Perkins IV

Presented to

Postsecondary CTE Summer Conference

August 4, 2011

Focus of the new law (Perkins IV):
- Provide an increased focus on the academic achievement of career and technical education students;
- Strengthen the connections between secondary and postsecondary education;
- Improve state and local accountability.
Why the National Focus on Career & Technical Education?

- **Short answer:** THE ECONOMY

  According to the Bureau of Labor Statistics’ projections, eight out of the top ten (and twenty-two of the top thirty) occupations with the largest job growth through 2018 will require an associate’s degree or some level of vocational training.

- Despite the recession, the skills gap continues to widen.
  - CBS News reported one year ago (August 12, 2010) that by the year 2012, the US would be three million skilled workers short, and not just in manufacturing sector.
  - A survey conducted last year found that 22 percent of American businesses said they were ready to hire if they can find the right people.
Spirit of the Law

- Leading CTE into the 21st century
  - Global Competition
  - Ensuring modern, durable and rigorous CTE programs
  - Program Improvement
Intent of Perkins IV

- To ensure development of challenging academic and technical standards and related challenging, integrated instruction.
- To ensure increased opportunities for individuals to keep America competitive.
- To ensure a focus on high skill, high wage, high demand occupations.
- To ensure implementation of partnerships b/w education, workforce boards, business & industry, etc.
- To ensure provision of technical assistance and professional development geared towards program improvement.
Perkins Hierarchy in MS

US DOE (Perkins IV)

MDE (State Plan)

Community/Junior College (Local Plan)

Local Accountability Data (PS)

State to Local Allocation (PS)

State Accountability Data

Federal to State Allocation

Local Accountability Data (S)

State to Local Allocation (S) F

Secondary School District (Local Plan)
Federal to State Allocation

- MS currently receives approximately $14 million in Perkins funds
- 85% of this flows out to the locals (secondary & postsecondary CTE programs)
- In MS, this equates to approx. $11.9 million
State to Local Allocation

- Each State’s State Plan determines the breakdown between secondary and postsecondary institutions.
  - In MS, 47% of Perkins funds goes to PS
    - Based on number of CTE programs
    - Equates to approximately $5.6 million
  - National average: 40% to PS
Allocation to Colleges

- The law includes a formula that determines how the money is divided among postsecondary institutions (Section 132)
  - Based on number Federal Pell Grant recipients and recipients of Bureau of Indian Affairs (BIA) assistance enrolled in eligible programs
Uses of Funds Determined by State and Local Plans

Required and Permissible Uses Stipulated in the Law
With Permissible Uses of Funds (Both State and Local), the Question Becomes:

What do we spend our money on that will drive program improvement and allow us to capture our successes?
Accountability

Section 113
Accountability

- Accountability provisions are a reminder that:
  - Perkins Funds are NOT an entitlement
  - Use of funds must flexible and responsive to the data that is collected

- Separate accountability measures for postsecondary and secondary!

- Data reported must be disaggregated by special population categories (i.e., displaced homemaker, economically disadvantaged, disability, limited English proficiency).

- Achievement gaps must be identified, quantified, and addressed → program improvement
Accountability Definitions

- **CTE Participant**: A postsecondary/adult student who has completed at least 10% of state-approved standards (academic or career/technical) in his/her program major.

- **CTE Concentrator**: A postsecondary/adult student who: A postsecondary/adult student who: (1) completes 50% of state approved standards (academic or career/technical) in his/her program major, plus is enrolled in credits or other activities to meet the additional standards; OR (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.

Note: Once a student attains CTE Concentrator status in any program, he or she shall remain a concentrator (regardless of change in major) until they attain CTE Completer or CTE leaver status.
Many of the accountability measures are based on the “CTE Leaver”

- CTE Leaver is a CTE concentrator from the previous reporting year (July 1 – July 30) who was not enrolled at any time during the current reporting year (July 1 – July 30).
Accountability Measures

1P1: Technical Skill Attainment

- **Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

- **Denominator:** Number of CTE concentrators who were eligible for technical skill assessments during the reporting year.
Accountability Measures

2P1: Completion (Credential, Certificate, or Diploma)

- **Numerator:** Number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year (i.e., CTE leavers) with an industry-recognized credential, a certificate or a degree.

- **Denominator:** Number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year (i.e., CTE leavers).
Accountability Measures, continued

3P1: Student Retention or Transfer

- **Numerator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year who remained enrolled in their original postsecondary institution OR who transferred to another 2- or 4-year postsecondary institution during the current reporting year.

- **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year, who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.
Accountability Measures, continued

4P1: Student Placement

- **Numerator**: Number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year (i.e., CTE leavers) who were placed or retained in employment or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education. (Example: Unduplicated placement status for CTE concentrators who graduated by June 30 would be assessed between October 1 and December 31 of that same year).

- **Denominator**: Number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year (i.e., CTE leavers).
Accountability Measures, continued

5P1: Nontraditional Participation

- **Numerator:** Number of CTE participants and concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

- **Denominator:** Number of CTE participants and concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.

Note: The term ‘non-traditional fields’ means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Non-traditional programs are federally defined by CIP code.
Accountability Measures, continued

5P2: Nontraditional Completion

- **Numerator:** Number of CTE leavers from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

- **Denominator:** Number of CTE leavers who completed a program that leads to employment in nontraditional fields during the reporting year.
Reporting
Perkins Data Collection and Reporting

Each college has its own process for collecting data for its Perkins Report. Sources include, but are not limited to:

- College’s own Student Information System
- Research & Curriculum Unit (RCU)
- National Strategic Planning & Analysis Research Center (NSPARc)
- National Student Clearinghouse
- Student Surveys
- CTE Faculty

Colleges report their data (via a flat file) to MDE
### Perking Reporting Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Deadline</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>October 15</td>
<td>Finalized Data File to MDE (MSIS)</td>
</tr>
<tr>
<td>November</td>
<td>November 1</td>
<td>District Summary Ready (from Lotus Notes)</td>
</tr>
<tr>
<td>November</td>
<td>November 1</td>
<td>Pell/BIA Information due to SBCJC (hard copy)</td>
</tr>
<tr>
<td>November</td>
<td>November 30</td>
<td>Improvement Plans Due to MDE (through Lotus Notes)</td>
</tr>
<tr>
<td>March</td>
<td>March 15</td>
<td>Local Plan Updates to MDE (hard copy)</td>
</tr>
</tbody>
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Performance Levels

- States and locals are required to ‘negotiate’ performance levels every 2 years
  - Starting point will be state levels of performance (approved by the feds in the state plan)
  - Local will still be expected to show continuous improvement, even if exceeding state levels of performance
<table>
<thead>
<tr>
<th>Category</th>
<th>09-10 Target</th>
<th>09-10 Actual Performance</th>
<th>Change from 08-09 Actual Performance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>72.50%</td>
<td>74.74%</td>
<td>-3.70%</td>
<td>Exceeded Target</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Diploma</td>
<td>85.00%</td>
<td>82.62%</td>
<td>+3.05%</td>
<td>Within required 90% of Target</td>
</tr>
<tr>
<td>3P1: Retention or Transfer</td>
<td>74.10%</td>
<td>86.95%</td>
<td>+11.39%</td>
<td>Exceeded Target</td>
</tr>
<tr>
<td>4P1: Placement (Employment/Military)</td>
<td>78.60%</td>
<td>81.22%</td>
<td>+2.16%</td>
<td>Exceeded Target</td>
</tr>
<tr>
<td>5P1: Non-Traditional Participation</td>
<td>7.83%</td>
<td>15.31%</td>
<td>+7.58%</td>
<td>Exceeded Target</td>
</tr>
<tr>
<td>5P2: Non-Traditional Completion</td>
<td>7.88%</td>
<td>8.35%</td>
<td>+0.58%</td>
<td>Exceeded Target</td>
</tr>
</tbody>
</table>
Improvement Plans

If a state or a local fails to meet 90% of performance target for any measure, they must develop and implement an improvement plan.

This is what happens the first year a state fails to meet all of its performance targets.
Sanctions

Sanctions possible if state or local:

- Fails to implement improvement plan; OR
- Fails to show performance improvements once improvement plan is implemented; OR
- Fails to meet 90% of the same measure’s performance target 3 years in a row.
Sanctions

- **State Sanctions:**
  - Secretary of Education can withhold some or all of state admin/leadership pot of funds

- **Local Sanctions:**
  - Sanction language mirrors that of the state
  - State can withhold some or all of the entire local grant
How Can We Use Performance Indicators to Drive Program Outcomes???

- Technical Skill Attainment
- Completion (Diploma, Cert., or Degree)
- Retention/Transfer
- Placement (work/military)
- Non-Trad Participation and Completion
For more information on Perkins

- Go to: http://www.mscjc.edu/careertechedu/ctdefault.aspx

- Contains links to the Perkins IV Legislation, the State Plan, Mississippi’s Postsecondary Reporting Manual, and Non-Traditional Program Crosswalks
Thank you!