

## **Attachment C – Perkins III to Perkins IV**

# **Perkins III to Perkins IV**

## **Carl D. Perkins Career and Technical Education Act of 2006 P.L.109-270**

### **“SEC. 2. PURPOSE.**

“The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs...”

### **MAJOR CHANGES IN FEDERAL GRANT REQUIREMENTS**

- Programs of Study requirement
- Increased emphasis on articulation
- Increased emphasis on Teacher development
- Increased accountability-NCLB, technical skills
- Increased emphasis on academic and technical integration
- Tech Prep can roll into basic grant
- Adult Ed funding as a recipient unallowable
- Special pops moved from permissive to required uses of funds

### **STATE GRANT SUBMISSION CHANGES**

- Program of Study process defined and required for funding
  - The State of Maine has determined that its programs of study will be planned sequences of courses that integrate high quality core academic knowledge, and are coherent and rigorous in content, aligning challenging academic standards with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. Each school will be required to have one Program of Study implemented by year one of the grant.
- Articulation requirements increased and strengthened
  - Required Articulation and enhanced articulation agreements
    - 10% increase each year on articulation agreements
    - 3 enhanced in grant timeframe
- Professional development emphasized
  - Develop and Implement Professional Development on CTE and Academic program Integration
    - Literacy, Numeracy, Revised MLR's, Collaboration with other federal initiatives
    - Professional Development-technical skill attainment- MDOE and CTE Schools
    - Professional Development-statewide-teacher training-MDOE and CTE schools
    - Teacher Development-retention and recruitment
- NCLB performance indicators used for accountability measures
- Technical skills assessments required
  - Under the direction and guidance of CTE school directors, instructors and directors are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally

certified to teach to national standards, and use the industry recognized national assessments to determine skill attainment.

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

- **National skill accountability pertaining to standards and assessments, defined**

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process
  - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
- Maine's Comprehensive School Review process for career and technical programs
  - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
- The local Program Advisory Committee program review.
  - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
  - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Tech Prep funds rolled into the Basic Grant and distributed using the Title I(c) formula**
- **Adult Education funding stream eliminated per requirement of the federal monitoring visit**
- **Special Populations requirements strengthened**
  - All K-12 teachers in Maine must complete a "Teaching Exceptional Students in the Regular Classroom" course as part of the requirements for certification. Maine CTE teachers at each of the regions and centers are included in the Individual Education Plan (IEP) team meetings at the partner sending schools.
  - CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.
  - Services for special populations are embedded in all of the categories as integrated components, not as stand-alone programs.
- **Mandatory program advisory responsibilities**
  - PAC meets at least annually
  - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
  - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program

- Review current program assessments to ensure that the technical skills required for the program are assessed and have a third party endorsement.
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Common evaluation tool**
  - Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.
- **Exploratory Programs**
  - Maine will research the possibility of offering exploratory CTE programs. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. An exploratory CTE program is a CTE program that offers a student a chance to look at several different CTE programs. This exploratory program then becomes a component of a sequence of courses of the related specific CTE programs that are offered for exploration.
- **School review- staff contribution by participating Maine review schools**
  - Schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review (CSR) process are required to provide a pre-determined percentage of staff per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.
- **Apprenticeship**
  - Secondary-Expand pre-apprenticeship opportunities
    - Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
    - Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year
  - Postsecondary- expand apprenticeship opportunities
    - Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
    - Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year

**Timeline for Perkins IV Grant**

***Carl D. Perkins Career and Technical Education Act of 2006***

***P.L. 109-270***

May 2007	Transition Plan submitted to OVAE
October 15, 2007	Stakeholders' Meeting
October – November 2007	5-Year plan draft
December 6, 2007	2 <sup>nd</sup> Stakeholders' Meeting – review draft
December 2007-January 2008	Draft revisions
December	Notices of hearing in <i>Bangor Daily News</i> , <i>Kennebec Journal</i> , <i>Portland Press Herald</i> , and <i>Lewiston Sun-Journal</i>
February 1, 2008	Presentation to the Maine Jobs Council
February 8, 2008	Public Hearing
February 13, 2008	Preliminary Presentation to State Board of Education
March 12, 2008	Final Presentation to State Board of Education State Board
	Chair sign off
April 2008	Submission of 5-year plan to OVAE

### **Budget IV Breakdown**

85%-allocated to secondary and postsecondary eligible recipients

- 8.5 reserve-10% of the 85% can be used for targeted initiatives
- 76.5% allocated to grantees by formula
  - 50% secondary
  - 50% postsecondary
- 10% for state leadership activities
  - 1% for Corrections
  - 9% for state leadership expenses
    - \$60,000-\$150,000 for non-trad services
- 5% for administrative costs
  - Required dollar for dollar state administrative match

### **Perkins IV Eligible Recipients Formulas**

#### **Formula Allocations**

The split between secondary and postsecondary will continue to be 50%-50%. Maine has elected to combine its tech prep funds with its basic state grant. Under Perkins III, the tech prep funds were given to the Maine Community College System to carry out the activities under Title II. Now that the funds are combined, each system will be responsible for tech prep activities. Since the onus is on both secondary and postsecondary, equally, to improve programs, adopt standards, and develop statewide Articulation Agreements and CTE Program of Study Agreements, it is logical that each would have half the funds to support its activities.

#### **Secondary Level Formula**

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site. (*see* <http://www.census.gov/housing/saipe/>)

#### **Postsecondary Level Formula**

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data:

- 60% - Pell Awards (reported by colleges)
- 10% - Poverty Status (from U.S. Census)
- 10% - TANF Recipients (from Maine Department of Health and Human Services)
- 10% - Handicapped (from U.S. Census)
- 10% - Minority (from U.S. Census)

### **Perkins IV Definitions**

#### **SEC.3“(14) ELIGIBLE RECIPIENT.**

The term ‘eligible recipient’ means—

“(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or

“(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132

For the state of Maine this definition allows funds to flow to secondary CTE schools and postsecondary Community Colleges per the federal monitoring visit July 2006

**Perkins IV Work plan**  
**FEDERAL PERFORMANCE MEASURES**

**Perkins IV Performance measure**  
**Academic Attainment - 1S1, 1S2**

- Secondary - Literacy Initiatives
  - Mentor training, Literacy workshops, Promising Practices initiative, Leadership training, Technical skill test analysis
- Secondary - Academic Integration –high school reform
- Postsecondary-Academic Integration-current and expand with POS
- Secondary - Numeracy Initiative – partnering with MDOE work across content areas

**Perkins IV Performance measure**  
**Technical Skill Attainment - 2S1, 1P1**

- Equipment acquisition and new program start up- keep Maine CTE current with industry needs
- Secondary - Nationally Recognized Technical Skill (NRTS) certification research
- Secondary-Program specific CTE discussion- Nationally Recognized Technical Skill Standards
- Secondary and postsecondary-research/develop/adopt technical skills assessment
- Secondary and postsecondary-Develop and implement a plan to meet the federally recognized assessment standards

**Perkins IV Performance measure**  
**School Completion, retention and transfer - 3S1, 3P1**

- Methods of Administration site visits
- Articulation/Dual Enrollment (Secondary/Postsecondary) requirement
- Special Population services
- Career and Technical Student Organizations (CTSOs)

**Perkins IV Performance measure**  
**Graduation Rates, Credential, Certificate or Degree - 4S1, 2P1**

- Secondary – Research grade 9-12 programs
- Secondary – Research exploratory programs as part of a career pathway
- Programs of Study secondary to postsecondary
- High school diploma and program completion –CTE a partner in high school redesign

**Perkins IV Performance measure**  
**Placement - 5S1, 4P1**

- Secondary and Postsecondary- continue with current initiatives
- Required Articulation and enhanced articulation agreements
- Stronger ties with Business and Industry
- Explore data collection possibilities
- Secondary-Expand pre-apprenticeship opportunities
- Postsecondary- expand apprenticeship opportunities

- Student Retention

**Perkins IV Performance measure  
Nontraditional Placement - 6S1, 6S2, 5P1, 5P2**

- Nontraditional exploratory events
- Postsecondary gender equity and childcare programs
- 8.5% initiatives

**STATE PERFORMANCE MEASURES**

**State of Maine Performance Measure - Business and Industry**

- Mandatory Program advisory committee requirements

**State of Maine Performance Measure - Evaluation**

- Program Evaluation and Improvement
  - Annual program review – at the local level
  - Participation of the PAC
  - Common evaluation instrument for all programs – developed at the local level
  - Comprehensive School Review every 5 years

**State of Maine Performance Measure - Professional Development**

- Develop and Implement Professional Development on CTE and Academic program Integration Literacy, Numeracy, Revised MLR's, Collaboration with other fed. initiatives, Professional Dev.- technical skill attainment- MDOE and CTE Schools, Professional Development-statewide-teacher training-MDOE and CTE schools

**State of Maine Performance Measure - Data Collection**

- Data collection, analysis and use-maintain current collection (statewide data collection MDOE)
  - Academic Attainment
  - Graduation rate
  - School completion
  - Placement
  - Nontraditional placement
- Gather data on technical skill attainment
  - MDOE will comply with federal regulations as determined and required
- Collaborate with other agencies to obtain information on high skill, high wage, high demand occupations
  - Information available on an annual basis
  - Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI) and generate a targeted list of occupations for the Competitive Skills Scholarship Program (CSSP)
  - Maine Department of Labor will make this information available on their website.
  - MDOE, local secondary directors and postsecondary staff will attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.
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**State of Maine Performance Measure - Collaboration**

- Secondary collaboration
  - Local grantees will develop procedures to ensure coordination and non-duplication among programs
    - Programs of study, Local Workforce boards, other state and federal agencies
- Postsecondary collaboration
  - Local grantees will develop procedures to ensure coordination and non-duplication among programs
    - Programs of study, Local Workforce boards, Other state and federal agencies
    - Required collaboration with WIA

**State of Maine Performance Measure - Accountability**
- Negotiated state performance levels with Federal DOE
  - Negotiate the CAR indicators using the actual data figures on the Maine data collection system
  - Increase performance levels using activities in the work plan
- Negotiated local levels with State DOE
  - Develop negotiation process
  - Have locals provide performance measures if different than state agreed upon performance levels

**State of Maine Performance Measure - Special Populations**
- Special Populations
 

Description of how grantees implement program strategies for Special Populations including how individuals

  - Will be afforded equal access to all activities.
  - Will not be discriminated against on the basis of their status as members of special populations.
  - Will be provided with programs to meet or exceed State adjusted levels of performance.
  - Will be prepared for further learning and for high-skill, high-wage, or high-demand occupations.
  - How funds will be used to promote preparation for high-skill, high-wage, or high demand and non-traditional fields.

### **Maine Definitions for Program of Study**

#### Program of Study (POS)

A Program of Study is a planned sequence of courses that:

- ◆ integrates high quality core academic knowledge with technical and occupational skills and knowledge in a coordinated, non-duplicative, progression of courses;
- ◆ provides secondary students with an aligned pathway to postsecondary education and career goals;
- ◆ creates partnerships between secondary and postsecondary education;
- ◆ may include opportunities for the secondary student to participate in credit bearing articulated programs (dual, escrow, or enhanced) or other ways to acquire postsecondary education credits; and
- ◆ leads students to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The model for Maine's POS includes Career Clusters, Career Pathways, Program Requirements and Personal Learning Plans.

#### **Career and Technical Education**

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