

A Bold Overview to Perkins Implementation

2006

- Twitter began
- Facebook open to anyone over age 13
- Wii and Playstation 3 were launched
- Pluto downgraded – no longer a planet
- 30 Rock and Hannah Montana
- A year before iPhone
- Kindergarteners are now the graduating class in high school

Opportunity and responsibility

“With opportunity
comes
responsibility.”

- Winston Churchill





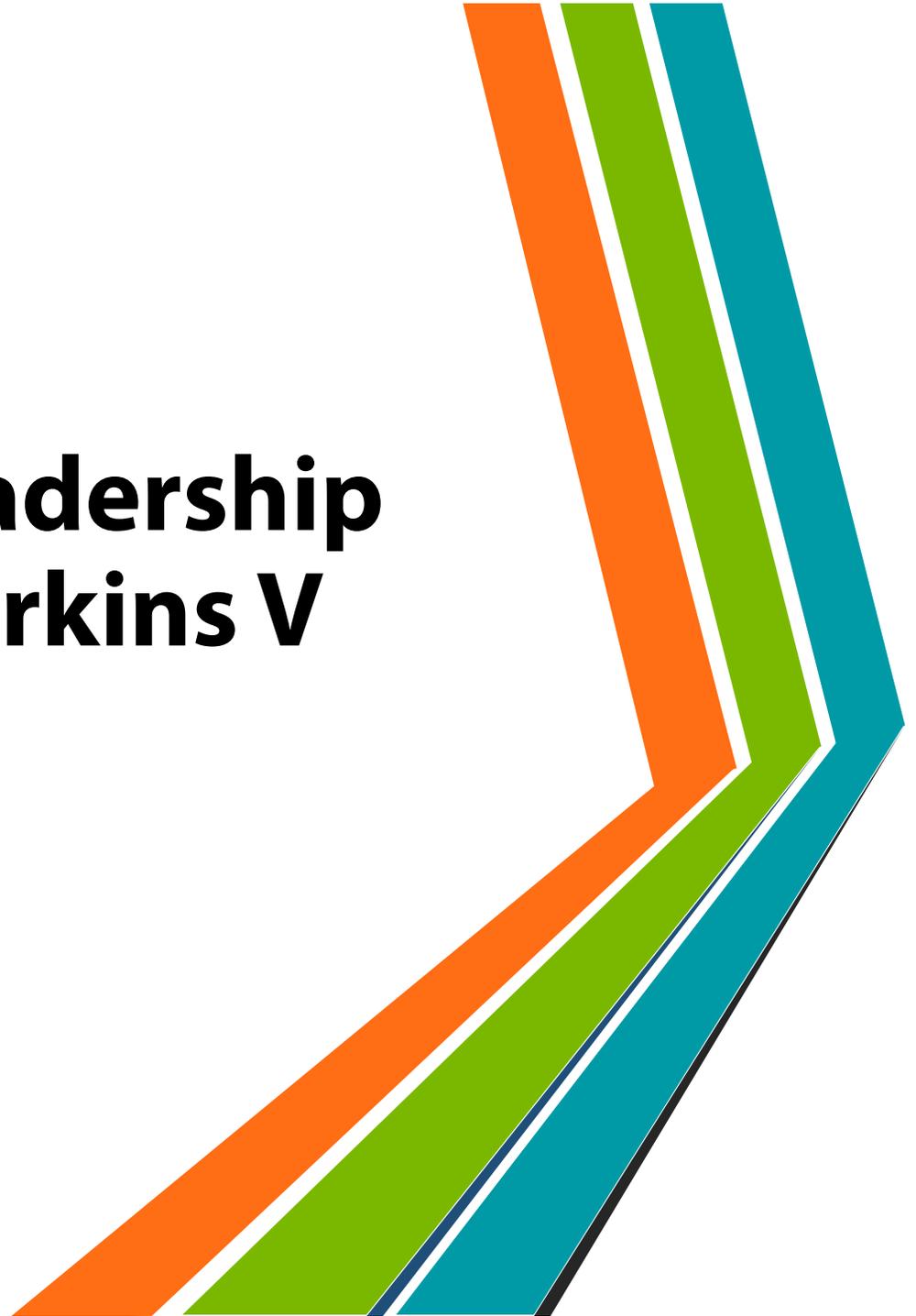
Where do you start?

"If you don't know where you are going you'll end up somewhere else."

— Yogi Berra



Using the Leadership Levers in Perkins V



Using the Perkins V State Plan to Advance Your State's Vision

The power of the state plan:

- Framework for how funds will be used and viewed
- Signals priorities and expectations
- Sets ambitious targets for what will be achieved



Leadership Levers



- Require
- Incentivize
- Support

Looking at the Levers: Require

- All things accountability
 - Performance levels and indicators
 - Setting the state-determined levels of performance
 - Selecting your secondary quality indicator
 - Negotiating with local eligible recipients
 - Updating your data system to respond





“The art of leadership is saying no, not yes. It is very easy to say yes.”

- Tony Blair

Looking at the Levers: Require

- Local application
- Local needs assessment
- Program approval process
- Programs of study
- Middle grades



Looking at the Levers: Require

- Definitions
 - high-skill
 - high-wage
 - in-demand
 - course, credit, program
 - labor market information/alignment

def·i·ni·tion

\dē-fə'-nī-shən\
meaning of a word;
can be subjective



“Leadership has a harder job to do than just choose sides. It must bring sides together.”

- Jesse Jackson

Looking at the Levers: Require

- **Consultation**
- **Stakeholder Engagement**
- **Public Comment**



Looking at the Levers: Require

- Fiscal/funding decisions
 - MOE reset
 - Match
 - Formulas
 - Consortia
 - Sharing of admin and leadership
 - Split of funds



Looking at the Levers: Incentivize

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but they ought to be.

Rosalynn Carter



Looking at the Levers: Incentivize

Reserve fund



Reserve Fund: Policy Goals



- Program innovation (29)
- Incentivizing the implementation of programs of study (24)
- Expanding learner access to programs of study (22)
- Incentivizing the development of programs of study (21)
- Focus on equity (19)

Looking at the Levers: Incentivize

Pooling of
funds at the
local level for
professional
development



Looking at the Levers: Incentivize



Looking at the Levers: Incentivize



North star Mission **Values**

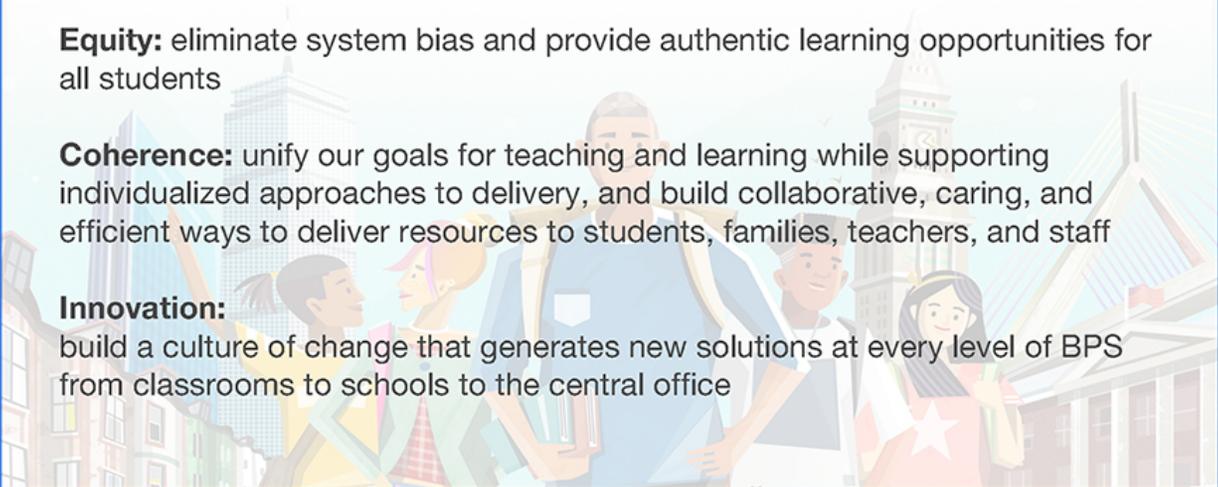
Equity, Coherence, Innovation

Our values guide all of our actions, as a district and as individuals. These inspire our decisions, from our day-to-day behaviors to the bigger choices to propel the district towards a new future.

Equity: eliminate system bias and provide authentic learning opportunities for all students

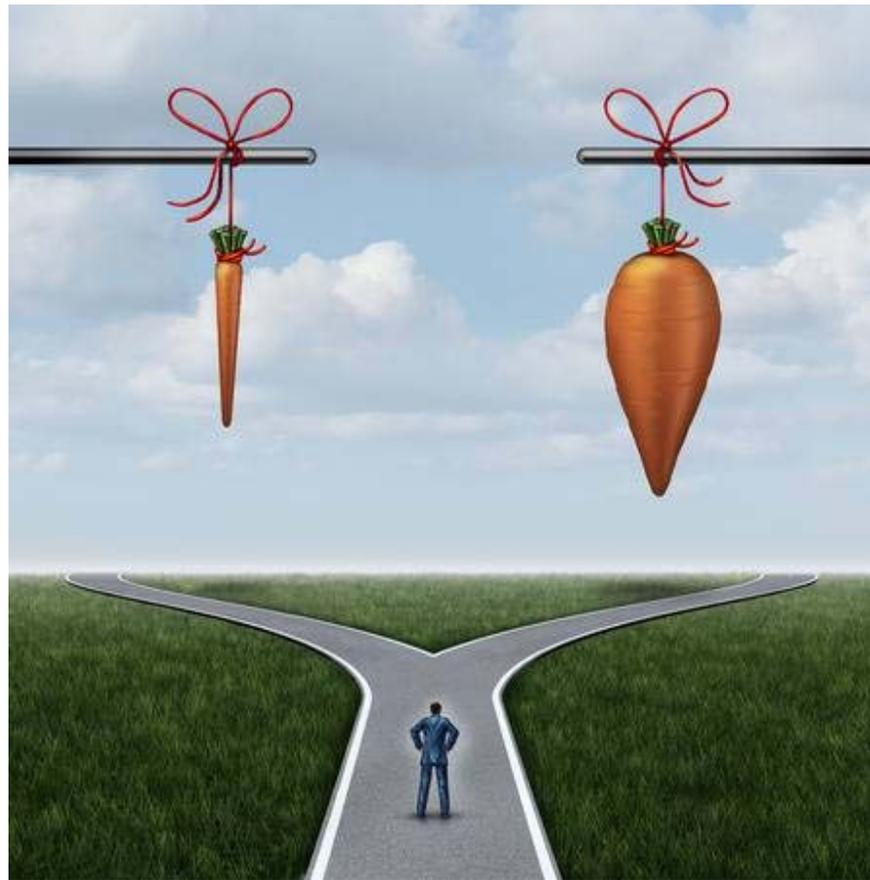
Coherence: unify our goals for teaching and learning while supporting individualized approaches to delivery, and build collaborative, caring, and efficient ways to deliver resources to students, families, teachers, and staff

Innovation: build a culture of change that generates new solutions at every level of BPS from classrooms to schools to the central office



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Looking at the Levers: Incentivize





“You do not lead by hitting people over the head - that's assault, not leadership.”

- Dwight Eisenhower

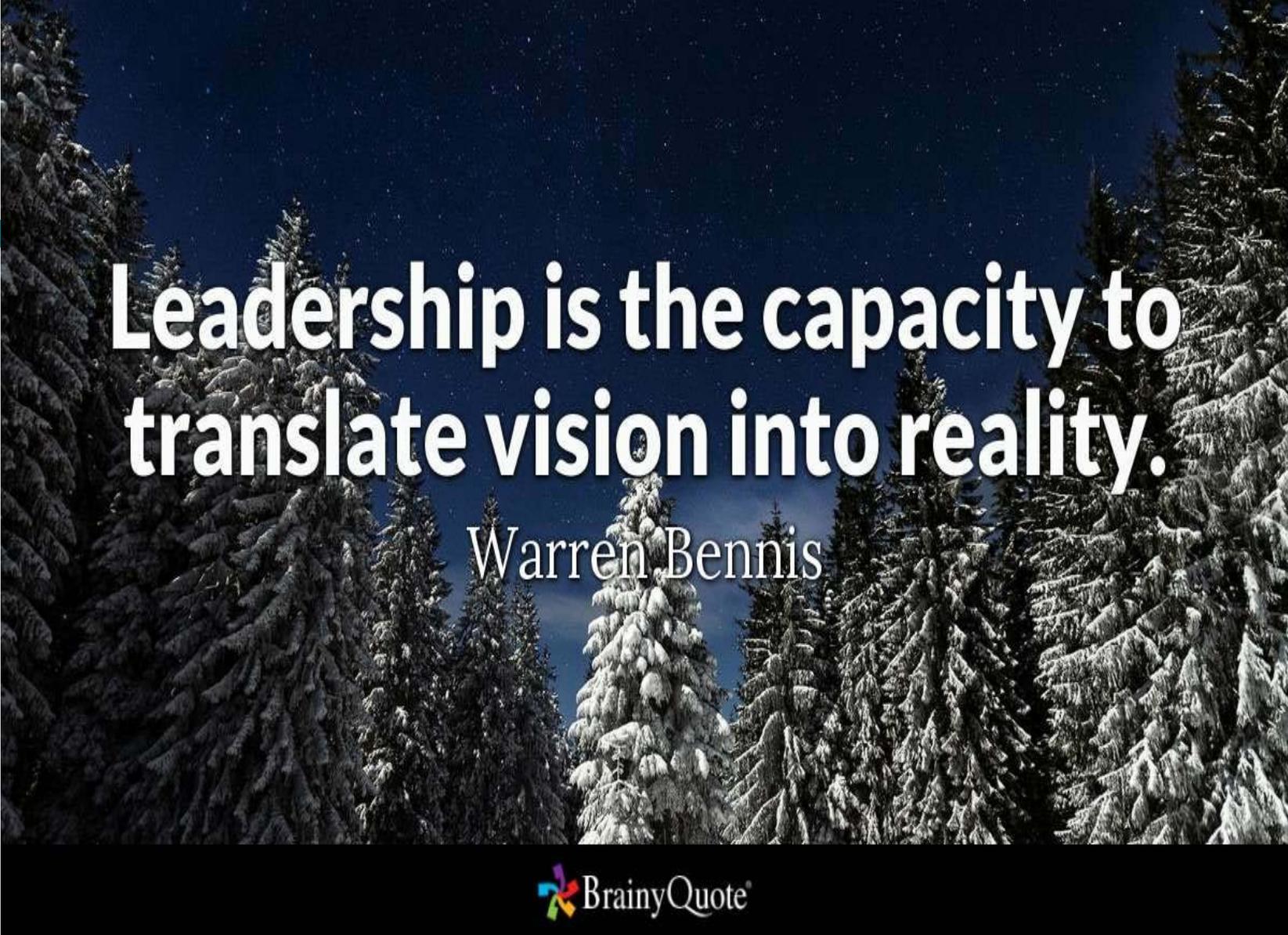
Looking at the Levers: Support



Looking at the Levers: Support

- Technical assistance
- Professional development
- Data, performance targets
- Communication and networks



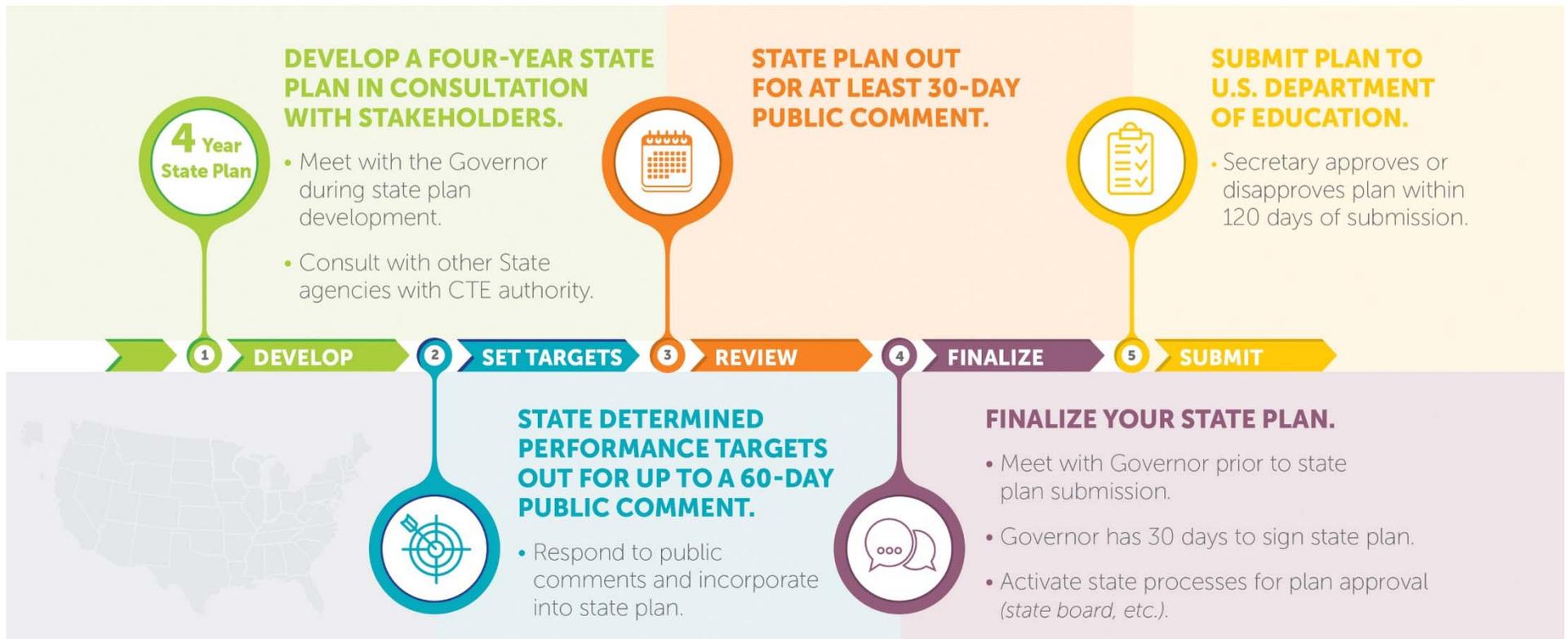


**Leadership is the capacity to
translate vision into reality.**

Warren Bennis



STATE PLAN DEVELOPMENT & SUBMISSION PROCESS



Resources

- Stay informed: www.careertech.org
- Perkins Virtual Resource Table:
- <https://careertech.org/perkins-virtual-resource-table>
- Follow us:
 - @CTEWorks
 - @KimGreenCTE

The Value and Promise of Career Technical Education Fact Sheet

Below are some of the top findings from *The Value and Promise of Career Technical Education*.

CTE Delivers for Students

- Students in CTE programs and their parents are three times as likely to report they are "very satisfied" with their and their children's ability to learn real-world skills as part of their current education compared to parents and students not involved in CTE.
- 86% of parents and students want real-world, hands-on opportunities as part of their high school experience.

91% of parents of students in CTE believe their child is getting a leg up on their career, compared to only 44% of prospective parents.	82% of CTE students are satisfied with their ability to learn real-world skills in school, compared to only 51% of non-CTE students.	80% of parents of students in CTE are satisfied with their ability to participate in internships, compared to only 30% of prospective parents.
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- Seventy-seven percent of CTE students are satisfied with their ability to earn credits towards a certification, compared to only 44% of students not enrolled in CTE programs.
- Nearly 70% of CTE students are satisfied with their ability to engage with employers, compared to only 32% of prospective CTE students.

College and Career are Important Goals to Parents and Students

93% of parents and students say "finding a career that I/my child feels passionate about is important."	85% of parents and students (involved with CTE or not) say getting a college degree is important, and as many agree (87%) it's important to have a job that pays well.	2% of CTE students who say they "don't know" what they will do after high school, compared to 8% of non-CTE students.
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