 3

How can we make sure every student in Arkansas has an opportunity for success?

## Question 4

How can we ensure CTE programs meet the needs of local business and industry?

# Question 5

How can we improve access to CTE for all students? Equity for all students?

# Question 6

How should 21st century Career and Technical Education (CTE) look for Arkansas?

## Question 7

What can employers do to play a larger role in preparing students for their future?



# Questions and Follow up

- Questions?
- Any additional comments from stakeholders?
- Survey to follow



# Thank you!

- **Contact:**

Local CTE Coordinator

{Coordinator Information Here}

ARCareerEd

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