Overview of Perkins Act & How It Impacts CTE at the State Level

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TEXAS EDUCATION AGENCY
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Tell your neighbor what you would like to learn from this experience.
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
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

Photos: ACTE
The “Acts”

Smith-Hughes Act, 1917

George Acts

Public Law 81-740, 1950

Vocational Education Act of 1963
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)
What is the Purpose of CTE?

One of the primary goals of the Perkins Act is to prepare students for high-skill, high-wage occupations in the 21st century economy. The Act promotes the challenging academic and technical standards that are required to compete in today’s global workforce.

**core academic skills** and how to apply them to real-world situations in the workplace or daily life,

**employability skills** essential in any career,

**job-specific, technical skills** related to a specific career pathway.
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT 2006
Title I – Career and Technical Education Assistance to the States

Part A – Allotment and Allocation
Part B – State Provisions
Part C – Local Provisions
## Distribution and Allocation

<table>
<thead>
<tr>
<th>State distribution</th>
<th>State allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%: secondary education</td>
<td>85%: formula grant to districts</td>
</tr>
<tr>
<td>30%: postsecondary education</td>
<td>10%: leadership grant for statewide initiatives</td>
</tr>
<tr>
<td></td>
<td>5%: state administrative purposes</td>
</tr>
</tbody>
</table>
10%: Leadership Grant for Statewide Initiatives

• State leadership activities

• State institutions, such as
  ◦ state correctional institutions
    ◦ Windham School District
    ◦ Texas Juvenile Justice Department
  ◦ institutions that serve individuals with disabilities
    ◦ Texas School for the Blind and Visually Impaired
    ◦ Texas School for the Deaf

• Services that prepare individuals for non-traditional fields
5%: State Administrative Purposes

(A) developing the State plan
(B) reviewing local plans
(C) monitoring and evaluating program effectiveness
(D) assuring compliance with all applicable Federal laws
(E) providing technical assistance
(F) supporting and developing State data systems relevant to the Perkins Act
Sec. 113 Accountability

Purpose: to assess the effectiveness of the State and the school districts of the State

- in achieving statewide progress in career and technical education, and

- to optimize the return of investment of Federal funds in career and technical education activities.
Sec. 113. Accountability

State Performance Measures

Core Indicators of Performance for Career and Technical Education Students at the Secondary Level
### Individual Applicant:

#### Part 1: Perkins Performance Measures

<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>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>95.25</td>
<td></td>
<td></td>
</tr>
<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>251 - Technical Skill Attainment</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>78.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>351 - Secondary School Completion</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>96.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>451 - Student Graduation Rates</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>95.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 - Secondary Placement</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>71.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>651 - Nontraditional Participation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>41.00</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</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>
</tr>
<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>
## Your Applications

<table>
<thead>
<tr>
<th>Application Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTER - Career and Technical Education Reports</td>
<td>Career and Technical Education Reports -- Production System</td>
</tr>
<tr>
<td>ISAMEnhanced - Intervention, Stage, and Activity Manager - Enhar</td>
<td>Provides PBM stages of intervention and monitoring process tracking for the TEA D</td>
</tr>
<tr>
<td>PBMS Client - PBMS Web Client</td>
<td>PBMS Web Client</td>
</tr>
<tr>
<td>eGrants - eGrants Production</td>
<td>* Now processing all forms.</td>
</tr>
</tbody>
</table>
## Career and Technical Education Perkins Performance
### 2012-2013 CTE Exit Cohort

**School District:** Austin ISD (227901)

**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>
</tr>
<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: Austin ISD (227901)

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:

\[
\frac{\text{Enrollment Cohort and Nontraditional Participant}}{\text{Enrollment Cohort}} \times 100
\]

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

\[
\frac{\text{Female and Nontraditional Participant}}{\text{Female}} \times 100
\]
STATE PROVISIONS

PART B
Sec. 122. State Plan

Federal

The federal requirements for CTE can be found at [Carl D. Perkins Career and Technical Education Improvement Act of 2006 - Public Law 109-270](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (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](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 426KB)
- [Texas State Plan 2009 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 330KB)
- [Texas State Plan 2010 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 280KB)
- [Texas State Plan 2011 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 351KB)
- [Texas State Plan 2012 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 358KB)
- [Texas State Plan 2013 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 745KB)
- [Texas State Plan 2014 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 40KB)
- [Texas State Plan 2015 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 59KB)
- [Texas State Plan 2016 Update](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Accountability/) (PDF, 400KB)
State Leadership Activities (Examples)

• Educational Excellence Grants
• AchieveTexas College and Career Initiative
• CTE Special Populations Resource Center
• Advanced Technical Credit Program
• TEXASgenuine
• Texas Workforce Commission - LMCI
• ESC CTE Technical Assistance
Formula for LEA Allocations

90% is based on the federal formula:
- 30% based on population counts, age 5-17
- 70% based on poverty counts, age 5-17

10% reserved for incentive – meet or exceed state performance for: 1S1, 1S2, 3S1, 4S1, and 5S1
HIGHEST STANDARDS OF EXCELLENCE

Align funding to high-quality programs of study. What is a high-quality CTE program?
Perkins Funding: Grant Eligibility

A CTE program must be of sufficient size, scope and quality to be effective.

- **Size** – number of CTE concentrators or coherent sequence takers enrolled (code 2)
- **Scope** – number of programs of study articulated with postsecondary
- **Quality** – performance measures met
## 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 program of study</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>
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.”