

**Perkins V Summary**  
**Highlights of the Reauthorization of the Carl D. Perkins CTE Act**

**“Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act”  
Reauthorization of the Carl D. Perkins Career and Technical Education (CTE) Act**

- States will first submit a “transition plan” for 2019-2020 for the first year of implementation. Then states will submit a 4-year plan for July 1, 2020 – June 30, 2024. Afterwards, states have the option to submit another 4-year plan or to submit plans annually. Local application timeframes will mirror state plan timeframes.
- The Title I Basic State Grant authorizes about \$1.2 billion for FY 2019 and has the potential to increase to around \$1.3 billion in FY 2024 pending on Congress passing yearly funding as well as the president signing such legislation.
- The hold harmless provision no longer exists under Perkins V. Now, if the overall Perkins appropriations are reduced from FY 2018 by Congress, then state allocations will be ratably reduced, or reduced by the same percentage as the overall Perkins appropriations.
- The current state governance structure will remain intact with each state identifying an eligible agency to receive and administer Perkins funds.
- Perkins V focuses on “CTE concentrators” as opposed to “CTE participants”. CTE concentrators are secondary students who “completed at least 2 courses in a single CTE program or program of study” and postsecondary students who either “earned at least 12 credits within a CTE program or program of study” or “completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.” For accountability purposes, CTE concentrators will now be the main unit of analysis.
- When reporting data to states, the following special populations have been included - homeless individuals, youth part of or aged out of foster care, and youth with parents on active duty in the armed forces.
- Under Perkins V, eligible agencies will now be able to set the levels of performance indicators without negotiating such levels with the U.S. Department of Education before submittal of the state plan. However, approval of plans will still be based in part on these levels. Perkins V also maintains that local applications may adopt these pre-determined levels or negotiate their own with the state’s eligible agency, but adjustments should now be based in part on local evidence and comparable to other local eligible recipients.
- The phrase “high-skill, high-wage, or in-demand industry sectors or occupations” appears throughout Perkins V. It may be helpful to consider where teaching is considered “in-demand” to highlight the work of different local chapters. The US Department of Education keeps a national list of teacher shortage areas with a searchable database (<https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>) that state leaders can refer to as they provide teacher preparation to secondary and postsecondary students.
- With respect to accountability, each state eligible agency will need to disaggregate data for each of the indicators of performance by student subgroups and by CTE programs or programs of study for all CTE concentrators. It will be important to collect data for these various indicators to be ready when requested. The following indicators should be included by the state:

### **Secondary Core Indicators of Performance**

- v The percentage of high school CTE concentrator graduates
- v Proficiency of CTE concentrators in the state-adopted academic standards
- v The percentage of CTE concentrators in postsecondary education or advanced training, military service or a service program that receives aid under title I of the National and Community Service Act of 1990 after the second quarter of exiting secondary education
- v CTE program quality indicators (see Sec. 113(b)(2)(iv))
- v The percentage of CTE concentrators participating in CTE programs and programs of study leading to non- traditional fields

### **Postsecondary Core Indicators of Performance**

- v The percentage of CTE concentrators who stay in postsecondary education or advanced training, military service or a service program that receives aid under title I of the National and Community Service Act of 1990 during the second quarter
- v The percentage of CTE concentrators who obtain a recognized postsecondary credential during participation in or within 1 year of program completion
- v The percentage of CTE concentrators participating in CTE programs and programs of study leading to non-traditional fields
  - An improvement plan will be implemented by the state if a district fails to meet at least 90 percent of the pre-determined levels of performance for core indicators. If a district continues to not meet such pre-determined levels for two consecutive years, then the state can withhold Perkins funding.

### **Local Applications (Sec. 134 - formerly known as Local Plans)**

#### **Comprehensive Needs Assessment**

There is now a “Comprehensive Needs Assessment” section in the application. This is completed at the beginning of the grant period and submitted with the local application. This is then repeated not less than every two years. The following needs to be reviewed:

- Evaluation of students based on predetermined state and local performance levels, including evaluation of special populations and student subgroups as described in the Elementary and Secondary Education Act of 1965
- Report of how CTE programs meet needs of all students served with respect to how they are “sufficient in size, score, and quality” and how CTE programs are “aligned to identified State, regional, Tribal, or local in-demand industry and sectors or occupations,” or devised to meet unidentified local education or economic needs
- Assessment of progress towards CTE programs and programs of study implementation
- Report of how eligible recipients will “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in underrepresented groups in these professions”
- Report of “progress toward implementation of equal access to high-quality CTE courses and programs for all students,” including strategies to reduce performance gaps and increase rates of access for students in special populations, providing programs to students of special populations to meet local levels of performance, and prepare students

of special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency

### **Consultation Requirements**

At least the following stakeholder groups need to be consulted with while conducting the comprehensive needs assessment and the local application:

- v CTE program representatives including “teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals,”
- v CTE postsecondary institution representatives, including faculty and administrators,
- v “Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries,”
- v Parents and students,
- v Special populations representatives v “Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth,”
- v “Representatives of Indian Tribes and Tribal organizations in the State, where applicable”, and
- v Other stakeholders required by the state’s eligible agency.

### **Local Application Contents (Sec. 134):**

*\*States may add requirements to the application beyond what is required by Perkins V.*

1. 1) a report of the comprehensive needs assessment results;
2. 2) information on the CTE course offerings and activities provided from Perkins funds, which must include at least one program of study to be supported by the state, including the comprehensive needs assessment influenced by such CTE programs, a description of new programs to be approved by the state, and how students will be learning about CTE programs, including members of special populations;
3. 3) a narrative of how the eligible recipient will provide a succession of career exploration and career guidance activities in coordination with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners;
4. 4) an account of how the eligible recipient will develop the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs with rigorous content aligned with academic standards and pertinent CTE programs;
5. 5) a description of how the eligible recipient will provide activities to train special populations to be self-sufficient through “high-skill, high-wage, or in-demand” industries, train prepare CTE participants for non-traditional fields, provide special populations with equal access to CTE courses, programs, and programs of study, and safeguard special populations members against discrimination
6. 6) a narrative of the CTE work-based experiences being delivered and how eligible recipients will collaborate with employer representatives to implement these work-based learning experiences;
7. 7) a description of how high school CTE participants will be provided with opportunities to receive postsecondary credit by the eligible recipient (i.e. dual or concurrent enrollment programs, early college high school);

8. 8) an account of how the eligible recipient will coordinate with the state agency and postsecondary institutions to recruit, prepare, train, and retain CTE professionals including certified and licensed teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals including individuals from underrepresented groups in the teaching profession; and
9. 9) a description of how the eligible recipient will address performance gaps and disparities for each year in the plan including what measures will be taken if no progress is shown by the third program year and how these disparities and gaps will be removed.

### **Local Use of Funds (Sec. 135)**

Perkins funds are now to be used to address the needs identified by the local comprehensive needs assessment. Please refer to Section 135 of the act for elaboration of each requirement below.

Funds should be used to:

- “provide career exploration and career development activities through an organized, systematic framework”;
- “provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals”;
- “provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations”;
- “support integration of academic skills into CTE programs and programs of study”;
- “plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance”; and
- “develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment” and “the local report”