Perkins V: A Deep Dive into Implementation

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CAREER & TECHNICAL EDUCATION

Career Connected Learning for All Students

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Perkins V Reauthorization

- July 31, 2018- the Perkins Act was reauthorized.

- The legislation was renamed as Strengthening Career and Technical Education for the 21st Century Act.

- Purpose – The purpose of this Act is to develop more fully the academic knowledge and technical and <u>employability skills</u> of secondary education students and postsecondary education students who elect to enroll in CTE programs and <u>programs of study</u>.

What is CTE?

Career and Technical Education is—

- a sequence of courses that include <u>rigorous academic content</u> and <u>relevant technical knowledge and skills</u> that prepares secondary or postsecondary students for further education and careers in <u>high-skill, high-wage, and in-demand occupations;</u>

- <u>applied learning</u> that supports the development of <u>academic</u> knowledge, higher-order reasoning and problem- solving skills, work attitudes, <u>employability skills</u>, occupation-specific <u>technical skills</u>, and knowledge of all aspects of an industry;

- to the extent practicable, <u>coordinated between secondary and postsecondary education</u> programs through programs of study, which may include early college high school programs, dual credit, and other articulations; and

- may include <u>career exploration</u> as early as the middle grades.

What is a Programs of Study?

Perkins V:

- requires curricular alignment between secondary and postsecondary institutions through the implementation of programs of study.

> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
>
> (A) incorporates challenging State academic standards;
>
> (B) addresses both academic and technical knowledge and skills, including employability skills;
>
> (C) is aligned with the needs of industries in the economy of the State, region, or local area;
>
> (D) progresses in specificity;
>
> (E) has multiple entry and exit points that incorporate credentialing; and
>
> (F) culminates in the attainment of a recognized postsecondary credential.

- calls for programs to be aligned to the state, regional, and/or local labor markets

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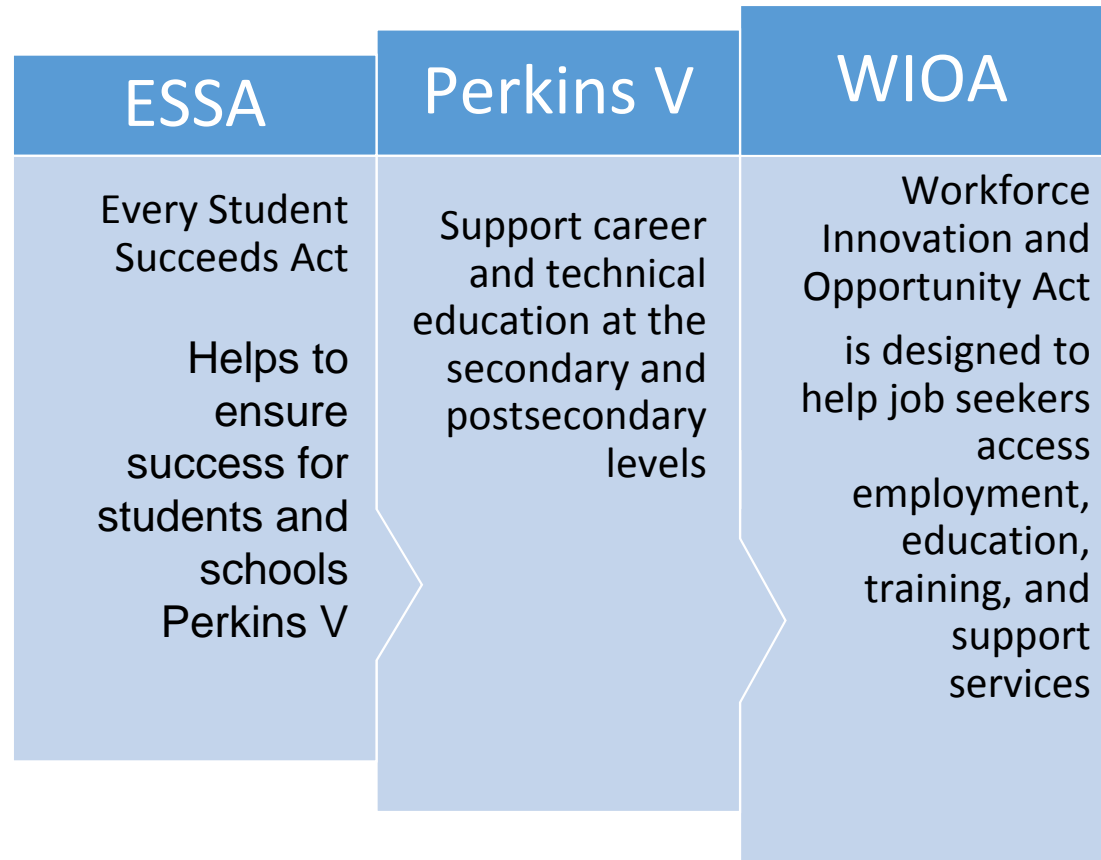Education

CTE Career Clusters

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics (STEM)

Transportation, Distribution & Logistics

Alignment with federal programming

ESSA	Perkins V	WIOA
Every Student Succeeds Act	Support career and technical education at the secondary and postsecondary levels	Workforce Innovation and Opportunity Act
Helps to ensure success for students and schools Perkins V		is designed to help job seekers access employment, education, training, and support services

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Alignment with Statewide Initiatives

- *Illinois' 60 X 2025 Goal*: 60% of Illinois residents will have a postsecondary degree by 2025.
- *Postsecondary and Workforce Readiness Act*
  - Postsecondary and Career Expectations
  - College and Career Pathway Endorsements
  - Transitional Math
  - K-12 Competency-Based Learning
- *Dual Credit Quality Act*: aims to reduce college costs, speed time to degree completion, facilitate the student transition to college, and enhance secondary and postsecondary relationships.
- *Adult Education and Literacy Strategic Plan*: create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways

Opportunities in Perkins V

1. Increased alignment within and between education and workforce systems

2. Accountability and continuous improvement

3. Increased focus on equitable outcomes

4. Smoothing transitions within career pathways

5. Increased flexibility to scale innovation

6. Engaging communities and strengthening partnerships

Statewide Planning

Statewide Planning

What is required of the State?

Create the state's strategic vision and goals for preparing an educated and skilled workforce:

- Submit a Transition Plan (May 2019)
- Comprehensive Stakeholder Engagement
- Set Performance Targets
- Public hearings and comment periods
- Full State Plan submission (April 2020)

Statewide Stakeholder Engagement

✓December Regional Road Shows (6 meetings, over 200 participants)
- Information sharing and outreach
- Collecting feedback from local stakeholders

❑State Plan Work Group – In progress
- Engaging statewide external stakeholders to inform state plan

❑Fall 2019 Regional Road Show
- Local feedback on State Plan

❑Continuous Virtual Communication and Feedback loops

December Road Show Feedback -Vision

- Focus on creating a strategy for the various components of CTE (counselor training, teacher pipeline, curriculum, dual credit, etc.) was mentioned most often.

- Better alignment of services through collaboration and effective partnerships and building understanding of CTE through marketing and communication was also mentioned frequently.

December Road Show Feedback-
State Leadership activities to focus on

1. High-Quality, comprehensive professional development
2. Support for the integration of employability skills in CTE
3. Support for establishing and expanding work-based learning opportunities
4. Improvement of career guidance and academic counseling programs
5. Support for career academies to implement a postsecondary education and workforce curriculum at the secondary level that integrates rigorous, academic, technical and employability contents.

December Road Show Feedback- What is working well that can be expanded, replicated and scaled across the state?

- Dual credit
- Partnerships with education and business
- Successful student programs
  - CTE-focused student organizations
  - Young Manufacturers Association – provides pre-WBL "exposure visits" to workplaces
  - Focused efforts that successfully engage students underrepresented or underserved in various CTE programs.

December Road Show Feedback: Barriers and Challenges

Current Challenges

Inequitable funding, restrictions on funding and inadequate funding

- Working in silos and lack of opportunities for collaboration
- Enrolling students in CTE classes

Anticipated Challenges

- Implementation - resources, timeline and completing the needs assessment
- Lack of understanding about Perkins V and how to implement
- Data – collection, availability and use of data
- Lack of collaboration and alignment among partners

December Road Show Feedback - What professional development or technical assistance needs will help you overcome any challenges?

Training needs:

- teaching skills, adapting to new standards, the role of CTE and readiness, teaching CTE to special education students, and trauma informed practices.

- training on effective marketing, creating partnerships, building understanding, and fighting the stigma associated with CTE.
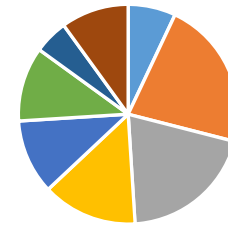
Perkins V State Plan Work Group

Purpose:

To engage and consult with external stakeholders in the development of the State's Career and Technical Education Plan (FY2021-FY2024).

Goals:

1. Ensure all external stakeholder voices are heard.

2. Collect goals, objectives, strategies, and action steps to inform the State Plan.

3. Identify statewide priorities to set a strategic direction in motion.

Over 100 Work Group Members

- Adult Education
- Postsecondary
- Secondary
- Community (Parents, Students, Advocacy)
- Business and Workforce
- Representatives of Special Populations
- Minority- Serving Institutions
- Other

Perkins V State Plan Work Group

Next Steps:

- By April 30, Committees will meet virtually 2-3 times to make final recommendations to ISBE and ICCB.

- By June 30, ISBE and ICCB will present all strategies and recommendations submitted by the committees in an open webinar.

- Summer 2019: ISBE and ICCB will write State Plan while incorporating this work group's recommendations.

- Fall 2019: State Plan out for public comment and ISBE and ICCB will hold public hearings.

State Planning Timeline
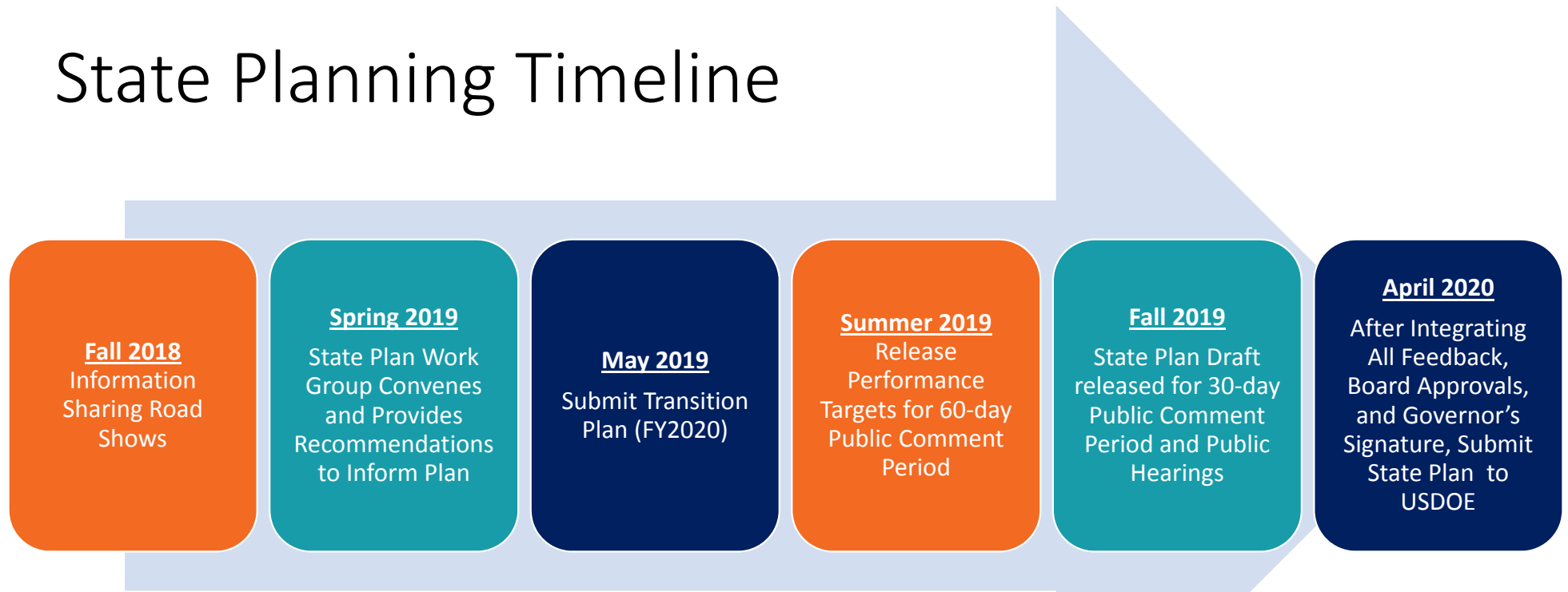
Fall 2018
Information Sharing Road Shows

Spring 2019
State Plan Work Group Convenes and Provides Recommendations to Inform Plan

May 2019
Submit Transition Plan (FY2020)

Summer 2019
Release Performance Targets for 60-day Public Comment Period

Fall 2019
State Plan Draft released for 30-day Public Comment Period and Public Hearings

April 2020
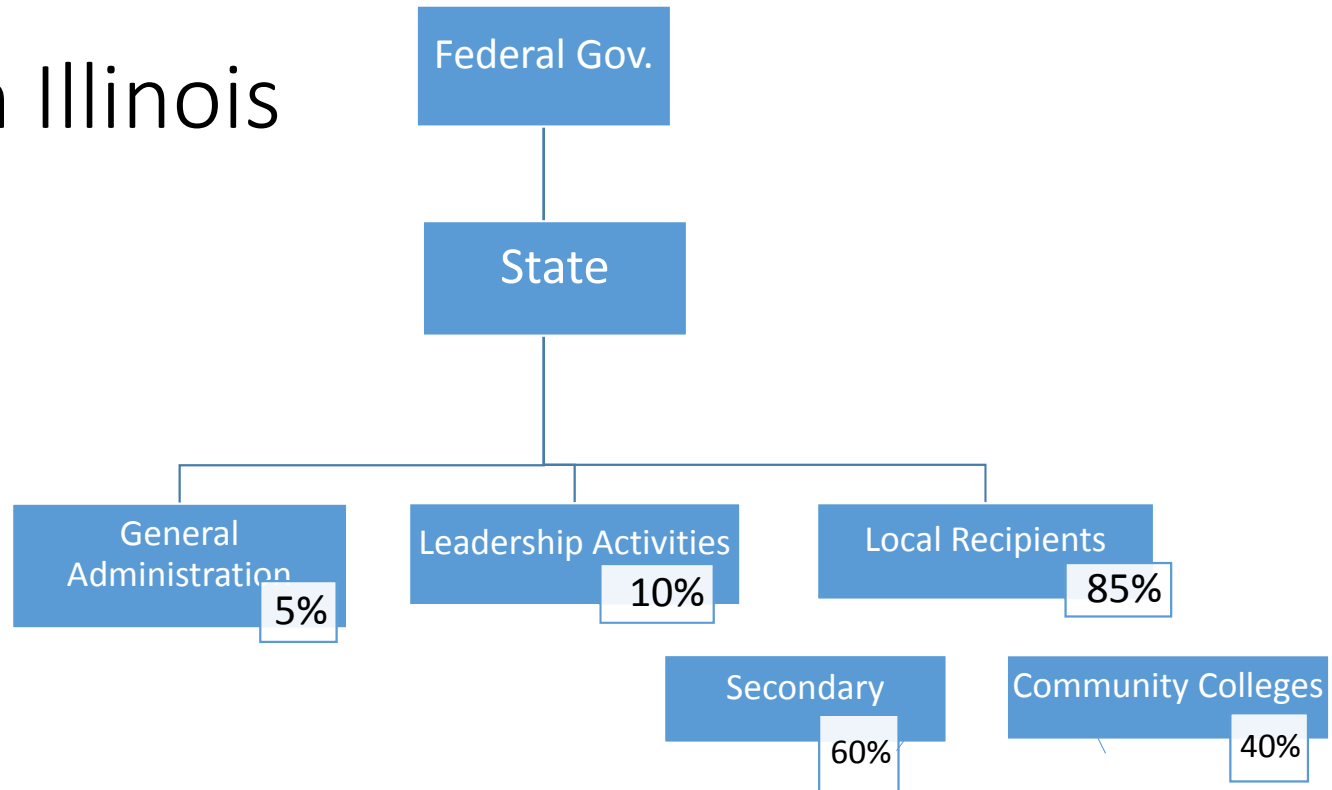After Integrating All Feedback, Board Approvals, and Governor's Signature, Submit State Plan to USDOE

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State Leadership and Reserve Funds

Perkins in Illinois

Federal Gov.

State

General Administration — 5%

Leadership Activities — 10%

Local Recipients — 85%

Secondary — 60%

Community Colleges — 40%

State Leadership Activities- Required

1. Support for preparation for non-traditional fields in current and emerging professions and programs for special populations

2. Support for individuals in State institutions

3. Support for recruiting, preparing and retaining CTE instructional personnel

4. Support for technical assistance for eligible recipients

5. Report on effectiveness of funds in achieving goals

State Leadership Activities- Permissible

The State leadership activities described in subsection (a) may include–

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study;

(3) establishing statewide articulation agreements aligned to approved programs of study;

State Leadership Activities- Permissible

(4) establishing statewide industry or <u>sector partnerships</u> among local educational agencies, institutions of higher education, adult education providers, employers, including small businesses, and parents.

(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction, support services, and specialized instructional support services, <u>high-quality comprehensive professional development</u>, including programming that— promotes integrating of challenging academic standards, universal design for learning and other supports, and assisting those with relevant industry experience in obtaining licensure or credential requirements.

State Leadership Activities- Permissible

6) supporting eligible recipients in <u>eliminating inequities</u> in student access to high-quality programs and effective teachers, faculty, and other support personnel;

7) awarding <u>incentive grants</u> to eligible recipients for exemplary performance overall, in closing "achievement gaps" among other factors.

8) providing support for the adoption <u>and integration of recognized postsecondary credentials and work-based learning</u> into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or

9) the creation, implementation, and support of <u>pay for success initiatives</u> leading to a recognized postsecondary credential;

10) support for CTE programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting; (<u>Integrated Education and Training</u>)

State Leadership Activities- Permissible

11) the creation, evaluation, and support of <u>competency-based</u> curricula;

12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency;

13) <u>partnering with qualified intermediaries</u> to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE;

14) improvement of <u>career guidance and academic counseling programs</u> that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;

15) support for the integration of <u>employability skills</u> into CTE programs and programs of study;

State Leadership Activities- Permissible

16) support for programs and activities that <u>increase access, student engagement, and success in STEM</u> fields, support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

17) support for <u>career and technical student organizations</u>, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

18) support for establishing and expanding <u>work-based learning opportunities</u> that are aligned to CTE programs and programs of study;

19) <u>integrating and aligning</u> programs of study and career pathways;

20) supporting the use of CTE programs and programs of study <u>aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors</u> or occupations identified by the State workforce development board;

21) making all forms of instructional content widely available, which may include use of <u>open educational resources;</u>

State Leadership Activities- Permissible

22) developing <u>valid and reliable assessments</u> of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

23) support for <u>accelerated learning programs</u>;

24) support for <u>career academies</u> to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through CTE programs; and

25) <u>other</u> State leadership activities that improve CTE.

Reserve Funding

RESERVE.— Distributed to eligible recipients in:

  (A)   rural areas;
  (B)   areas with high percentages of CTE concentrators or CTE participants;
  (C)   areas with high numbers of CTE concentrators or CTE participants; and
  (D)   areas with disparities or gaps in performance

in order to—

(A)   <u>foster innovation</u> through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B)   (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Local Accountability and Continuous Improvement

Accountability and Continuous Improvement

- States no longer negotiate performance levels with U.S. Department of Education, although Secretary still has authority to approve or disapprove performance levels as part of the state plan review/approval process
- Eligible agencies consult with stakeholders to develop "State Determined Levels of Performance"
- All four years of targets included in state plan (reinforces strategic, long-term planning)
- States must *continually make progress* toward improving the performance of all CTE students, including subpopulations

Secondary Performance Indicators

1. Percentage of CTE concentrators who graduate from high school;

2. CTE concentrator proficiency in State standards as measured by academic assessments (in Math, ELA and Science);

3. Percentage of CTE concentrators who in the second quarter following the program year after exiting from Secondary Education are:

   a. in Postsecondary education or advance training; or
   b. in Military service or a service program that receives assistance, or
   c. volunteers of a national service program (AmeriCorps or Peace Corps), or
   d. employed.

4. Percentage of concentrators in programs/programs of study that lead to non-traditional fields

Secondary Performance Indicators Cont.

5. Program Quality Indicator:

Percentage of CTE concentrators graduating from high school having at least one of the following:

- Attainment of a recognized postsecondary credential;
- Attainment of recognized postsecondary credits in the relevant CTE program or POS earned through a dual or concurrent enrollment program or another credit transfer agreement;
- Participation in work-based learning.

6. May include any other measure of student success in CTE that is statewide, valid and reliable and comparable across the State.

Alignment with College and Career Readiness Indicators

1. GPA: 2.8/4.0

2. 95% attendance in high school junior and senior year

3. College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act;

   OR

   All of the following:

   1. One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)

   2. Identify a career area of interest by the end of the sophomore year

   3. Three career readiness indicators during junior or senior year

Career Readiness Indicators

- Career Development Experience

- Industry Credential

- Military Service or an ASVAB Score of 31 or Higher

- Dual Credit Career Pathway Course (College Credit Earned)

- Completion of Program of Study

- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months

- Consecutive Summer Employment

- 25 Hours of Community Service

- Two or More Organized Co-curricular Activities

Postsecondary Performance Indicators

1.) Postsecondary Retention and Placement

Retained in college (or transfer), transitioned to military service, volunteer service, or placed into employment

2.) Earned Recognized Postsecondary Credential

3.) Nontraditional Program Enrollment

The percentage of CTE concentrators in programs that lead to nontraditional fields.

Increased Focus on Equitable Outcomes

- Secondary and postsecondary recipients are required to disaggregate data by CTE programs and subpopulations (including special populations) to identify and quantify gaps in performance.

    - This is in an effort to address barriers for students.

- *Increased Transparency*: data and performance shall be public facing.

- Emphasizes more support and success for underserved students or students with barriers.

Special Populations

Defined as:

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. Youth who are in, or have aged out of, the foster care system*
8. Homeless individuals*
9. Youth whose parents are members of the armed forces or on active duty*

*indicates new population identified in Perkins V

Local Planning

Engaging Communities and Strengthening Partnerships

Perkins V:

- Requires increased stakeholder engagement in creating and implementing both the State Plan and local plans.

- Requires coordination between high schools and community colleges to offer fully-articulated, unduplicated programs of study

- Calls for increased industry connections to students through access to industry experts and work-based learning opportunities.

Comprehensive Needs Assessment

In order to receive funding, recipients must conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local application.

- Once every 2 years
- Continued Consultation

Required Stakeholders

(1) representatives of CTE programs (teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals)

(2) representatives of CTE programs at secondary/postsecondary educational institutions;

(3) representatives of the local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;

(7) any other stakeholders that the eligible agency may require the eligible recipient to consult. (Postsecondary: Adult Education)

Comprehensive Needs Assessment

Shall Include:

(A) An <u>evaluation of the performance of the students</u> with respect to State determined levels of performance, including disaggregated data on special populations and other subgroups

(B) A description of how CTE programs offered by the eligible recipient are—

- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

- (ii)

    (I) aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate; or

    (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Comprehensive Needs Assessment

Shall Include:

(C) An evaluation of progress toward the implementation of CTE programs and programs of study.

(D) A description of how the eligible recipient will improve <u>recruitment, retention, and training of CTE teachers, faculty</u>, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality CTE courses and programs of study for all students, including—

     (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations

Comprehensive Needs Assessment

CONTINUED CONSULTATION

(1) provide input on annual updates to the comprehensive needs assessment;

(2) ensure programs of study are—

- responsive to community employment needs (current, intermediate, or long-term);
- allow employer input, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment; *(through advisory committees)*

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding is used in a coordinated manner with other local resources

Local Application

In addition to State Agency requirements, each local application shall contain—

(1) a description of the results of the comprehensive needs assessment;

(2) information on the CTE course offerings and activities that will be provided, including not less than 1 program of study approved by the State

(3) a description of how the eligible recipient, in collaboration with local workforce development boards, one-stop delivery systems, and other partners, will provide—

    (A) career exploration and career development coursework, activities, or services;

    (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

    (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;

Local Application

(4) a description of how the eligible recipient will <u>improve the academic and technical skills of students</u> participating in CTE programs to ensure learning in the subjects that constitute a well-rounded education;

(5) a description of how the eligible recipient will—

    (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

    (B) prepare CTE participants for <u>non-traditional fields</u>;

    (C) provide <u>equal access for special populations</u> to CTE courses, programs, and programs of study; and

    (D) ensure that members of special populations <u>will not be discriminated against</u> on the basis of their status as members of special populations;

(6) a description of the <u>work-based learning opportunities</u>;

(7) a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school (<u>dual credit</u>);

Local Application

(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession; and

(9) a description of how the eligible recipient will address disparities or gaps in performance as described in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Example Local Planning Timeline

Spring/Summer 2019: Reach out to Stakeholders and create a mechanism for communication and partnering

Fall/Winter 2019: With stakeholders, begin comprehensive needs assessment

Spring 2020: Submit Local Plan with consultation of external stakeholder collaboration

Local Required and Permissible Uses of Funds

Required Local Uses of Funds

(1) <u>provide career exploration and career development activities</u> through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.

(2) provide <u>professional development</u> for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals

(3) provide within CTE the <u>skills necessary to pursue careers</u> in high-skill, high-wage, or in-demand industry sectors or occupations

(4) support <u>integration of academic skills into CTE programs</u> and programs of study to support-

(5) plan and carry out elements that result in increasing student achievement of the local levels of performance

(6) <u>develop and implement evaluations</u> of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report required under section 113(b)(4)(B).

Permissible Local Uses of Funds

1- Career Exploration and Career Development

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry

Permissible Local Uses of Funds

(2) Professional Development

(E) supporting the implementation of strategies to improve student achievement/opportunity and close gaps in student participation and performance in CTE programs;

(F) providing opportunities to advance knowledge, skills, and understanding in <u>pedagogical practices</u>;

(G) training to provide appropriate <u>accommodations</u> for individuals with disabilities;

(H) training in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include <u>universal design for learning,</u> multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

Permissible Local Uses of Funds

3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

Permissible Local Uses of Funds

4) Integration of Academics and CTE

(A) CTE participants at the secondary school level in meeting the challenging State academic standards; and

(B) CTE participants at the postsecondary level in achieving academic skills

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, and in collaboration with business outreach staff in one-stop centers, and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs, including dual credit programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the WIOA and other Federal laws and initiatives that provide students with transition-relation services;

(I) expanding opportunities for students to participate in distance CTE and blended-learning programs;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(J) expanding opportunities for students to participate in <u>competency-based education programs</u>;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into CTE programs and programs of study;

(M) supporting programs and activities that increase access, student engagement, and success in <u>science, technology, engineering, and mathematics</u> fields;

(N) providing CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;

Permissible Local Uses of Funds

5) Implementation of CTE programs and programs of study that result in increasing student achievement

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve CTE programs

Permissible Local Uses of Funds

6) develop and implement evaluations of the activities carried out with these funds, including the comprehensive needs assessment

Questions?

Resources

- ISBE https://www.isbe.net/Pages/Perkins.aspx
- ICCB   https://www.iccb.org/cte/perkins-reauthorization/
- Perkins Collaborative Resource Network   https://cte.ed.gov
- Advance CTE https://careertech.org/Perkins

Thank you!

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