

Perkins V Funding

Increasing Equity and CTE Innovation with IB Education
in the United States



Why choose the IB Career-related Programme?

Funding equitable and innovative CTE using Perkins V funding

The International Baccalaureate Career-related Programme (CP) is an innovative solution for preparing students for their chosen pathways in life, and equips them with the employability, technical, and academic skills they need to be successful in further learning and careers.

The IB offers accountabilities and support for school improvement that ensures students are well prepared for the rapidly changing career landscape, and is recognized by US state governments, school districts, and higher-education institutions as providing a world-class career and technical education.

This resource offer guidance to assist schools and school district in funding the CP, using a diverse range of states as examples.

Carl D. Perkins V federal grant funding

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides nearly \$1.3 billion annually for career and technical education (CTE) programs for youth and adults in the United States. Perkins funds are not only authorized to purchase supplies and equipment, they can also fund innovative program costs such as annual fees, professional development, and in some cases, staffing.

The IB accountability requirements for the “CTE program of study”

The IB requires that schools select accountable options for students when choosing CTE curriculum resources called Career-related Studies (CRS). The IB accepts academies, pathways or coursework that has been defined by state guidelines for CTE.

The IB prefers project-based CRS which are industry-aligned resulting in experience, certification, or relevant credentialing within one chosen career focus. The CRS must be accredited by one or more of the following:

- Government designed and regulated career and technical education pathways
- Accredited higher-education institution pathways
- Employer defined training, pre-apprenticeships, or apprenticeships
- A locally approved awarding CTE curriculum provider



State examples of how Perkins V aligns with CP costs

Please view this matrix as a sample of how US Perkins V funding requirements most likely align with the costs of launching and sustaining the CP. Each state requires CTE programs to align with local needs assessment and certification protocols.

This resource offers guidance to assist schools and school districts in funding the CP, using a range of states as examples. The International Baccalaureate works with governments to work toward alignment and recognition with existing education systems. For more information please contact iba.recognition@ibo.org

	Programme Costs		Professional Development Costs				Staffing Costs		
	Start new programs – application fees, annual fees	Enhance existing CTE	CRS teacher training	IB DP course teacher PD	CP core teacher training	IB career counsellor training	Staff salary - teacher	Staff salary – CTE counselling	Staff salary – CP coordinator
Arizona	Y*	Y	Y	N	N	Y	Y	Y	N
California	Y*	Y	Y*	N	N	Y	N	Y	Y*
Illinois	Y	Y	Y	Y	Y	-	Y	Y	Y
Maryland	Y	Y	Y	N	N	Y	N	Y	N
Minnesota	Y	Y	Y	N	Y*	Y	N	Y	N
Pennsylvania	N	Y	Y	N	N	N	N	N	N
Texas	Y	Y	Y	Y	Y	Y	N	Y	-
Virginia	Y*	Y	Y	N	Y	Y	N	N	N

*Must meet specific guidelines for state teacher licensure and program approval

Recognizing important state variances for Perkins V allocation

- Some states have decided to allocate a percentage of funding to industry specific areas. In these cases, use of Perkins V for the CP would only apply if the CTE pathways meet these legislative requirements. These requirements may include a needs assessment.
- If adding the CP in a school that already has existing CTE programs, decision-makers may require that the school or district justifies how IB education will provide enhancement:
 - The CP is known to engage all students in rigorous and accountable assessment, world class approaches to learning, personal and professional skills development across CTE pathways and comprehensive coursework, exposure to ethical considerations impacting industry, to develop highly employable candidates.
- Some states may challenge supplanting Perkins V funding for the CP in schools with existing IB programmes.
- Some states limit the percentage of funds in areas marked as Yes in the above matrix.
- Some states may fund teacher training for IB coursework listed in approved CTE programs of study, such as Computer Science, Information Technology in a Global Society, Business Management, Economics, Biology, Mathematics, Environmental Systems and Societies, Design Technology, Theatre Studies, Music, Visual Arts, Film, Sports Health and Exercise, etc.



Additional guidance for funding the IB Career-related Programme

US Federal Government programs

Title I and Title IV funds may be used to fund IB educational programmes to improve outcomes for low achieving students, students with disabilities, and English language learners. The IB falls into the classification of an initiative that will upgrade the entire educational programme in a school, in support of an identified academic need through the school's comprehensive needs assessment.

IB schools justify the accountability five-year cycle of school improvement action planning and development as one aspect of how the CP meets this criterion. Below are examples of how Title I, Title II and IV funds may supplement funding the CP.

Title I funds for increasing equity in the CP

- To meet state academic standards for eligible students
- To execute evidence-based educational strategies
- To increase the skills and performance of underachieving students

Title II funds for increasing equity in the CP

- Part A of Title II Professional Development and the Charter Schools Program may be used to train IB course teachers or eligible students

Title IV funds for increasing equity in the CP

- To provide a well-rounded education integrating career and university preparation
- To improve student health, safety, and long-term economic stability
- To support effective use of technology

Foundations and businesses invested in workforce development

We recommend schools approach foundations or businesses looking to invest in the future workforce. Here are examples of such alternate funding opportunities:

The JPMorgan Chase career readiness grant, targeting five US cities

<https://www.jpmorganchase.com/news-stories/jpmc-commits-30-billion-to-advance-racial-equity>

The NEA Foundation grants for STEM and global learning

<https://www.neafoundation.org/for-educators/grant-resources/>

The McCarthy Dressman Education Foundation Academic Enrichment Grants

<https://mccarthydressman.org/academic-enrichment-grants/>

Sony Music of America grants for arts, culture, technology, and environmental education

https://www.sony.com/en_us/SCA/social-responsibility/giving-guidelines.html

Useful Resources

For access to the full legislative outline including: <ul style="list-style-type: none">- Additional discretionary grants- Innovation and modernization programs	Perkins Collaborative Resource Network https://cte.ed.gov/legislation/perkins-v
To search by state plan: <ul style="list-style-type: none">- Additional discretionary grants- Funding opportunities	State Perkins V plans https://cte.ed.gov/grants/state-plan
To explore additional opportunities to apply Title I and Title IV funding to CP costs	Every Student Succeeds Act (ESSA) https://www.ed.gov/essa
To explore federal government grant opportunities	https://www.grants.gov/
To explore workforce development grants	Grants Watch https://www.grantwatch.com/cat/40/workforce-grants.html
To develop the CP and access other IB resources	Excellence and equity framework https://www.ibo.org/excellence-and-equity/ Find out more about adding IB programmes: https://www.ibo.org/become-an-ib-school/ Find out more about the Career-related Programme: https://www.ibo.org/programmes/career-related-programme/

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More about the IB Career-related Programme



Meet CP Alumni, Alexis Thompson

Alexis completed the CP at Hardway High School, Georgia, US. She studied early childhood education at Albany State University and now works as Executive Assistant to the Mayor of Columbus, Georgia.



Why did you decide to pursue the IB Career-related programme?

I learned of the IB Career-related Programme (CP) through the IB Diploma

Programme (DP). I originally was a DP candidate until my senior year at Hardway High School. Ms. Hampel, then IB coordinator, and Ms. Jackson, then business teacher, thought I and about five other girls would be great candidates for the CP.

At this time, the CP was a pilot programme for Hardway High School and we were the first candidates and graduates. Both programmes, Diploma and Career-related, offered a unique education and allowed me to think independently, become culturally aware, and drive my own learning.

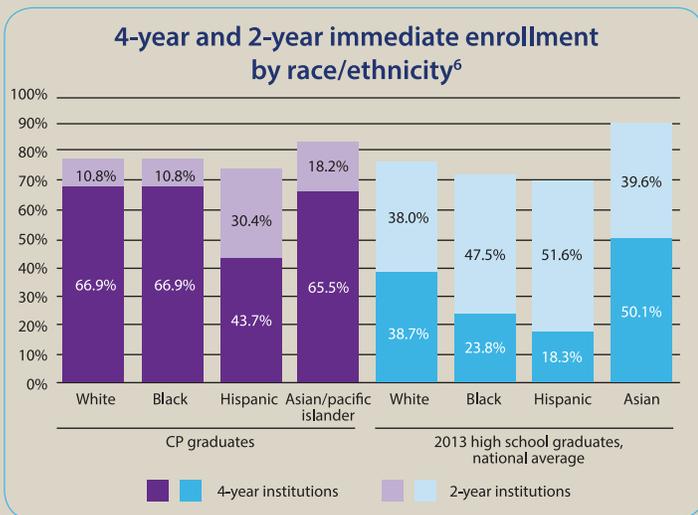
The CP: Empowering innovative Career and Technical Education

The CP helps schools to:

- *Bridge* equity gaps by providing proven world class educational opportunities for all
- *Align* the skills development, approaches to learning, and approaches to teaching across CTE pathways and the comprehensive coursework
- *Incorporate* real-world experiential learning with the project-based approaches of IB course work
- *Elevate* the school profile by bringing the high-quality reputation of IB education together with innovative CTE and entrepreneurial lifelong learning
- *Nurture* international mindedness for all students while providing the opportunity for them to choose areas of interest and excel in high school graduation pathways.
- *Ensure* that students are equally prepared for further study or careers by boosting their employability, personal, professional, academic, and technical skills.

CP Impact Research

Immediate enrollment for four-year over two-year universities were all higher for CP graduates than for all secondary students nationally. These differences were especially pronounced for black and hispanic students. Find the full report at ibo.org/research



Figures for the national cohort are taken from US Department of Education, Digest of Education Statistics 2015, table 302.43. Immediate enrollment includes only individuals who enroll in higher education by October of the year they complete high school.



TECHNICAL SKILLS
such as numeracy skills and analytical writing.

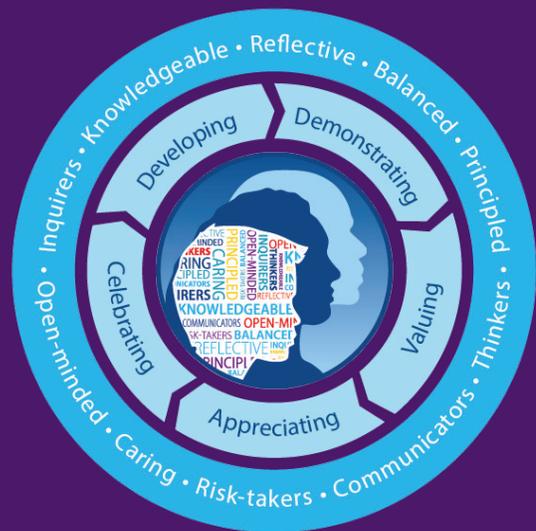


ACADEMIC SKILLS
needed to pursue a specific career pathway upon completion of education.



EMPLOYABILITY SKILLS
such as time management, problem solving, self-discipline, and perseverance.

The IB Learner Profile



What is an IB education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations.