



### **STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT (PERKINS V)**

On July 31, 2018, President Trump signed the Strengthening Career and Technical Education (CTE) for the 21st Century Act (referred to as Perkins V) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (known as Perkins IV). It was approved unanimously by both chambers of Congress, reflecting broad bipartisan support for CTE programs. Perkins V is largely based on the structure and content of the current law (Perkins IV), but makes some key changes to the implementation of CTE programs and administrative processes, as noted below (see Major Tenets).

The new law will go into effect on July 1, 2019, and the first year of implementation will be considered a “transition year”. The eligible state agency is required to submit a one-year transition plan prior to April 30, 2019. Once approved in July 2019, the eligible state agency will be required to develop a full four-year state plan, covering the requirements of the Act, to be submitted in April 2020. The full four-year state plan will encompass program years 2020 (SY 2020-21) to 2024 (SY 2024-25).

The State Board of Education (SBE) serves as the eligible state agency under Perkins IV and Perkins V. As such, the SBE is responsible for leading the state plan development, establishing administrative and evaluation routines, providing oversight of the distribution of federal funds, and coordinating activities with the Delaware Workforce Development Board (DWDB). Further, the current Delaware state plan under Perkins IV is included as part of the combined state plan under the Workforce Innovation and Opportunity Act (WIOA), which is managed by the DWDB.

### **MAJOR TENETS OF PERKINS V**

- Maintains a commitment to driving improvement through programs of study and includes a formal definition of that term (e.g., this language reinforces Delaware’s commitment to an aligned career pathways system which includes K-12 education, postsecondary credential programs, registered apprenticeship, and two- and four-year degree programs in addition to emphasizing the need to reduce barriers for youth to continue their education and pursue employment through high-quality academic and technical instruction, work-based learning, and additional supports);
- Retains the state governance structure as well as existing funding formulas to secondary and postsecondary educational institutions (e.g., this language maintains the SBE as the eligible agency and requires that 85% of funds be passed to local education agencies and postsecondary recipients);
- Increases the allowable Reserve Fund from 10% to 15% to spur local innovation and implement programs of study (e.g., this language allows for an increased investment in the Reserve Fund, which is a competitive grant program, known as the CTE Innovation Grant, which is capped at 10% under current law);

- 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 (e.g., this is new language and reinforces the current Perkins monitoring routine which includes data analysis, local target determination, funding review, and interviews with stakeholders; however, this language reduces the amount of time between review periods and is a pre-requisite of the local application for funding);
- Lifts the restriction on spending funds below grade 7 and allows support for career exploration in the “middle grades” (e.g., this language reinforces Delaware’s investment in middle school CTE, but is based on how middle grades are defined under the Every Student Succeeds Act (ESSA) state plan, and may impact our current state CTE funding model which restricts state (509) funds in grades 7 to 12);
- Defines who is included in the accountability system by including a formal “CTE concentrator” definition (e.g., this language reinforces the current CTE concentrator definition and establishes the CTE concentrator as a common denominator for the accountability model, which is currently done at the secondary level);
- Significantly changes the process for setting performance targets by eliminating negotiation with the federal Secretary of Education and inserts a new list of requirements for developing targets in both state and local plans (e.g., this language will shift the performance negotiation process at the state level to include input from a broad group of stakeholders and may impact our performance negotiation process locally);
- Shifts the accountability indicators used to evaluate secondary and postsecondary institutions under the Act, of which the most significant changes are: 1) the consolidation of two non-traditional gender performance measures into one metric at both the secondary and postsecondary levels; and 2) the elimination of the technical skill attainment measure at the secondary level, which will be replaced with a “program quality” measure(s) that may include: work-based learning, postsecondary credit attainment, and/or industry credential attainment (e.g., this language reinforces Delaware’s state accountability model under ESSA and WIOA and the suggested program quality measures help to align state and federal accountability models for career readiness);
- Focuses on student equity through the disaggregation of performance data by student populations and requires additional disaggregation of performance data by CTE program area or career cluster (e.g., this language reinforces current reporting procedures which include disaggregated data by LEA, school, and CTE program area for all student sub-groups and by each indicator; however, some administrative shifts are required); and
- Increases the focus on serving special populations with a new purpose, expanded definition, new required use of state leadership funds, additional consultation and stakeholder involvement, and new gap study (e.g., this language reinforces the Delaware Department of Education’s equity framework and goals; however, some administrative shifts are required).

## **SUGGESTED TIMELINE FOR TRANSITION**

January 2019: appoint SBE CTE sub-committee under SBE in coordination with DWDB and Governor's office;

February to March 2019: convene SBE CTE sub-committee to review and provide feedback on draft transition plan;

March 2019: present draft of Perkins transition plan to SBE and the Governor's Office (for discussion and posted for 30-day public comment);

April 2019: present final Perkins transition plan to SBE (for action) and seek approval from the Governor's Office for submission to the federal Office of Career, Technical, and Adult Education (OCTAE);

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July 2019: receive approval from OCTAE on Perkins transition plan;

August to December 2019: convene SBE CTE sub-committee to develop full four-year state plan and coordinate broader engagement with the public to vet full plan components;

January 2020: present draft of full four-year state plan to SBE, DWDB, and the Governor's Office (for discussion and posted for 60-day public comment);

March 2020: present final full four-year state plan to SBE (for action) and seek approval from the Governor's Office for submission to OCTAE;

April 2020: submit full four-year state plan to OCTAE;

July 2020: receive approval from OCTAE on full four-year state plan; and

August 2020: implement full four-year state plan from SY 2020-21 to SY 2024-25.