Strengthening Career & Technical Education for the 21st Century

KATIE GRAHAM
STATE DIRECTOR, NEBRASKA CAREER EDUCATION
Perkins V: How did we get here?

- **2012**: Perkins IV ends
- **2014**: ESSA Signed into Law
- **2015**: WIOA Signed into Law
- **2016**: House approves HR 5587
- **2017**: New congress introduces HR 2353, approved in June
- **2018**: Senate & House approve new bill, signed into law in July
Perkins V: Purpose

“...increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.”
Major Tenets of Perkins V

PROGRAM IMPROVEMENT | FLEXIBILITY | DATA & ACCOUNTABILITY
Major Tenet:
Program Improvement

• Maintains commitment to programs of study
• Introduces comprehensive local needs assessment
• Increases statewide reserve fund to spur local innovation and implement programs of study
• Increases focus on alignment to labor market needs
• Stronger focus on equity, including a new purpose on increasing opportunities for special populations
Major Tenet: Flexibility

- Expands support for career exploration to go as low as grade 5
- **Aligns** to the Every Student Succeeds Act (ESSA) and Workforce Innovation and Opportunity Act (WIOA)
- Reduces number of required uses of funds, expands permissive* uses
Major Tenet:
Data & Accountability

- Defines who is included in the accountability system
- Changes the process for setting performance targets
  - Includes strengthened stakeholder engagement process
- Focuses on disaggregation of data
- Shifts the accountability indicators
Definitions
Key Updates on Definitions

• 55 definitions total (current law has 34)
• Definitions linked to WIOA and ESSA
• Includes:
  • Career and Technical Education
  • Program of Study
  • Special Populations
  • Recognized Postsecondary Credential
  • CTE Concentrator
Accountability
Secondary Accountability Indicators

Reports only on CTE Concentrators

1. Graduation rates (ESSA)
2. Academic proficiency (ESSA)
3. Student placement (2nd quarter after exiting)
4. CTE program quality*
5. The percentage of CTE concentrators in CTE programs that lead to non-traditional fields
Reporting Requirements

Far more robust requirements:
• By core indicator, by subgroup and subpopulation
• By core indicator and CTE program or program of study; if that is not practical, then by career cluster
• Identification and quantification of disparities or gaps in performance
State Plan Development
State Plan Development

- More expanded consultation with specific groups
- Several windows for public comment (on SDLP and plan)
- Governor consultation and sign-off expanded
- Many opportunities to allow vision to drive plan
What does all of this mean for next year?
Next year will look “almost” like this year.
Nebraska CTE

<table>
<thead>
<tr>
<th>Things that will <strong>Remain</strong></th>
<th>Things that will be <strong>Enhanced</strong></th>
<th>Things that will <strong>Change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula for Perkins allocations</td>
<td>Early Postsecondary opportunities</td>
<td>Annual Application</td>
</tr>
<tr>
<td>Consortium Structure</td>
<td>Workplace Experiences (including WBL)</td>
<td>Accountability Indicators/data reporting</td>
</tr>
<tr>
<td>State Model Programs of Study</td>
<td>Addressing equity gaps</td>
<td>Concentrator definition</td>
</tr>
<tr>
<td></td>
<td>Secondary/Postsecondary alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program/Workforce alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Quality Indicators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statewide Perkins Consortium</td>
<td></td>
</tr>
</tbody>
</table>

*probably
Opportunities
Opportunities

• Engage with stakeholders, receive feedback, and align Plan with Strategic Vision & Direction
• Identify **Program Quality Indicator**
  • (1) Attainment of postsecondary credential; (2) attainment of postsecondary credits in CTE program of study; or (3) participation in work-based learning
Opportunities

• Analyze participation and outcome data to ensure **equitable opportunities for success**
• Provide a rationale for the **split of funds** between secondary and postsecondary
• Review baseline performance data for new **accountability indicators** and setting SDLPs
Opportunities

- **Align** plan with other statewide workforce development efforts (i.e. WIOA)
- Identify the need(s) for a statewide Perkins consortium (e.g. Partnerships for Innovation)
- Work across NDE and other state agencies to continue to make Nebraska education relevant, meaningful, and effective.
YOUR FEEDBACK MATTERS!
How can you get involved?

State Plan:
Collaborative opportunities:
• Stakeholder Engagement (multiple forms)
• Public Hearings
• Workgroups

Local Planning:
• Work with your Perkins coordinator & Advisory Committee
• Review consortium’s Perkins goals and vision for next 4-5 years
• Brainstorm how you can leverage Perkins V to meet your student’s needs
• Work with NDE staff to align priorities
• Work with local Business & Industry to ensure their active involvement in your program

https://www.education.ne.gov/nce/perkins-v
Questions & Comments

Katie Graham
Director, Nebraska Career Education
katie.graham@nebraska.gov
(402) 471-3104

Dawn Lindsley
Assistant Director, Nebraska Career Education
dawn.lindsley@nebraska.gov
(402) 471-4808

Thank You!