



PERKINS V: *Strengthening CTE for the 21st Century*

Dr. Patrick Bell

Education Programs Supervisor, Office of Assessment, Data & Accountability Management (ADAM)

Melissa Scott

Assistant Director – Office of Career Readiness, Adult Learning & Education Options (CRALEO)

Nevada State Board of Education – December 12, 2019

RECAP: TIMELINE

- July 31, 2018:** Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- July 1, 2019:** Perkins V full implementation
- November 1-December 1, 2019:** Perkins V State Plan draft published for required public comment periods
- November 14, 2019:** State Plan draft presented to the State Board of Education - *informational*
- December 12, 2019:** State Plan draft presented to the State Board of Education - *possible action*
- December 16- January 16, 2020:** State Plan draft presented to the Governor for 30-day review
- January 2020 (tbd):** State Plan presented to Governor's Workforce Development Board as *informational item*
- April 30, 2020:** State Plan submitted to the U.S. Department of Education (120 days to review/respond)

PERKINS V Plan Development Framework

Governance Committee - *required stakeholders*

NDE, Governor's office, Governor's Office of Workforce Innovation (OWINN); Governor's Office of Economic Development (GOED); local education agencies (secondary and postsecondary); Nevada System of Higher Education (NSHE); Department of Employment, Training & Rehabilitation (DETR); state and local workforce boards; Adult Education service providers; employers; parents; students

Workgroups – *required stakeholders; each major section of the State Plan*

1. CTE Program Administration, Implementation, and Fiscal Responsibility
2. CTE Access and Opportunities
3. CTE Educator Professional Development
4. CTE Accountability and Performance Indicators
5. Corrections and Adult Education
6. Dual Enrollment



Stakeholder Engagement

Stakeholders included:

- GOED, OWINN, Governor's office
- Secondary and postsecondary LEAs (teachers, faculty, and data/accountability staff)
- Nevada System of Higher Education (NSHE)
- NDE: Adult Ed/WIOA Title II; Indian Education; McKinney-Vento Homeless Assistance Act; Every Student Succeeds Act
- State and local workforce development boards
- Individuals from special populations
- Representatives of business and industry
- Representatives serving out-of-school/at-risk youth (Jobs for America's Graduates NV)

Vision for Education and Workforce Development

- ***Nevada's CTE Vision:*** Nevada's career and technical education serves as the foundational on-ramp to a connected and integrated education-to-workforce system that promotes seamless transitions for students in relevant and effective career pathways from middle school through postsecondary education and training programs that align to high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.
- ***Nevada's CTE Mission:*** The mission of Nevada's career and technical education is to prepare students in quality and industry aligned programs that provide students with the necessary skills, academic preparation, experiences, and credentials of value that lead them on career pathways toward success in education, the workplace, and in life.

Strategic Goal 1

Improve the **quality and alignment** of career and technical education programs.

- Identify programs aligned to high skill, high wage, or in-demand occupations or industry sectors
- Assess quality
- Develop strategies for non-aligned programs
- NSHE develop strategies to align within system



Strategic Goal 2

Ensure **equity of opportunity and access** for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors.

- Identify number of students participating in aligned pathways by special populations
- Promote equity and improve access, opportunities and tools
- Promotional materials reflect demographics
- Offer Technical assistance/training



Strategic Goal 3

Ensure **employers** have a pipeline of skilled talent.

- Work with OWINN and GOED to inform pathway development
- Identify gaps in program offering
- Examine policies around access to CTE for adults and correctional facilities

Strategic Goal 4

Ensure programs have a pipeline of **high-quality CTE teachers** in aligned programs.

- Provide new teacher PD
- Provide resources and supports to LEAs
- Teacher externship opportunities
- Identify licensure gaps or roadblocks
- Provide support/resources for CTE teacher recruitment
- Provide professional development including for counselors



Strategic Goal 5

Increase the number of high-quality **work-based learning (WBL) opportunities** available for secondary, postsecondary, and adult students (e.g., internships, apprenticeships) statewide.

- Provide professional development for WBL Coordinators
- Collaborate with OWINN for coordination of opportunities
- Promote and expand WBL website (lifeworksnv.org)



Strategic Goal 6

Raise awareness of the need and opportunity for stronger education-to-workforce pipeline for students, parents, educators, and Nevada employers.

- Continue public awareness promoting LifeWorks, CTE, CCR diploma, etc.
- Leverage resources and supports to promote career pathways



Building Skills for
the New Nevada

Strategic Goal 7

Expand opportunities for high school students enrolled in career and technical education programs to **earn early college credit**.

- Maintain CTE College Credit articulations
- Improve equity and access for under represented students
- Design flexible program models to incorporate a variety of early college credit
- Examine barriers and develop protocols/policies to improve and expand early college credit

CTE Programs of Study

Nevada organizes under six (6) program areas:

1. Agriculture and Natural Resources
2. Business and Marketing Education
3. Education, Hospitality, and Human Services
4. Health Science and Public Safety
5. Information and Media Technologies
6. Skilled and Technical Sciences



Sub-divided by the 16 national CTE clusters

74 current State Board-approved CTE programs of study

Middle school CTE added

Size, Scope, and Quality

SIZE

- Students in the district and/or area have access to a **minimum of one-state approved career and technical education career pathway that aligns with the respective local or state's workforce needs.**
- A minimum **class size of 10 students** for districts and/or counties whose population is **55,000** or more, or continuous progress toward increased class size, in a career and technical education program.

SCOPE

- **Links must exist between secondary and postsecondary** career and technical education programs with evidence of working agreements (e.g., dual credit, CTE college articulated credit) between secondary and postsecondary institutions.
- A **complete program of study** for each career and technical education program exists and is incorporated into **an academic plan** that identifies recommended academic and technical courses as a part of a career pathway.
- **Postsecondary programs** supported under Perkins **align to state or regional workforce needs** as evidenced by local/regional/state labor market data and aligned to a credential of value.

Size, Scope and Quality Continued

QUALITY

Secondary and postsecondary CTE program quality is measured by **Nevada's Quality Program Standards, as approved by the Nevada State Board of Education**, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery, which are:

- Career Guidance
- Program and Instruction
- Leadership Development
- Educational Personnel
- Program Planning and Promotion
- Facilities, Equipment, and Instructional Materials and Supplies
- Community, Business, and Industry Partnerships
- Evaluation Systems and Accountability

Local Needs Assessment

Comprehensive Local Needs Assessment (CLNA)

- LEAs must conduct a CLNA in FY20 to include results in their respective FY21 local applications
- Prescribed stakeholder engagement
- Data-driven decision making required, based on GOED's List of High Demand Occupations, *Education Pathways to Employment* report by WestEd, etc.

Special Populations

- Additions
 - Children of Active Duty military
 - Homeless and foster youth
 - 0.01 % State Leadership for recruitment efforts



Required Uses of Local Funds

Funding addresses ***one or more*** of the six (6) Perkins **required uses of local funds**:

1. Provide career exploration and career development activities **including in the middle grades**, before enrolling and while participating in CTE programs,
2. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
3. Provide within CTE the **skills necessary** to pursue high-skill, high-wage, or in-demand industry sectors or occupations;
4. Support **integration of academic** skills into CTE programs
5. Support the implementation of CTE programs and programs of study and that result in **increasing student achievement** of the local levels of performance; and
6. Develop and **implement evaluations of the activities** carried out with Perkins V local funds, including evaluations necessary to complete the comprehensive needs assessment

Funding Breakdown

- **5% Administrative Costs**
- **10% Perkins *leadership* funds**
 - \$60,000 secondary and postsecondary nontraditional
 - Not more than **1%** to youth correctional facilities
 - Not less than **0.01%** to special populations recruitment
 - Remaining to support CTE technical assistance, program development and teacher professional development and training
- **85% Grant-in-aid to Locals (Reserve and Formula)**

85% Grant in Aid to Locals

Fiscal Year 2020 distribution

- **9.5%** allocated towards *reserve/competitive* grant-in-aid to secondary and postsecondary LEAs (\$500,000 to postsecondary for articulated credit; remainder competitive for both)
- **90.5% local formula** (68% secondary/32% postsecondary)

Fiscal Year 2021 distribution

- **5%** allocated towards *reserve/competitive* grant-in-aid to postsecondary and secondary LEAs
 - \$120,000 reserved for secondary LEAs that receive *less than* \$15,000 in formula funding
 - Remaining for *competitive* grant-in-aid to postsecondary LEAs
- **95% local formula** (63% secondary/37% postsecondary)

Accountability Measures

State Determined Levels of Performance (SDLP) for each of the **required secondary** core indicators

1S1 – Four-year Graduation Rate

2S1 – Academic Proficiency in Reading/Language Arts

2S2 – Academic Proficiency in Mathematics

2S3 – Academic Proficiency in Science

3S1 – Postsecondary Placement

4S1 – Nontraditional Program Enrollment

5S2 – Program Quality – Attained Postsecondary Credits

5S4 – Program Quality – Technical Skills Attainment

Accountability Measures Continued

State Determined Levels of Performance (SDLP) for each of the **required postsecondary** core indicators

1P1 – Postsecondary Retention and Placement

2P1 – Earned Recognized Postsecondary Credentials

3P1 – Nontraditional Program Enrollment

QUESTIONS

- Nevada Department of Education
- Dr. Patrick Bell,
- Education Programs Supervisor, ADAM
- Pbell@doe.nv.gov
- Melissa Scott
- Assistant Director, CRALEO
- melissascott@doe.nv.gov