OVERVIEW OF PERKINS ACT: FEDERAL LAW GOVERNING CTE
Diane Salazar, CTE State Director
Past to Present

Educational History
Vocational Education

High school focused

For a few students

In lieu of academics

For a few jobs
Then

Technical skills in isolation

Preparation for a job

“It’s okay for your kid, but not for mine.”
Now

Academic skills + technical skills + employability skills

Preparation for college and career

Lifelong learning, mobility, and advancement
Career and Technical Education

Secondary postsecondary linkages

For all students

For all careers

Partnerships with business/industry and postsecondary education

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Past to Present

Federal Legislation
Smith Hughes Act 1917

Vocational Education Bill

Fields of agriculture, home economics, and trades and industries

Signed on February 23, 1917 by President Wilson, SB 703, effective July 1, 1917

Salaries for teachers of vocational subjects and for the training of such teachers
Congressional Interest

Congressman Carl D. Perkins

Carl D. Perkins Vocational Education Act of 1984 (I)

Carl D. Perkins Vocational and Applied Technology Act of 1990 (II)

Carl D. Perkins Vocational and Technical Education Act of 1998 (III)

Carl D. Perkins Vocational and Technical Education Act of 2006 (IV)
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT 2006
Carl D. Perkins Career and Technical Education Improvement Act of 2006

Career and Technical Education - Accountability

This page provides information about federal, state and local requirements.

Federal

The federal requirements for CTE an be found at Carl D. Perkins Career and Technical Education Improvement Act of 2006 - Public Law 109-270 (PDF, 330KB).

See the following links about the Texas State Plan for Career and Technical Education:

State Plan for Career and Technical Education 2008-2013 (PDF, 426KB)
Texas State Plan 2009 Update (PDF, 330KB)
Texas State Plan 2010 Update (PDF, 280KB)
Texas State Plan 2011 Update (PDF, 351KB)
Texas State Plan 2012 Update (PDF, 358KB)
Texas State Plan 2013 Update (PDF, 745KB)

See the following links about the Texas Transition Plan:

Part A: State Plan Narrative (PDF, 213KB)
Texas Definitions Perkins IV (PDF, 35KB)
Title I – Career and Technical Education Assistance to the States

Part A – Allotment and Allocation
Part B – State Provisions
Part C – Local Provisions
ALLOTMENT AND ALLOCATION

PART A
Sec. 113. Accountability

State Performance Measures

Local adjusted levels of performance on the core indicators of performance

1S1 • Attainment of Academic Skills - Reading/Language Arts
1S2 • Attainment of Academic Skills - Mathematics
2S1 • Technical Skill Attainment
3S1 • School Completion
4S1 • Student Graduation Rates
5S1 • Student Placement
6S1 • Non-Traditional Participation
6S2 • Non-Traditional Completion
### Perkins Accountability

#### PS3350 - Accountability

2015-2016 Title I, Part B Carl D Perkins Career and Technical Education Act Grant Application

<table>
<thead>
<tr>
<th>Individual Applicant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part B Perkins Performance Measures (See the TEASS application CEER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Actual for 2010-2011</th>
<th>Actual for 2011-2012</th>
<th>Actual for 2012-2013</th>
<th>Statewide Target %</th>
<th>Local Target %</th>
<th>Explain why the Local Target percentage was less than the Statewide Target percentage and describe strategies the LEA will use to improve CTE student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>151 - Academic Attainment: Reading/Language Arts</td>
<td>0.60</td>
<td>0.60</td>
<td>0.00</td>
<td>96.25</td>
<td></td>
<td></td>
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<tr>
<td>152 - Academic Attainment: Mathematics</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>94.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>252 - Technical Skill Attainment</td>
<td>0.60</td>
<td>0.60</td>
<td>0.00</td>
<td>75.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>351 - Secondary School Completion</td>
<td>0.00</td>
<td>0.00</td>
<td>0.60</td>
<td>96.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>461 - Student Graduation Rates</td>
<td>0.60</td>
<td>0.60</td>
<td>0.00</td>
<td>99.00</td>
<td></td>
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<tr>
<td>591 - Secondary Placement</td>
<td>0.60</td>
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<td>0.00</td>
<td>71.00</td>
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<td>614 - Nontraditional Participation</td>
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<tr>
<td>652 - Nontraditional Completion</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>42.00</td>
<td></td>
<td></td>
</tr>
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</table>

Describe district programs that are designed to enable special populations students to meet Perkins performance targets.

Describe the process that will be used to evaluate and continually improve the district’s performance.
# Disaggregated Data

<table>
<thead>
<tr>
<th>RACE/ETHNICITY* (1997 Revised Standards)</th>
<th>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>Individuals With Disabilities (ADA)</td>
</tr>
<tr>
<td>Asian</td>
<td>Disability Status (ESEA/IDEA)</td>
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<tr>
<td>Black or African American</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Single Parents</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Displaced Homemakers</td>
</tr>
<tr>
<td>White</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Migrant Status</td>
</tr>
<tr>
<td></td>
<td>Nontraditional Enrollees</td>
</tr>
</tbody>
</table>
CTER - Career and Technical Education Reports
Career and Technical Education Reports -- Production System

ISAMEnhanced - Intervention, Stage, and Activity Manager – Enhanced
Provides PBM stages of intervention and monitoring process tracking for the TEA Division of PMI.

PBMS Client - PBMS Web Client
PBMS Web Client

eGrants - eGrants Production
* Now processing all forms.
CTER

Career and Technical Education Reports

User ID: e701210dsal
User Name: Diane Salazar
District(s):
Privileges: TEA Admin

Help
Exit CTER

Please make selections for District and Year, then click Search to get the report.
For District Number, use comma-separated values and/or wild card searches ending with an *

District: *

School Year: Show All

Search

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TEA Home | Search | Locator | Divisions
This site is best viewed using Internet Explorer version 7.0 or higher, with a screen resolution of at least 800x600 pixels.
Please make selections for District and Year, then click Search to get the report.
For District Number, use comma-separated values and/or wild card searches ending with an *

**District:** 

**School Year:** 2012-2013

<table>
<thead>
<tr>
<th>Title</th>
<th>District</th>
<th>District Name</th>
<th>School Year</th>
<th>Type</th>
<th>Size</th>
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<td>CTE Perkins Performance 12-13</td>
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<td>2012-2013</td>
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<td>219 kb</td>
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<tr>
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<td>2005-2006</td>
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<td>2004-2005</td>
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<td>69 kb</td>
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<tr>
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<td>ISD</td>
<td></td>
<td>2003-2004</td>
<td>pdf</td>
<td>69 kb</td>
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</tbody>
</table>
# Career and Technical Education Perkins Performance Measures 2012-2013 CTE Exit Cohort

**School District:**

**Performance Measure:** Nontraditional Participation (651)

<table>
<thead>
<tr>
<th>Population</th>
<th>Program Year: 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numerator</td>
</tr>
<tr>
<td>Total Enrollment Cohort</td>
<td>2,080</td>
</tr>
<tr>
<td>Female</td>
<td>1,185</td>
</tr>
<tr>
<td>Male</td>
<td>895</td>
</tr>
<tr>
<td>American Indian Or Alaska Nat</td>
<td>9</td>
</tr>
<tr>
<td>Asian</td>
<td>76</td>
</tr>
<tr>
<td>Black Or African American</td>
<td>173</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1,248</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td>3</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>45</td>
</tr>
<tr>
<td>White</td>
<td>529</td>
</tr>
<tr>
<td>Individuals With Disabilities</td>
<td>181</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>1,191</td>
</tr>
<tr>
<td>Other Educational Barriers</td>
<td>1,229</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>157</td>
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<tr>
<td>Participates in Tech Prep Program</td>
<td>124</td>
</tr>
<tr>
<td>Migrant</td>
<td>3</td>
</tr>
</tbody>
</table>
Career and Technical Education Perkins Performance Measures 2012-2013 CTE Exit Cohort

School District: [Blank]

Nontraditional Participation (651)

Enrollment Cohort 2012-2013: The group of 9th-12th grade students who were CTE participants, or participated in a CTE coherent sequence of courses, or were participants in a Tech Prep program (coded as a 1, 2, or 3 respectively) in the district in October of 2012 (PEIMS Fall submission), and attended a CTE course identified as nontraditional.

Nontraditional Participation: Identifies from the enrollment cohort the female students who attended a course that is nontraditional for females, and male students who attended a course that is nontraditional for males.

% Enrollment Cohort and students who attended a nontraditional CTE course:

\[
\frac{\text{Number of Nontraditional Participants}}{\text{Enrollment Cohort}} \times 100
\]

% Gender: Example - Female students who attended a nontraditional CTE course as a percentage of all female students

\[
\frac{\text{Number of Female and Nontraditional Participants}}{\text{Female Students}} \times 100
\]
LOCAL PROVISIONS

PART C
Local Plan for CTE Programs
Describe how one program of study offered meets the elements found in Carl D. Perkins Act.
<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Academic Teachers</th>
<th>Technical Teachers</th>
<th>Industry Representatives</th>
<th>Administrators</th>
<th>Guidance Counselor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 4: Methods of Integration**
- Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.
- Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
- Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
- Academic and CTE teachers participate in professional development activities, including business and industry training.
- Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of new curriculum.
- Academic teachers have strengthened the academic components of CTE curriculum.

**Part 5: Activities Utilized to Promote Preparation of Students for Nontraditional Fields**
- Provision of Recruitment Materials
- Presentations to Students and School Administrators
- Presentations to Teachers
- Professional Development Activities
- Other (Specify):

**Part 6: Special Populations (individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)**
- Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.
- Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.
- An expanded appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.
- Parent-teacher conferences are held regularly to discuss students’ progress and placement.
LOCAL PLAN

(1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title

(2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113
LOCAL PLAN

(3) describe how the eligible recipient will—

 ◦ (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

 ◦ (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

 "(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965)

 "(ii) career and technical education subjects

 ◦ (C) provide students with strong experience in, and understanding of, all aspects of an industry
LOCAL PLAN

(4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development)
(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.
LOCAL PLAN

(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs

(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient
LOCAL PLAN

(8) describe how the eligible recipient will—

- (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations
- (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance
- (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency
LOCAL PLAN

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

(10) describe how funds will be used to promote preparation for non-traditional fields

(11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities
Local Plan

(12) describe efforts to improve—

- (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession
- (B) the transition to teaching from business and industry
## Required Uses of Perkins Funds

<table>
<thead>
<tr>
<th>Academic/CTE integration</th>
<th>Link to postsecondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality CTE programs</td>
<td>Sufficient size, scope, &amp; quality</td>
</tr>
<tr>
<td>All aspects of an industry</td>
<td>Professional development</td>
</tr>
<tr>
<td>Expand use of technology</td>
<td>Special populations</td>
</tr>
<tr>
<td>Evaluate Perkins-funded programs</td>
<td></td>
</tr>
</tbody>
</table>
LOCAL USES OF FUNDS

Share how your district meets the required uses of funds.
Limitation for Certain Students

Sec. 315. “No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.”
QUESTIONS

career@tea.state.tx.us
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