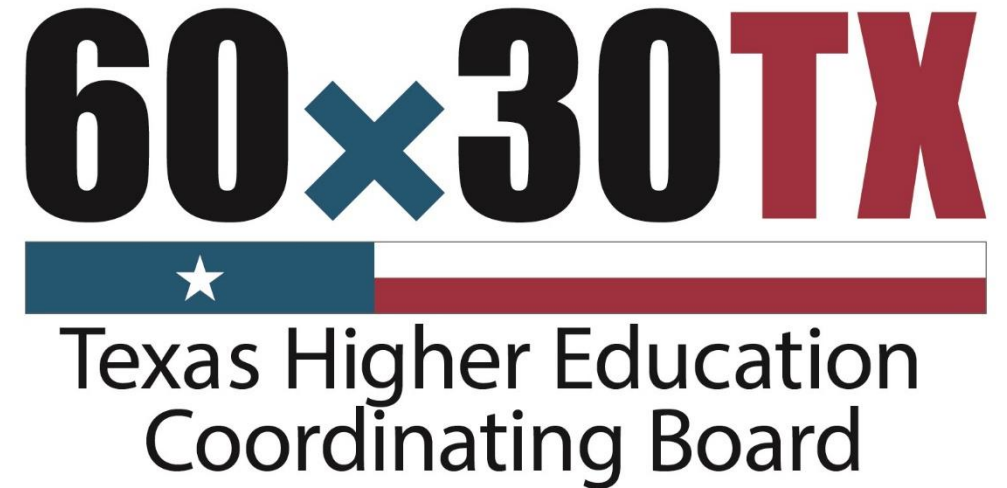


# Perkins V and Planning the Future of CTE in Texas

**2019-2020**



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## Background

# Perkins' Purpose

- To develop more fully the **academic knowledge** and **technical and employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.
  - Tighten pathways alignments—secondary to postsecondary to workforce
  - Improve the academic and technical skills achievement of CTE students
  - Remove or reduce barriers to special populations students
  - Improve accountability

# Perkins IV → Perkins V

- The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) enacted in August 2006 for six years.
- Perkins IV funding continued annually since 2013, while awaiting reauthorization.
- H.R. 2353, the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V), enacted July 2018 reauthorized Perkins.

# How Perkins is Managed in Texas

- Texas Education Agency (TEA) is the primary grant holder for Perkins funding.
- THECB is a sub-grantee with responsibilities for postsecondary CTE education.
  - THECB receives 30% of Texas' annual Perkins funds
- The Academic Quality and Workforce Division of THECB manages Perkins postsecondary efforts.

# Perkins' Postsecondary Programs in Texas

- **Perkins Basic Grants**

- Awarded annually to all eligible community and state technical colleges based on a formula that calculates CTE students at the institution receiving Pell Grants.
  - Common uses of Perkins Basic Grant Funds include:
    - Instructional equipment
    - Curriculum upgrades
    - Guidance/Counseling, CTE Advisors
    - Special Populations Services
      - Textbooks, transportation, child care, sign language interpreters
    - Professional development for faculty

# Perkins' Postsecondary Programs in Texas

- **Perkins State Leadership Grants**
  - Awarded competitively annually to postsecondary institutions for projects that support 60x30TX goals and/or promote innovation in CTE policy/practice.
- **Perkins Reserve Grants**
  - THECB investments in statewide CTE support efforts

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## Perkins V State Plan



# Perkins V Priorities

- Perkins V features
  - a strong focus on the academic and technical skills achievement of CTE students;
  - an emphasis on alignment with state-level and local needs; and
  - expanded attention to special populations and their participation in CTE.

# Perkins V and Special Populations

- Special Populations: Expanded Focus, New Categories
  1. Individuals with disabilities;
  2. Individuals from economically disadvantaged families, including low-income youth and adults;
  3. Individuals preparing for non-traditional fields;
  4. Single parents, including single pregnant women;
  5. Out-of-workforce individuals;
  6. English learners;
  7. **Homeless** individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
  8. Youth who are in, or have aged out of, the **foster** care system; and
  9. Youth with a parent who—
    - a. is a member of the **armed forces** (as such term is defined in section 101(a)(4) of title 10, United States Code); and
    - b. is on active duty (as such term is defined in section 101(d)(1) of such title).

# Perkins V Timeline

- Took effect on July 1, 2019, and authorized through Federal Fiscal Year 2024.
- 1-year transition plan submitted to U.S. Dept. of Education in May 2019.
  - FY 2019-2020: Transition Year
- Full, 4-year state plan due April 2020.
  - FY 2020-2021: Implementation Year

# What is THECB Doing to Prepare for Perkins V?

- FY 2019-2020 (Transition year)
  - Working on a four-year State Plan
  - Helping postsecondary schools conduct Comprehensive Local Needs Assessment (CLNA) in preparation for FY 2020-2021.
  - Adding new postsecondary reporting and data requirements for new Perkins V special populations categories.

# State Plan Stakeholders

- **Required Stakeholder Consultations**
  - Representatives of secondary and postsecondary career and technical education
  - Community representatives, including parents, students, and community organizations
  - Representatives of the State workforce development board
  - Members and representatives of special populations
  - Representatives of business and industry
  - Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth
  - Representatives of Indian Tribes and Tribal organizations located/providing services in the State
  - Individuals with disabilities
  - The Governor and the heads of other State agencies with authority for career and technical education programs

# THECB State Plan Consultations

- **Two Statewide Association Meetings at CB Headquarters**
  - Postsecondary Professional Associations (TACTE, TACC, TCCTA, TCCIA, TACRAO, etc.)
  - Special Populations Advocacy and Support Associations (Texas Homeless Network, AHEAD/Texas, etc)
- **8 Regional Stakeholders Meetings at Texas Colleges**
  - Local employers, community associations, and workforce boards
  - Students and parents
  - CTE faculty
  - Regional CTE administrators and Perkins directors

# What this means for FY 2020-21 (Implementation Year)

- A new state plan will govern Perkins program priorities through 2024.
- Colleges will begin local Perkins programs based on their local needs assessments.
- New state targets for core indicator performance will be in effect with performance and accountability requirements for colleges.

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Questions?



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State Plan Conversation  
Faculty, Program Coordinators, Deans, VPs

# Effective Cross Sector CTE Collaboration

- *From your perspective, what does effective and meaningful collaboration between public and private sectors, including secondary schools, postsecondary institutions, and employers look like?*
- *Are the current collaborations and initiatives underway in your region enough to drive CTE programs and career pathways forward? Do we need new or different kinds of collaboration?*
- *What helps and what hinders partnerships between business/industry and postsecondary institutions?*

# CTE Program Improvement

- *In your opinion, what drives improvement in academic achievement and technical skill attainment in CTE programs?*
- *What do you consider a good measure of CTE program quality?*
- *Can THECB play a role promoting improvement in CTE programs? If so, what does that look like? Is it primarily funding? Are there other resources THECB could provide or roles it could play?*

# Access to CTE Education

- *What does equal access to CTE mean to you?*
- *What helps and what hinders access for your students?*
- *How can we do a better job of engaging special populations in CTE?*

# Continuing Engagement

- *What can we do to keep you involved and consulted in planning, development and implementation of Perkins V?*
- *Are there questions that you would have liked us to ask that we didn't ask?*
- *Is there anything else that you want us to know?*

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## State Plan Conversation Regional Partners

# Effective Cross Sector CTE Collaboration

- *From your perspective, what does effective and meaningful collaboration between public and private sectors, including secondary schools, postsecondary institutions, and employers look like?*
- *What hinders partnerships between business/industry and education?*
- *Are the current collaborations and initiatives underway in your region enough to drive CTE programs and career pathways forward ? Do we need new or different kinds of collaboration?*

# CTE Program Improvement

- *In your opinion, what drives improvement in academic achievement and technical skill attainment in CTE programs?*
- *What obstacles may be preventing students from taking CTE programs in your region? What is enabling students to succeed?*
- *What do you consider a good measure of CTE program quality?*



# Access to CTE Education

- *What does equal access to CTE mean to you?*
- *From your perspective, what are the barriers to access for your students?*
- *What kinds of resources are needed to support expanding access to students?*
- *How can we do a better job of engaging special populations in CTE?*

# Continuing Engagement

- *What can we do to keep you involved and consulted in planning, development and implementation of Perkins V?*
- *Are there questions that you would have liked us to ask that we didn't ask?*
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## State Plan Conversation Student Development and Support Services

# Effective Cross Sector CTE Collaboration

- *From your perspective, what does effective and meaningful collaboration between public and private sectors, including secondary schools, postsecondary institutions, and employers look like?*
- *Are the current collaborations and initiatives underway in your region enough to drive CTE programs and career pathways forward ?*

# CTE Program Improvement

- *In your opinion, what drives improvement in academic achievement and technical skill attainment in CTE programs?*
- *Can THECB play a role promoting improvement in CTE programs? If so, what does that look like? Is it primarily funding? Are there other resources THECB could provide or roles it could play?*

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# Continuing Engagement

- *Are there questions that you would have liked us to ask that we didn't ask?*
- *Is there anything else that you want us to know?*

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State Plan Conversation  
Students, Families/Advocates



# CTE Program Improvement

- *In hindsight, what would you have wanted to know before you enrolled in your program of study?*
- *What can be done to better meet students' interests in CTE?*
- *How can colleges and THECB better communicate CTE opportunities to students, families/advocates?*

# Access to CTE Education

- *What are some difficulties that you and/or your family/advocate faced while attending college?*
- *What unexpected challenges have you faced as a student? As a parent/advocate?*
- *How can we better recruit and retain special populations in CTE?*

# Continuing Engagement

- *Are there questions that you would have liked us to ask that we didn't ask?*
- *Is there anything else that you want us to know?*

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