

MEMORANDUM

To: Superintendents, Principals, Directors of Career and Technical Education, Directors of Special Education, Directors of Curriculum, School Counselors

From: Amanda McCammon, Chief, Workforce and STEM Alliances
Stefany Deckard, State Director of Career and Technical Education

Date: September 14, 2018

Re: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Background

The purpose of this document is to call attention to the impact on Indiana's definition of a CTE concentrator and to the CTE concentrator graduation pathway option as a result of the reauthorization of the Carl D. Perkins Act IV.

On July 31, 2018, the president signed the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Guidance

The new Graduation Pathways policy document was adopted by the Indiana State Board of Education (SBOE) on December 6, 2017. This document outlines the graduation pathway requirements for students starting with the 2023 cohort. Within this document, a number of potential activities students may utilize to demonstrate postsecondary readiness are also outlined. However, since the passage of graduation pathways, the Carl D. Perkins Act IV has been reauthorized. **This recent reauthorization will have an impact on CTE in Indiana, specifically the definition of a CTE concentrator, which directly impacts the CTE concentrator graduation pathway option for Indiana students.**

Beginning July 1, 2019, all states must use the following Perkins V concentrator definition as its primary unit of analysis for accountability measures: a concentrator is a student who completes at least two courses in a single program or program of study.

Perkins V further defines a *program of study* as a “non-duplicative sequence of courses that extend across secondary and postsecondary institutions and culminate in a degree or credential value.”

As schools consider opting in students for the CTE concentrator pathway for the 2019-2020 school year and beyond, please be aware that students will need to complete two courses in a program of study to earn concentrator status rather than six credits from a list of related courses, per Indiana's Perkins IV concentrator definition.

Further details on the changes found in Perkins V and the timeline leading up to implementation can be found below.

Major Tenets of Perkins V

Perkins V maintains a focus on CTE program improvement, flexibility, and data and accountability.

The new law:

- maintains a commitment to driving improvement through programs of study and includes a robust, formal definition of that term
- defines a program of study as a non-duplicative sequence of courses that extend across secondary and postsecondary institutions and culminate in a degree or credential value
- defines who is included in the accountability system by including a formal “CTE concentrator” definition, instead of leaving this definition up to states
- retains the state governance structure of current law, as well as formulas for local funding flowing to public or nonprofit educational institutions
- updates the federal-to-state formula to ensure states receive no less than their Fiscal Year 2018 funding levels as long as funding is not cut overall (and then providing for equal, ratable reductions for all states)
- increases the allowable reserve fund to 15 percent to spur local innovation and implement programs of study
- introduces a comprehensive local needs assessment that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years
- lifts the restriction on spending funds below grade 7 and allows support for career exploration in the “middle grades” (which includes grades 5-8)
- shifts the accountability indicators; the most significant changes are the consolidation of the two non-traditional measures into one measure, and the elimination of the technical skill attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on work-based learning, postsecondary credit attainment or credential attainment during high school
- increases the focus on serving special populations with a new purpose of the Act, expanded definition, new required use of state leadership funds, additional consultation and stakeholder involvement, and new U.S. Government Accountability Office (GAO) study.

How Does Perkins Fit in the Federal Policy Landscape?

CTE sits at the intersection of education, workforce development and economic development. While the U.S. Department of Education provided federal oversight for the law, Perkins has strong ties to an array of federal laws including, but not limited to:

- Every Student Succeeds Act (ESSA)
- The Workforce Innovation and Opportunity Act (WIOA)
- The Higher Education Act (HEA)

These connections occur through coordinated planning and implementation requirement, cross-statute stakeholder input, aligned definitions and accountability indicators, etc.

CTE Accountability:

Secondary core indicators of performance listed below *are based on the secondary concentrator definition*, as defined in Perkins V.

1. Graduation rates (based on the ESSA four-year rate with an option to also use the extended year rate should a state choose to do so).
2. Academic proficiency (based on ESSA state-identified academic standards and assessments in math, English and science).
3. Two quarters after exiting from secondary education, student placement in postsecondary education or advanced training, military service, a service program, the Peace Corps or employment.
4. A measure of “CTE program quality,” whereby the state must pick one of the following three:
 - a. student attainment of recognized postsecondary credentials;
 - b. student attainment of postsecondary credits in their CTE program/program of study; or
 - c. percentage of students participating in work-based learning.

Note: In addition to selecting one of the three quality indicators above, an eligible agency may also include a second quality indicator defined as any other measure so long as it is statewide, valid, reliable, and comparable across the state.

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

Anticipated Timeline

State Transition Plan Development:

- September –October 2018: USED/OCTAE releases state plan guidance for public comment
- November 2018: Governor’s Workforce Cabinet to make recommendations to Governor
- December 2018: Official release of USED/OCTAE guidance
- December 2018 - February 2019: Draft and finalize State transition plan
- March –April 2019: Seek SBOE approval of transition plan
- April 2019: Submit transition plan to USED/OCTAE

State 4-Year Plan Development:

- March 2019 - Nov 2019: Draft 4-year State Plan
- November 2019: Submit to Governor for review
- December 2019: Complete hearings on state plan and 30-day public comment period
- January 2020: Finalize State Plan, submit for SBOE and Governor review
- February 2020: Seek approval from SBOE and Governor
- March 2020: Submit to USED/OCTAE for 120 day review
- July 1, 2020: Effective date of 4-year State Plan

Please contact Stefany Deckard at stdeckard1@doe.in.gov if you have questions.