MODERATOR

RON LESSARD
ACTING EXECUTIVE DIRECTOR

WHITE HOUSE INITIATIVE ON
AMERICAN INDIAN AND ALASKA
NATIVE EDUCATION
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This Tribal Consultation and the webinar audio/video is being recorded.
Participants will be given the opportunity to present remarks and comments following the presentation of the consultation topics.
Comments will be received first from Tribal Government Officials.
Comments from the public will be received after all Tribal Government Officials.
Instructions for submitting comments will also be shared at the end of the consultation.
When speaking, please state your First and Last Name along with your title, tribal affiliation, and organization before you delivering your comments.
Please limit comments to Tribal Consultation Topics.
AGENDA

- WELCOME
- OVERVIEW AND BACKGROUND
- CONSULTATION TOPICS
- TRIBAL LEADER COMMENTS ON CONSULTATION TOPICS
- PUBLIC COMMENT ON CONSULTATION TOPICS
- ADJOURN
WELCOME

SCOTT STUMP
ASSISTANT SECRETARY
OFFICE OF CAREER TECHNICAL AND ADULT EDUCATION
Signed into law by President Trump on July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) revised and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V or the Act), authorizing appropriations through Fiscal Year 2024 for five career and technical education (CTE) programs. The subject of this tribal consultation is:

- Native American Career and Technical Education Program (NACTEP), which awards competitive grants to Indian Tribes, Tribal organizations, and Alaska Native entities in order to carry out CTE programs consistent with the purpose of the Act. Congress has appropriated $15,028,345 for these grants for Fiscal Year 2019 that will be awarded this year to existing grantees.
OVERVIEW

- The other CTE programs are:
- CTE State Grants
- National Activities
- Native Hawaiian Career and Technical Education Program
- Tribally Controlled Postsecondary Career and Technical Institutions Program
OVERVIEW AND BACKGROUND

- Grant Competition

- OCTAE will hold a new competition for NACTEP grants in Fiscal Year 2021.

- OCTAE expects to use $16,032,475 to make these new grant awards.
CONSULTATION TOPIC 1

New Allowable Use of Funds and Changes to the Definition of “Career and Technical Education”

- A new allowable use of funds in Perkins V for the NACTEP program permits grant funds to be used “to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.” See section 116(c)(2) of Perkins V.

- The definition of “career and technical education” in section 3(5) of Perkins V also now includes, among other changes, that CTE programs may provide “a recognized postsecondary credential,” as defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA), and may include “career exploration at the high school level or as early as the middle grades Section 3 (52) of WIOA defines the term “recognized postsecondary credential” to mean “a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”
CONSULTATION TOPIC 1

CONSULTATION QUESTION 1: How does the new provision permitting funds to be used for “preparatory, refresher, and remedial education services” affect entities eligible to compete for NACTEP funds and the CTE programs they offer?

CONSULTATION QUESTION 2: How do the changes in the statutory definition of “career and technical education” described above affect entities eligible to compete for NACTEP funds and the types of CTE programs they offer? Do they pose any challenges or concerns?
NACTEP permits grant recipients to award stipends to students enrolled in CTE programs (section 116(c)(3) of Perkins V). Through rulemaking, most recently in the notice of final requirements, definitions, and selection criteria for NACTEP that was published in the February 26, 2013 Federal Register (78 FR 12955), the Department established policies and requirements governing the payment of student stipends in NACTEP. To be eligible for a stipend under those requirements, a student must be enrolled in a CTE program, meet the school’s attendance requirement, maintain satisfactory progress, and have an acute economic need (defined as an income at or below the poverty level) that prevents his or her participation in a CTE program that cannot be met through a work-study program.

An eligible student may only receive a stipend when taking a course for the first time. Stipend amounts must be the greater of the minimum hourly wage under State or local law or the Fair Labor Standards Act and paid for the time a student attends instruction. Additionally, stipends could be paid only if, and to the extent that, the stipend combined with other resources the student receives does not exceed the student's financial need.
In our view, these longstanding policies have worked well to ensure that student stipends are used appropriately to help students with great economic needs. These policies also are consistent with the Principles of Economic Mobility in Executive Order 13828, Reducing Poverty in America by Promoting Opportunity and Economic Mobility, which emphasize that work-capable individuals should be engaged in a work activity, which may include CTE, as a condition of receiving means-tested public assistance.

**CONSULTATION QUESTION 3:** Are there any challenges or concerns associated with implementing these student stipend policies? Is there a need for any changes in these policies?
The February 26, 2013 notice of final requirements, definitions, and selection criteria for NACTEP (78 FR 12955) requires a grantee to “budget for and conduct an ongoing evaluation of the effectiveness of its NACTEP project” which is to be carried out by an independent evaluator. NACTEP grantees are required to submit annual external evaluation reports of their projects to the Department.

Each grantee must “budget for and conduct an ongoing evaluation of the effectiveness of its NACTEP project. An independent evaluator must conduct the evaluation. The evaluation must—

“(1) Be appropriate for the project and be both formative and summative in nature; (2) Include—

(i) Applicable performance measures for NACTEP;
(ii) Qualitative and quantitative data with respect to—
CONSULTATION TOPIC 3

- (A) Academic and career and technical competencies demonstrated by the participants and the number and kinds of academic and work credentials acquired by individuals, including participation in programs providing skill proficiency assessments, industry certifications, or training at the associate degree level that is articulated with an advanced degree option;

- (B) Enrollment, completion, and placement of participants by gender for each occupation for which training was provided;

- (C) Job or work skill attainment or enhancement, including participation in apprenticeship and work-based learning programs, and student progress in achieving technical skill proficiencies necessary to obtain employment in the field for which the student has been prepared, including attainment or enhancement of technical skills in the industry the student is preparing to enter;
(D) Activities during the formative stages of the project to help guide and improve the project, as well as a summative evaluation that includes recommendations for disseminating information on project activities and results;

(E) The number and percentage of students who obtained industry-recognized credentials, certificates, or degrees;

(F) If available, the outcomes of students' technical assessments, by type and scores; and

(G) The rates of attainment of a proficiency credential or certificate, in conjunction with a secondary school diploma.
CONSULTATION TOPIC 3

• (3) Measure the effectiveness of the project, including—
  ○ (i) A comparison between the intended and observed results; and
  ○ (ii) A demonstration of a clear link between the observed results and the specific treatment given to project participants;

• (4) Measure the extent to which information about or resulting from the project was disseminated at other sites, such as through the grantee's development and use of guides or manuals that provide step-by-step directions for practitioners to follow when initiating similar efforts; and

• (5) Measure the long-term impact of the project, such as, follow-up data on students' employment, sustained employment, promotions, and further/continuing education or training, or the impact the project had on tribal economic development or career and technical education activities offered by tribes.”
CONSULTATION TOPIC 3

CONSULTATION QUESTION 4: Has the required independent evaluation been helpful to grantees in monitoring program quality and improving students’ outcomes? What aspects of the evaluation are most useful? Are there aspects of the required evaluation that have not been as useful?

CONSULTATION QUESTION 5: If an independent evaluation was not required, how might a grantee monitor student outcomes and demonstrate that substantial progress has been made toward meeting the project objectives and the program performance measures?
Integration of Services

Prior NACTEP notices inviting applications have highlighted that section 116(f) of the Act provides that a Tribe, Tribal organization, or Alaska Native entity receiving financial assistance under this program may integrate those funds with assistance received from related programs in accordance with the provisions of Public Law 102-477, the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.).
An entity wishing to integrate funds must have a plan that meets the requirements of the Indian Employment, Training and Related Services Demonstration Act and is acceptable to the Secretary of the Interior and the Secretary of Education. To date, one NACTEP grantee has integrated NACTEP funds with assistance received from related programs in accordance with the provisions of Public Law 102-477, the Indian Employment, Training and Related Services Demonstration Act. If an entity includes the NACTEP in its P.L. 102-477 project, it must include certain information in its annual P.L. 402-477 narrative report about how funds were used to carry out career and technical education programs consistent with Perkins V.
CONSULTATION TOPIC 4

CONSULTATION QUESTION 6: To what extent are prospective applicants for NACTEP interested in integrating services should their NACTEP application be selected for funding? Why or why not?

Do Tribes, Tribal organizations, or Alaska Native entities that currently have approved Indian Employment, Training and Related Services Demonstration Act plans have recommendations for how the Department should process and consider proposed integration plans that include NACTEP funds?

What data do you think should be included and reported in the Public Law 102-477 Program Statistical Report for NACTEP?
CONSULTATION TOPIC 5

Improving CTE Programs and Student Outcomes

• CONSULTATION QUESTION 7: What tools or resources would be useful to NACTEP grantees in improving their programs and the outcomes of students?
Tribal Leaders
Public
THANK YOU

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Adjourn

• Please submit additional comments to Kiki Hunter at kiawanta.hunter-keiser@ed.gov by May 27, 2020.

• Thank you!