



CARL D. PERKINS GRANT

A STATE LEVEL VIEW

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CARL D. PERKINS ACT OF 2006

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



Carl D Perkins Act of 2006

- Five year plan
- States update plans yearly in March
- Updates include consolation with OCTAE
- No one is sure when reauthorization will happen

Status of Perkins IV in Montana

- All but 8 of Montana's high schools participate
- There are 14 - 2 year, tribal and community colleges that participate

Guidelines for Plan Development

Gather input from:

- Academic and CTE faculty and administrators
- Career guidance counselors
- Parents and students
- Post Secondary Institutions
- Interested community members
- Business and Industry
- Labor organizations
- Governor's Office

Procedure:

The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities ... to participate in State and local decisions that relate to the development of the plan."

Administering the State Plan

The Montana Board of Regents of Higher Education is the Perkins eligible agency for the State of Montana. OCHE is the administrative agency for the Board of Regents and, therefore, for the Perkins Grant in Montana.

OPI and OCHE jointly write the Perkins State Plan and, with the State Plan Advisory Committee, developed the portion of the plan relating to the amount and use of funds.



Governance

State Executive Leadership Team (SELT)

To collaborate to create the tools and environment resulting in seamless transition for students to embrace lifelong learning, achieve their full potential and be positive contributors to their community and society.

CTE Advisory Board

Provide advice for the SELT and ideas for pathways, and help explore curriculum to be sure we are teaching the right courses and that we involve the correct industry-recognized credentials

Bipartisan principles for Perkins Reauthorization

- Make it easier for States and locals to run their CTE programs to serve all students who desire to gain access to CTE coursework, including students with disabilities.
- Increase access to, and support of, career counseling for all CTE students.
- Maintain CTE as a formula program.
- Align with ESEA and WIOA (where applicable) to improve the efficiency and effectiveness of the education and workforce development programs.
- Support the expansion of public/private collaborations with secondary and post-secondary programs, including alignment with State or locally-determined in-demand industries and occupations.
- Support efforts to integrate into and strengthen career pathways at the state and local levels;
- Address unfunded programs.
- Improve evaluation and research to support innovation and best practices.

Challenges

State

- Sequestration - Fund reductions
- Evolving CTE Perception into the 21st century

Post Secondary

- Accountability measures
- Consistent data entry by knowledgeable personnel
- Consistent policy for awarding industry recognized credentials

Secondary

- Rural designation for smaller schools
- Engaging non CTE instructors in the Pathways process

Big Sky Pathways

A college and career initiative that allows students to achieve success by seamlessly transferring from high school to college and careers.

Currently over 390 pathways in existence across the state

Pathways can be found at:

<http://www.mus.edu/BigSkyPathways/clusters.asp>