



2024 Perkins State Plan

INDIANA CAREER & TECHNICAL EDUCATION



INDIANA COMMISSION *for*
HIGHER EDUCATION



CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER PERKINS V (20 U.S.C. 2301 et seq.)).

A. Plan Development and Consultation

(1) Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

Plans for the development of a statewide strategic plan and accompanying Perkins State Plan began with the transition of Career and Technical Education (CTE) to the Indiana Commission for Higher Education (Commission) in July of 2023. Prior to the transition, Indiana was one of four states selected to receive support from Advance CTE as a part of the Innovating State Systems grant. The first step in the process was to conduct a self-assessment and to have Advance CTE conduct an external review of the current state plan. This review identified several factors that led to the decision to create a new state plan rather than revise the current plan.

These factors include:

- The eligible agency for Perkins changed from the Governor’s Workforce Cabinet (GWC) to the Commission because of legislation, HEA 1002-2023, passed during the Indiana General Assembly’s 2023 legislative session.
- The GWC decided to submit a unified plan for the Workforce Innovation and Opportunity Act (WIOA) rather than a combined plan.
- The primary strategy in the last four-year state plan, developing new programs of study aligned to postsecondary programs and credentials, has now been fully implemented.

Additional concerns identified through this review process included:

- the need to consider revising the postsecondary definition of size, scope, and quality and to provide greater support for postsecondary CTE, and
- a lack of focus or efforts on middle school level CTE.

The next step in the development process included formulating a plan to gather stakeholder feedback from a diverse group. Because Indiana pursued a unified WIOA Plan, the Commission recognized an opportunity to gather more CTE-specific feedback than previous iterations of the state plan. To help ensure the best possible outcomes, the Commission hired an external consultant to help facilitate the feedback process and to support the development of the Perkins State Plan. Indiana’s CTE Advisory Council made up of stakeholders across education, government, and industry was created to help review data and feedback from student listening sessions, identify priority areas of focus, and propose potential strategies to address the priority areas. This Council will remain intact to inform decisions regarding CTE at the state level.

Indiana Career and Technical Education Advisory Council

- Andy Allen, Principal of Batesville High School
- Aricka Burck, School Counselor of Batesville High School
- David Buyze, Indiana Department of Education



- Jason Callahan, Indiana Department of Education
- Stefany Deckard, Indiana Association of Career and Technical Education
- Tony Denhart, Indiana Economic Development Corporation
- Jason Graves, Office of Work-Based Learning and Apprenticeships
- Dr. Todd Hurst, Indiana Institute for Workforce Excellence, Indiana Chamber of Commerce
- Tami Ketchens, Indiana Department of Agriculture
- Dr. Katie Lash, Ivy Tech Community College
- Kyle Marshall, Conexus Indiana
- Michi McClaine, Regional Opportunities Initiative
- Beth Meguschar, Indiana Department of Workforce Development
- Dr. Lori Pence, Vincennes University
- Brad Rhorer, Ascend Indiana
- Becca Polcz Rice, Ball State University
- Dr. Steve Rogers, Walker Career Center
- Heidi Schellinger, Indiana Connections Career Academy
- Dr. Dennis Trinkle, TechPoint
- Jason Troutwine, Reid Hospital
- Fran Valentine, Indiana Governor's Workforce Cabinet

Additional listening sessions were held with:

- Students: Four student listening sessions were held across the state. Approximately 10 students were included in each session. The sessions were facilitated by the external consultant to help ensure honest feedback.
- Secondary Education: Secondary Area CTE Directors for each eligible recipient were given multiple opportunities to share feedback on the state plan. CTE staff took a few minutes at each Performance Lab to ask for feedback. Additionally, consultants facilitated a feedback session as a part of the October monthly meeting to provide the directors the opportunity to share freely without CTE staff in the room.
- Postsecondary Education: Interviews were held by CTE staff with both Ivy Tech and Vincennes leadership staff. A list of questions was shared with leadership prior to the interviews.
- CTE has maintained a principals and directors working group since 2020. The working group is comprised of approximately seven secondary principals and seven Area CTE directors. The working group followed the same agenda as the second CTE Advisory Council meeting.

Multiple surveys were utilized, including an employer survey facilitated through the Indiana Chamber of Commerce (Indiana Chamber), a stakeholder survey shared through the CTE monthly newsletter, and a survey utilized for Indiana's 2024-2027 unified WIOA state plan.

A summary document of the findings from these listening sessions and surveys was created. Utilizing these resources, the CTE team at the Commission developed the narrative sections of this Perkins State Plan.

The plan has been reviewed by:

- The Commission's executive leadership
- Advance CTE
- The consulting partner that assisted with gathering stakeholder feedback



Indiana's Perkins State Plan was made available for public comment on March 8, 2024. The draft plan was posted on the Commission's website and a form was provided to submit feedback.

- (2) Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**
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Beginning with FY 2023, the Commission assumed authority for the Carl D. Perkins grant as the eligible agency for CTE. As the eligible agency, the Commission has reviewed and approved the FY 2024-2027 Perkins State Plan regarding the distribution amounts and the use of funds in consultation with secondary and postsecondary CTE and Adult Education through direct communication and through the various committees. As a part of the public comment process, Indiana's Perkins State Plan was shared with stakeholders and representatives who were consulted for additional input and feedback. This includes the Indiana Department of Workforce Development (DWD), Indiana Department of Education (IDOE), GWC, and other members of the CTE Advisory Council.

If any organization had an objection to the distribution and use of funds detailed in the state plan, it could file an objection with the Commission. Any objections along with the Commission's response are included in this final plan submission.

- (3) Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)**
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Prior to drafting Indiana's Perkins State Plan, the Commission provided a variety of ways for different stakeholder groups to inform the state plan. Indiana's CTE Advisory Council was formed and provided guidance from leaders across government, industry, and secondary and postsecondary education. Student focus groups were conducted in multiple regions of the state. The Indiana Chamber facilitated an employer survey that went out to employers across the state.

A draft of Indiana's Perkins State Plan was posted on the Commission's website for public review and comment. Feedback was collected through a dedicated form created to receive public comments. The draft was posted for 30 days prior to final revisions and submissions.

In addition to being posted on the Commission's website, the Perkins State Plan was shared with key stakeholder groups, including members of the CTE Advisory Council, Indiana's Area CTE Directors, postsecondary education representatives, secondary education leaders, and Adult Education representatives.



B. Program Administration and Implementation

(1) State's Vision for Education and Workforce Development. States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

- a) Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
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Next Level Jobs: This state program currently aims to equip working-age Hoosiers and Indiana employers with the training and skills needed to succeed in the 21st-century economy. Next Level Jobs was developed in partnership with Governor Holcomb, the Commission, and the DWD, with support from the Indiana General Assembly and features two targeted programs: Workforce Ready Grants and Employer Training Grants.

- **Workforce Ready Grants** help remove the financial barriers that may prevent Hoosiers from getting the training they want or need for a career in one of Indiana's six high-demand industries: Advanced Manufacturing, Building and Construction, Health and Life Sciences, IT and Business Services, Education and Training, and Transportation and Logistics. The grants cover remaining tuition and mandatory fees in both credit- and non-credit-bearing programs after other financial aid has been applied for up to two years. The goal of Workforce Ready Grants is to increase career exploration and credential completion in Indiana's high-priority sectors.
- **Employer Training Grants** reimburse employer costs for training, upskilling, or reskilling employees for six months in high-demand fields, like Advanced Manufacturing, Agriculture, Building and Construction, Health and Life Sciences, IT and Business Services, and Transportation and Logistics. Training costs up to \$5,000 per employee may be reimbursed up to an annual maximum of \$50,000 for each employer. Employer Training Grants have been expanded to allow employers to be reimbursed up to \$1,000 for training high school students if the student earns a credential.

The **21st Century Scholarship** is an early commitment promise program designed to make college more affordable for students in Indiana. The 21st Century Scholarship pays up to 100% of tuition and mandatory fees at public colleges in Indiana and part of the tuition and mandatory at private or independent colleges. Historically, eligible students had to apply for the program in 7th and 8th grade. As a result of HEA 1449-2023, beginning with the high school class of 2027, any student who qualifies for Free and Reduced Lunch are automatically enrolled into the program. High school students must meet a variety of eligibility criteria to activate their scholarship for postsecondary education, including completing the Scholar Success Program, a set of 12 activities to prepare for college and career success. Activities include creating a graduation plan, taking a career interest assessment, and getting workplace experience.



Graduation Pathways: Beginning with the high school class of 2023, students must satisfy three requirements to graduate from high school. They are required to complete the course requirements for one of the Indiana high school diplomas, demonstrate employability skills through project-, service-, or work-based learning (WBL) experience, and complete at least one postsecondary-readiness competency. Three of the nine postsecondary-readiness competencies are directly related to CTE. Students have the option of earning a state- and industry-recognized credential or certification, completing one year of a federally recognized apprenticeship, or earning CTE concentrator status in an approved pathway. Another option to meet the postsecondary-readiness competency is completing three dual credit courses.

State CTE Tuition Support: Through Indiana Code § 20-43-8, each Indiana secondary school corporation is entitled to receive a grant for CTE courses in addition to their basic tuition support. The grant amount is based on the number of students enrolled in CTE courses. Selected CTE courses are either flat-funded or funded based on their designation as high, moderate, or less than moderate value. This funding amounted to over \$195 million in the 2023-2024 school year, a record level due to Indiana's continued increases in CTE enrollments. CTE tuition support incentivizes schools to offer CTE programs and courses, as well as offsets course-related costs (e.g., facilities, equipment, supplies, and materials).

Career Coaching Grants: These state grants will provide \$25 million through the end of 2025. Career Coaching Grants provide an opportunity for school corporations, public schools (including charter schools), state-accredited nonpublic schools, approved intermediaries, and approved career coaching providers to provide students with comprehensive and relevant information about career pathways. Legislation passed in 2023 also requires a comprehensive career coaching and navigation framework that will provide guidance on key activities and milestones for career coaching across the K-12 continuum.

Career Scholarship Accounts: Indiana launched the Career Scholarship Account (CSA) program in the fall of 2023. This program provides \$5,000 annually for 10th-12th-grade students enrolled in eligible programs that include a WBL experience. The CSA fund can cover expenses in various categories including transportation, equipment, certification examinations, and course expenses. The CSA program is aimed at increasing access to high-quality WBL experiences and credentials of value by breaking down common barriers experienced by students when pursuing these opportunities.

Office of Work-Based Learning and Apprenticeships (OWBLA): Located within the DWD, this division develops and implements a framework of various WBL pathways for adults. It partners with the U.S. Department of Labor to expand registered apprenticeships and develop flexible, scalable programs focused on high-wage, high-demand occupations.

To better integrate WBL and CTE, the responsibility for developing and implementing WBL pathways for K-14 is primarily that of the Commission's CTE team. However, the CTE team collaborates closely with OWBLA on opportunities available for students, including certified pre-apprenticeships.

Hoosier Initiative for Re-Entry: The Hoosier Initiative for Re-Entry (HIRE) program helps individuals involved with the legal system reintegrate into society and creates career paths to give them opportunities to improve their lives in a sustainable way through work. HIRE works with clients, both pre- and post-release, to secure employment. Individuals who displayed a positive track record during their incarceration, participated in programming opportunities during incarceration, and showed drive and determination may qualify for the HIRE program. HIRE coordinators deliver all or applicable portions of the



HIRE Academy for participants to strengthen soft skills, workplace aptitude, and motivation. The HIRE Academy is required for all individuals who enroll in a vocational training program within the Indiana Department of Corrections (IDOC).

b) Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

All the programs and agencies involved in Indiana's talent development system, including workforce and higher education, share a common vision. The vision is centered on improving the economic and social mobility of individuals who make up the talent development system while subsequently benefitting employers by developing and maintaining a highly qualified workforce.

Indiana's 2024-2027 unified WIOA state plan was recently published for public comment through February 22, 2024. In the plan, the vision for Indiana's workforce development system is to be a national workforce leader, connecting employers and skilled workers and supporting critical need jobs of today while preparing for emerging industries, to drive economic mobility and opportunity for all Hoosiers. Empowered by this vision, Indiana has established the following pillars and corresponding goals for achieving Indiana's strategic vision for its unified WIOA state plan.

I: REMOVING BARRIERS FOR WORKERS

To meet Hoosiers where they are and help remove obstacles to work and learning.

- Goal 1: Harness opportunities through the Infrastructure Investment and Jobs Act, known as the Bipartisan Infrastructure Law (BIL), which includes the Broadband Equity Access and Deployment Program (BEAD), the CHIPS and Science Act, and the Inflation Reduction Act (IRA) for populations that have been historically excluded from the labor force.
- Goal 2: Remove barriers for workers including providing affordable and accessible childcare.
- Goal 3: Create digital equity through digital skills training.

II: PREPARING FUTURE SKILLED WORKERS

To ensure Indiana can deliver the training and skills needed for a modern workforce.

- Goal 1: Transform as a state to prepare for emerging industries specific to federal opportunities and strategic industries.
- Goal 2: Meet people where they are for career pathway planning to customize to their unique potential and experience.
- Goal 3: Develop additional workers with skills-based technical training and/or a high-quality credential, certification, or degree to fill in-demand jobs.

III: HELPING EMPLOYERS FIND AND/OR DEVELOP SKILLED WORKERS

To ensure employers have the talent needed for the economy of today and tomorrow.

- Goal 1: Deliver bespoke customer service and solutions to key employers.
- Goal 2: Increase quality job exposure and experience through apprenticeships, other WBL, and employer-supported training programs.



- Goal 3: Continue to champion and promote skills-based hiring practices through career coaching for underserved jobseekers and employer hiring and training models.

The Commission's HOPE Agenda

The HOPE (Hoosier Opportunities and Possibilities through Education) Agenda serves as the strategic plan for the Commission through 2030. The long-term goals within this agenda are borne out of the current challenges and opportunities facing higher education in the state of Indiana. The HOPE Agenda will guide the Commission's work throughout the coming years supporting the overarching goal of a 60% post high school educational attainment rate through clear and measured metrics.

The seven focus areas of the HOPE Agenda will address the current challenges facing higher education in Indiana – college enrollment, completion, and graduate retention – to ensure all Hoosiers can access the hope higher education provides, employers can access a better-prepared workforce, and communities can be stronger.

Those combined efforts will allow the Commission to seize, leverage, and make manifest the potential for Indiana to become a Top 10 State by 2030 in:

- **Post-high school training and education going rates for youth and adults**, across all demographics by leveraging tools such as the Frank O'Bannon grant, 21st Century Scholars program, the Indiana College Core, Free Application for Federal Student Aid (FAFSA) completions, the Workforce Ready Grant, Indiana's low tuition and fees, and the Commission's continuous focus on high quality;
- Postsecondary attainment for **veterans, individuals with disabilities, and the justice-involved**;
- **Utilization of credit for prior learning** to honor the work, training, and education already achieved by adult learners;
- The rate at which Hoosiers successfully **complete their chosen areas of study**;
- **Retaining talent** once someone has graduated from a postsecondary training or education program;
- Measurable distinction in **economic and social mobility and prosperity** outcomes; and
- As the recognized state for **growing or starting a business**, based upon **the strength of human capital**.

CTE Strategic Plan

The transition of CTE to the Commission provides an opportunity to develop both a Perkins State Plan for fiscal years 2024-2027 and a strategic plan for CTE that aligns with both the unified WIOA state plan and the HOPE Agenda. The CTE Strategic Plan will cover through 2030, aligning with the Commission's HOPE Agenda. Indiana sees CTE as an important bridge between K-12 education, higher education, employers, and workforce development, and thus it is important the vision for CTE supports the overall goals for the workforce development system set out in Indiana's WIOA plan and the Commission's strategic goals (HOPE Agenda).

Indiana's Vision for CTE:

CTE, through integrated career pathways, focused on providing opportunities for career coaching and navigation, college credit and credential attainment, and participation in WBL, will have a measurable impact on an individual's economic and social mobility and prosperity outcomes and an employer's access to a well-qualified talent pipeline necessary to start or grow a business.



For the period covered by Indiana's 2024-2027 Perkins State Plan, Indiana will develop an accompanying CTE strategic plan aimed at a broader public audience. The CTE strategic plan will focus on the following goals within 3 priority areas:

- **College and Career Coaching and Navigation** (navigating personal college and career journey):
 - Grow student exploration opportunities prior to selecting a CTE pathway in middle and early high school,
 - Increase student enrollment, completion, and satisfaction through effective promotion of CTE programs, and
 - Improve career coaching and navigation for students by sharing effective resources with instructors.
- **Industry and Employer Engagement** (co-development of talent across secondary education, higher education, and industry):
 - Demonstrate alignment between labor market needs and CTE,
 - Increase the number and quality of public-private partnerships between employers and schools, and
 - Increase WBL opportunities for secondary and postsecondary students.
- **CTE Accessibility**
 - Close CTE performance gaps between different student populations,
 - Increase student access to, enrollment in, and completion of CTE programs without regard to geography or special population status, and
 - Support schools and career centers to provide CTE programs aligned to high-wage, high-demand careers.

These priority areas are also central to the 2024-2027 Perkins State Plan and have provided the basis for many of the activities included in the plan and how Indiana plans to allocate much of the leadership funding available through Perkins.

Indiana's CTE team believes that Perkins V sets a foundation for high-quality CTE and will play a major role in achieving the goals of the strategic plan. Along with the priority areas from the strategic plan, the Commission focused on six foundational commitments while developing the Perkins State Plan. All but one of the foundational commitments are based upon the foundational commitments within [CTE Without Limits: A Shared Vision for the Future of Career and Technical Education](#). These commitments are:

- The Commission will embed the four components of the U.S. Department of Education's (USDOE) *Raise the Bar: Unlocking Career Success* initiative and the three primary measures of program quality into quality programs, instruction, and instructors.

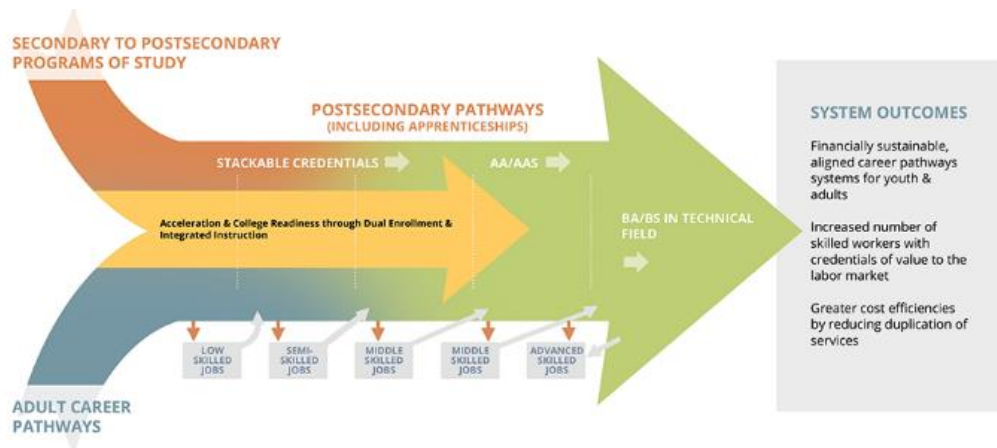


- The Commission will ensure programs are as accessible as possible by removing barriers so that “every individual, especially special populations, underserved communities, and protected classes, can thrive and excel in the CTE ecosystem”.¹
 - The Commission will engage in meaningful public-private partnerships to ensure industry partners are deeply invested and involved in the design, delivery, and success of CTE programs.
 - The Commission will provide actionable, transparent, and trustworthy data to all stakeholders to help improve decision making and outcomes.
 - The Commission will support continuous improvement and collaboration between leaders at all levels within the CTE ecosystem.
 - The Commission will maximize fiscal impact by developing processes to associate funds with specific activities with measurable outcomes.
- c) Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded 1965. (Section 122(d)(3) of Perkins V)**
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Common Career Pathways

At the heart of any effort pertaining to joint planning, alignment coordination, and leveraging of funds, is the creation of common Indiana career pathways with multiple entry and exit points for use by the entire talent development system. As a part of the previous Perkins State Plan and combined WIOA plan, CTE developed what is known as the Next Level Programs of Study (NLPS). Most of the NLPS were designed backward from postsecondary programs. Many of the postsecondary programs were included in the Next Level Jobs program. Indiana will continue to build on existing progress to merge these two concepts under a process of creating singularly defined pathways that provide opportunities for both youth and adults, beginning with secondary schools and aligned skills and running through postsecondary education and credential or degree completion.

¹ Association for Career and Technical Education (2023). <https://www.acteonline.org/about/structure/divisions/new-and-related-services-division/cte-for-all-section/>



These career pathways begin with the Next Level Jobs programs (detailed earlier in the plan) that identify six priority areas covering approximately 10 of the 16 career clusters.

- Advanced Manufacturing
- Building and Construction
- Health and Life Sciences
- IT and Business Services
- Education and Training
- Transportation and Logistics

Credentials of Value

The entire talent development system has a singular focus on helping at least 60% of Hoosier workers to earn a credential beyond a high school diploma. Indiana has been working towards this goal since 2009 as part of a broader national project through the Lumina Foundation. Over the past several years, various lists have been developed to help identify credentials of value for Adult Education, WIOA programs, and Graduation Pathways. Significant progress has been made on a combined credential of value list to help individuals understand their options, including industry-recognized certifications and postsecondary certificates and degrees.

The focus of the credential lists has always identified the ability of a particular credential to stack into a future credential with additional education and training as one of the key value elements. The new credential of value list is planned for release in advance of the 2024-2025 school year.

The state provides funding for these credentials in a variety of ways including a credential reimbursement line item that has been increased from \$200,000 to \$2,000,000 to support high school students completing certification exams. The Employer Training Grant incentivizes employers to provide training toward credential completion. After a successful three-year pilot, IDOE received a line item for Crossing the Finish Line, which helps near-completers earn specific credentials the summer after high school graduation. Recently passed legislation (HEA 1001-2023) also incentivizes high schools to have students earn a credential prior to high school graduation through Credential Completion Grants and Academic Performance Grants.



Work-Based Learning – Apprenticeships

Another common focus is on increasing the WBL opportunities available to youth and adults. Indiana is already a per capita leader in terms of the number of registered apprenticeships. Additional recent efforts to increase WBL opportunities emerged through HEA 1002-2023. A definition of Modern Youth Apprenticeships was established and CSAs were created, which allow students to overcome common barriers to participation in WBL. Indiana is also fortunate to have significant interest and investment from the non-profit and private sectors, particularly in expanding youth apprenticeship opportunities.

Other Collaborative Efforts

Through Perkins, opportunities are created through the required leadership expenditures for state institutions by providing funds to the Department of Corrections and Indiana’s Juvenile Justice System. The CTE team also collaborates to recruit and support special populations in the NLPS. One example of this collaboration is the team’s participation in the National Technical Assistance Center on Transition (NTACT) planning team.

- d) Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**
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Traditionally, Indiana has not maximized its use of leadership funds. Going forward, Indiana plans to utilize the full allowable amount (10%) to support projects through the strategic use of leadership funds. Indiana will use state leadership funds to support the following activities.

Required Leadership Usages

Individuals in State Institutions: The IDOC and Juvenile Justice facilities will receive non-competitive grant funds on an annual basis to support CTE and workforce training through the IDOC and the Juvenile Justice System. The allocation to IDOC will continue to be at least \$150,000; the allocation to Juvenile Justice is a grant of at least \$100,000. These grants provide support to individuals in state correctional institutions and Juvenile Justice facilities. Funds may be used to support a variety of activities, such as direct student instruction, the purchase of CTE program-specific materials and equipment, the integration of academic skills into CTE programming, career exploration, employability skills, and fostering connections between individuals and their occupational options available post-release. CHE will explore opportunities to connect these grant funds to activities that result in postsecondary credential attainment for individuals in state institutions.

Special Populations Recruitment: Indiana will dedicate at least \$25,000 toward activities to help recruit special population students and to support the elimination of inequities in student access to CTE programs of study. The priority for using these funds is to support local innovation in recruiting and supporting special population students’ participation in CTE. This past year, a non-competitive grant was awarded to the Indiana Institute on Disability and Community to develop micro-credential pathways for students with disabilities. CTE staff are currently reviewing the FY23 pilot program to determine if the grant will be extended to create additional programs of study that will increase access for special populations to CTE programs that provide stackable credentials and support postsecondary success.



When a qualifying grant opportunity is not available, the CTE team may use the funds to support the activities by a CTE Program Manager trained to provide targeted technical assistance to support special populations. Activities may include providing resources and professional development to help eligible recipients and school districts better support special population students, collaborating with the state NTACT team, or traveling to the NTACT Capacity Building Institute. As a part of their duties and responsibilities, this CTE staff member regularly works with Indiana's Vocational Rehabilitation program and the Office of Special Education through the IDOE, in addition to partners and stakeholders around the state, to provide comprehensive support for students with disabilities.

Non-Traditional Training and Employment: Each year, Indiana dedicates at least \$60,000 toward services to prepare individuals for non-traditional fields. Like the Special Populations Recruitment funds, Indiana distributes these funds through grant opportunities to improve non-traditional participation in CTE programs related to current and emerging high-skill, high-wage, and in-demand occupations or fields of work. This year, the Commission provided Indiana Women in Technology with the full grant amount. Grantees will increase non-traditional participation in CTE programs through mentorship opportunities, parent/peer/community involvement programs, early exposure initiatives, and recruitment activities. These four options represent the most effective avenues for increasing non-traditional student involvement in CTE.² This grant will be open to current secondary and postsecondary eligible recipients; local school districts; business and industry partners and Workforce Development Boards; minority-serving institutions; representatives of special populations; and local agencies serving vulnerable youth, including out-of-school youth or homeless youth.

When a qualifying grant opportunity is not found, these funds may also be used to support the activities of the Program Manager for Special Populations.

Recruit, Prepare, and Retain CTE Teachers and Faculty: Indiana supports new CTE teachers in multiple ways. The Workplace Specialist Program administered by Ball State University is a supplemental licensure program for individuals that have workplace experience but have not completed a traditional teacher preparation program. Workplace Specialists can gain the pedagogical knowledge and skills necessary to earn their Workplace Specialist II teaching license. The program requires a combination of face-to-face sessions with online coursework. This program has seen dramatic increases in the number of participants over the last few years while also facing challenges in delivery. As with other programs receiving leadership grants, we are establishing goals and outcomes for each program.

- The CTE team also administers the New and Newer Teacher Workshop held in conjunction with the Indiana Association for CTE (IACTE) Fall Conference. The workshop is a one-day professional development opportunity with pre-conference activities, which provides new and newer teachers a series of sessions focusing on classroom management, developing lesson plans, and integrating WBL into their classrooms. The entire IACTE Fall Conference is supported by the Commission through financial support from Perkins.
- The Commission has contracted with IACTE to develop a teacher recruitment, preparation, and retention initiative. IACTE has been given an additional \$75,000 annually to support this initiative, called FocusEd. Through FocusEd, IACTE has been able to develop an online platform for professional development and has initiated a beginning teacher mentoring and coaching program

² National Alliance for Partnerships in Equity. [Nontraditional Career Preparation: Root Causes and Strategies.](#)



and a CTE teacher recruitment initiative. Instructors can collaborate through the online platform with peers in the same career cluster.

Reporting on Performance Levels and Gaps:

- The Commission plans to launch a publicly available CTE Dashboard in the spring of 2024. The tool will be embedded into the data system utilized by the CTE team and serve as a key resource for various stakeholder groups to better understand CTE and its effectiveness. The dashboard has been modeled after the Perkins Collaborative Resource Network's Data Explorer tool. The dashboard will be similar to the state profile webpage. It will allow a user to create reports on multiple indicators, and be filterable by a variety of factors including special population status, other demographic characteristics, and career clusters.
- The recent integration of CTE at the Commission also presents opportunities for CTE to integrate into the data reporting practices of the Commission. CTE staff will be dedicating additional time to working with the Commission's Business Intelligence team to incorporate CTE data into dashboards and reports, and to improve data reporting practices, particularly as it relates to postsecondary data.

Providing Technical Assistance for Eligible Recipients: In addition to the State Director of CTE, the CTE team currently includes eight individuals who provide technical assistance in three primary areas: two staff members are dedicated to data and accountability, two staff members assist with fiscal and grant compliance, and four staff members provide program technical assistance. Technical assistance is provided both preemptively and upon request.

- Preemptive technical assistance includes webinars, trainings, and newsletters provided by all team members. The data and accountability specialists facilitate multiple fall and spring training workshops for school personnel responsible for entering data into the CTE database.
- This year, Indiana has been able to increase its capacity to provide technical assistance through the addition of three Program Managers. Each Program Manager is responsible for overseeing programs of study divided by related clusters. In addition to their program of study responsibilities, each Program Manager is assigned an important component of CTE as an expertise area.
 - As mentioned earlier, one Program Manager is responsible for recruiting and supporting individuals of special populations to participate in CTE. The Commission recognizes the need to support schools as they address and decrease performance gaps.
 - A second Program Manager is focused on industry and employer engagement. A high priority area is supporting schools and industry partners in providing WBL opportunities for students. The work includes collaborating with other agencies/organizations engaged in WBL including the OWBLA, IDOE, and Indiana Chamber. Much of the work of this individual is focused on improving Indiana's WBL participation and credential attainment rates.
 - The remaining Program Manager is focused on Career Coaching and Navigation. This Program Manager works closely with school counselors and will become more involved with the implementation of the Career Coaching and Navigation Framework recently developed by the Commission. Additionally, this Program Manager promotes dual credit opportunities for students by working closely with high schools and postsecondary institutions.
- One strength identified throughout the listening sessions with key stakeholders was the improvement in communications with both secondary and postsecondary partners. Over the last



year, the CTE team implemented monthly webinars with the secondary Area CTE Directors. Regular webinars have begun this year that are co-facilitated by CTE staff to better engage postsecondary partners and identify areas where additional resources and support are needed. The Commission also relies on other forms of communications including a monthly newsletter, quick start guides for data system processes, and one-to-one meetings.

Permissible Uses of Leadership Funds

In addition to the required uses of leadership funds, Indiana will award competitive leadership grants focused on maximizing the impact on the state's CTE strategic priorities in the following areas:

College and Career Coaching and Navigation

- Expansion and improvement of middle school CTE programs will be the next phase of the state's CTE redesign. These efforts will focus primarily on aligning standards to upper secondary CTE courses to start career exploration earlier. Students will have more time to focus on career exploration, allowing them to take full advantage of the opportunity to earn a credential in a field aligned to their interests and abilities prior to high school graduation.
- Funds will continue to be utilized to develop a CTE Career Guide that is shared with students and parents to provide information on the benefits of CTE.

Industry and Employer Engagement

- **Education Readiness Grants:** This grant opportunity supports the development or expansion of CTE programs in high need areas like Advanced Manufacturing and Information Technology and offers an intentional alignment to the needs of the labor market. Additionally, the grant requires the programs to have business and employer partnerships. The Commission works with two industry associations to review applications for the grants. Each grant is a one-time award up to \$100,000 for IT and \$150,000 for Advanced Manufacturing programs. Approximately \$1.5 million has been awarded over the past two years.
- The Commission will continue to utilize leadership funding to develop and deliver WBL resources. The possibilities include support for the Work and Learn Resource Hub, developing a WBL manual, and providing WBL workshops throughout the state.
- **Talent Pipeline Management (TPM):** The Commission is exploring the possibility of partnering with the Indiana Chamber to participate in TPM training. The TPM model has the potential to create employer advisory groups to help with labor market alignment, competency development, and scaling of CTE and WBL programs.

CTE Accessibility

- **Performance Data Labs:** This past year, Indiana completed its second round of Performance Data Labs as a part of the revised CLNA process. The Commission required participation by each secondary participant in one of these labs before completing the CLNA. The performance labs help recipients better understand how to analyze data, have regular engagement among relevant staff around equity and access, and to take steps to improve performance gaps identified through the labs.
- The performance labs have been challenging to adapt for postsecondary due to challenges with quality data and self-identification. For the current CLNA cycle, postsecondary recipients were asked to explain their internal processes for reviewing disaggregated data. Prior to the next CLNA cycle in 2025, the Commission will develop Performance Data Labs for postsecondary recipients.



Career and Technical Student Organizations

- Indiana currently provides over \$600,000 in support to eight Career and Technical Student Organizations (CTSOs). The largest portion of those funds go to FFA and FCCLA. Funding is determined by a formula that considers the number of student members and the number of chapters. Indiana has had some preliminary conversations related to adding Educators Rising to the list of supported CTSOs.

(2) Implementing Career and Technical Education Programs and Programs of Study

- a) **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**
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Postsecondary Programs of Study

The postsecondary CTE system in the state of Indiana is concentrated between Ivy Tech Community College (Ivy Tech) and Vincennes University (Vincennes). Ivy Tech has more than 40 locations throughout the state of which 19 campuses are eligible recipients for Perkins funds. Vincennes's main campus along with three satellite campuses in Jasper, Fort Branch, and Indianapolis serve as the only other postsecondary eligible recipient. While other Indiana institutions offer technical certificates and associate degree programs, Ivy Tech and Vincennes are the only public institutions that primarily offer certificate through associate level programs.

Ivy Tech and Vincennes both offer a variety of programs including certificate level, associate degree programs, transfer programs, and non-credit bearing opportunities that result in an industry recognized certification.

Certificate (CT) and Certificate of Program Completion (CPC): This is the shortest term, credit-bearing program offered by Ivy Tech and Vincennes, respectively. Certificates are entry-level or advanced credentials of up to 29 credit hours, may contain at least one industry or nationally recognized certification, and may contain courses meeting technical certificate (TC) and/or associate of applied science (AAS) degree requirements.

Technical Certificate (TC) or Certificate of Graduation (CG): TCs and CGs are designed as an intermediate workplace credential with credits meeting degree requirements of the related associate degree. These often require about 30 credit hours and includes a combination of technical and general education courses. In most cases, all the courses required for a TC can be applied to the requirements for an AAS degree.

Applied Associate Degree (AAS): The AAS degree structure is designed for immediate workforce preparation upon completion, although many of the courses may transfer into related baccalaureate programs.

Associate Degree (AS): The AS degree structure is more designed for transfer into related baccalaureate programs but may also lead to immediate workforce participation upon completion. Indiana has created a series of Transfer Single Articulation Pathways (TSAPs) in programs where a four-year degree is needed.



When possible, secondary NLPS have been aligned to these TSAPs to create a path from high school through a four-year college pathway.

Approval of Postsecondary CTE Programs

All degree programs, associate level and above, are approved through the Commission. An application is submitted and reviewed by the Academic Affairs and Quality (AA&Q) Committee. After a review and vetting process, the proposed program is then referred to the Commission for approval.

Programs below an associate degree, like technical certificates, may be approved through a routine staff action. The postsecondary institution completes an application that is submitted to the Commission. The application is then reviewed by the AA&Q Committee. Applications are evaluated on six main criteria:

- Characteristics of the program: what type of program, mode of delivery, internships offered
- Rationale, institutional and state: evidence of labor market demand, subcategories
- Cost of and support for the program: faculty, facilities, and the nature of support using existing resources
- Similar and related programs offered within the state: related programs at the institution and other institutions, articulation to associate and baccalaureate programs
- Quality and other aspects: credit hours, learning outcomes and competencies, licensure and certification, accreditation, placement of graduates
- Projected head count, full-time equivalent enrollments, and degrees conferred

With the transition of CTE authority to the Commission, this process has been simplified. The CTE team works closely with the Commission's Academic Affairs staff to provide information about upcoming approvals and share necessary information with the AA&Q Committee.

The Commission maintains a database of all programs offered at postsecondary institutions in the state. In addition to the titles of programs, the database also contains student level data. The Commission and postsecondary institutions have reached an agreement to share postsecondary data in the Indiana Technical Education Reporting System (InTERS) database. The sharing of data allows all CTE data to be in one unified system.

Secondary Programs of Study

Beginning with the start of the 2024-2025 program year, Indiana will have fully completed the redesign and implementation of what has become known as NLPS and will be operating on a single set of career pathways and programs of study. This redesign and transition process has covered the entire four years of the previous state plan. Students may choose from over 65 career pathways under the NLPS. A list of programs and additional resources is available [here](#).

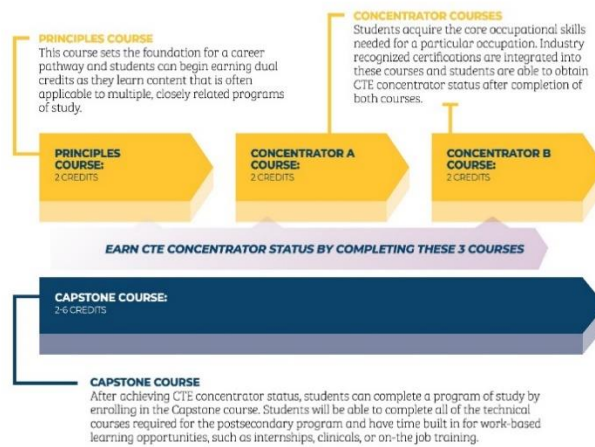
The NLPS have been designed to improve CTE programming in 3 critical areas:

- Consistency: Students master the same competencies regardless of whether the program of study is offered at a comprehensive high school or career center. Maintaining consistency in the standards for each program of study will give *concentrator status* meaning by ensuring what a student knows and is able to do.
- Intentionality: Most of the NLPS are backwards designed from postsecondary programs and articulate to multiple credentials in each pathway.



- **Quality:** The design of the NLPS provides greater opportunities for students to earn postsecondary credit, attain postsecondary credentials, and participate in WBL.

Each NLPS consists of four courses. The program of study begins with a principles course which provides broad aspects of an industry and key principles required for the career pathway. The principles course is followed by two advanced, non-duplicative, career-specific technical courses. A student earns CTE concentrator status upon completion of the two advanced CTE courses. The fourth course is a pathway capstone course that may be taken for 2 to 6 high school credits. This design ensures students designated as CTE concentrators have the relevant knowledge and skills to move directly into employment or additional postsecondary educational opportunities.



In nearly all NLPS, the principles course and the two advanced courses articulate to one or two postsecondary courses. The pathway capstone course may articulate to as many as five postsecondary courses. Directly aligning the program of study courses to postsecondary courses gives students who continue through concentrator status and beyond the opportunity to complete the technical courses required for a TC or CG through dual credit or dual enrollment. The CTE staff will continue to work with secondary CTE providers to create opportunities for students to complete the dual credit academic coursework needed to earn the postsecondary credential.

Now that the transition to NLPS is complete, the Commission will be spending time over the 2024-2027 plan's cycle identifying opportunities for new programs of study, opportunities to modify existing programs, and instances where discontinuing a particular program of study may be necessary. Current programs will also undergo a standards revision process in consultation with postsecondary partners. Secondary program standards will remain directly aligned to the postsecondary dual credit opportunities provided through secondary NLPS.

While hands-on experiences are prioritized in secondary CTE programs, the CTE team has completed a thorough review of programs to identify what programs can be offered through online/virtual instruction without substantially impacting student opportunities. A guidance memo was released in fall 2023 providing schools options to offer over a quarter of CTE programs in a virtual format, and all programs can



be offered through a mix of online and in-person instruction. This flexibility is key to ensuring equitable access to CTE programming across the state.

Secondary CTE programming receives general financial support in Indiana through enrollment funding. CTE programs of study are categorized into one of three categories based on their wages and demand. Programs of study are assigned an overall “flame rating” value based upon the occupations (SOC) aligned to the program (CIP). To be considered for a NLPS the overall flame rating must be 2.25 and above unless the program of study is in an emerging field or is designated as a priority for the state. Establishing a minimum threshold will serve as Indiana’s definition of high wage, high skill, and in-demand.

The flame rating methodology is currently undergoing a review led by Indiana’s Governor’s Workforce Cabinet and changes are expected to be announced early in the state plan cycle. These changes should help ensure that flame ratings provide an even better output when used for CTE programs. Upon completion of this methodology review, the state will consider changing the program of study threshold to ensure programs of study can remain high-quality and in line with Indiana labor market needs.

b) Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 134 will—

Indiana has traditionally been a state that relies on state developed and approved programs of study. This is partially due to the CTE enrollment funding available for these programs of study. Despite the focus on state approved NLPS, Indiana realizes that local implementation may vary from site to site. To help ensure program fidelity and quality, a program of study adoption process has been implemented. The process provides the opportunity for local educational agencies (LEAs) to adopt as is or to propose minor modifications to the program of study. Any modification must be approved before being eligible for CTE enrollment funding.

The Commission will soon be launching a program quality report as a part of a new data dashboard. This report will allow stakeholders to see the outcomes for specific programs of study at the state level, CTE district level, and LEA level. While the dashboard is intended for public viewing, there are several circumstances where CTE staff will be able to use the report to provide targeted technical assistance or assist with program approval.

Even though most schools utilize the state approved programs of study, the Commission has created what are referred to as Locally Created CTE Concentrator courses. These courses provide the opportunity for schools and career centers to propose a new program of study using a waiver form. The proposed program of study must follow the same structure and meet the same scope and quality requirements as other programs of study. Additionally, the LEA must provide a justification for the course (labor market alignment) and develop a syllabus for each course.

Once submitted, CTE staff have 60 days to review the submitted application and would either approve the application or work with the submitting group over a 30-day period to revise and strengthen the locally created program of study application. This process not only allows the CTE team to approve the program of



study but also provides the opportunity to determine if the proposed program of study is aligned to a single region or should be considered for a state approved program of study.

- i. the criteria to assess the extent to which the local application under section 134 will— promote continuous improvement in academic achievement and technical skill attainment;**
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Comprehensive Local Needs Assessment (CLNA)

Like most other states, Indiana has intentionally designed the CLNA to work in conjunction with the Local Application. Indiana continues to use a two-year application (with annual updates) to align with the CLNA process. The two-year application provides the opportunity for recipients to focus on longer term strategies that are more likely to have a long-term impact, especially on elements like academic achievement and technical skill development.

The CLNA process remains goal oriented and focuses on continuous improvement. Each of the questions within the CLNA require five elements to completely answer. The elements include a description of the current state, evidence that supports the description of the current state, detailing the root causes of the current state, a potential goal or desired state, and a ranking of the significance of any gap. The potential goals are then consolidated in the CLNA to focus on the greatest needs. The last step in the CLNA process is to gather stakeholder feedback on the priority goals and potential strategies.

Priority goals are directly transferred to the Local Application so that users, as they enter each activity, must make sure that the activity will have an impact on one or more of the priority goals. Additionally, recipients must focus on the expected outcomes and evaluation methods to address each of the potential strategies included in the Local Application.

There are two specific sections of the CLNA related to academic and technical skills. Recipients are required to complete the student performance and the equity activities. These sections should help the LEA identify performance gaps in technical skill development. During the next CLNA cycle, questions regarding academic skill development will be added. The performance labs completed as a part of the CLNA not only demonstrate a data analysis protocol but also provides Advance CTE's *Achieving Inclusive CTE* tool to help identify gaps and establish goals.

Local Application Narratives

Two sets of questions require recipients to provide narratives regarding academic and technical skills. The grant questions require a response detailing plans and strategies of the recipient to improve academic and technical skills. Additionally, the recipient must provide a similar narrative for each individual program of study. These questions are intended to have instructors list specific strategies that will be implemented to improve academic achievement and technical skill attainment within their programs of study. During Local Application review, the CTE team will ensure recipients included strategies for driving academic and technical skill improvement.

A final step in the Local Application process includes the submission of both interim and long-term improvement plans for any indicator where the recipient failed to meet 90% of the locally determined performance level.



Another key aspect of Indiana’s efforts to ensure improvement in academic and technical skill development is the monitoring and review process. Indiana has been continually refining the monitoring process over the last few years. A new process was first implemented in 2023-2024 that strengthens Indiana’s previous monitoring efforts and will be continued into the new plan’s cycle. This process involves doing a preliminary risk assessment for all CTE districts, a second-round audit for 10 secondary districts and 3 postsecondary campuses identified through the first round, and then three on-site secondary visits and one postsecondary visit for entities with the most concerns. Review and approval of CLNA and Local Applications is a critical component of those monitoring efforts. Review of the Local Application narratives required during the different phases of the monitoring process will help to ensure meaningful responses to these narratives.

**ii. the criteria to assess the extent to which the local application under section 134 will—
expand access to career and technical education for special populations; and**

The first step to expanding access to CTE for special populations is to ensure that all students have access to high-quality programs. Two of the driving factors of the CTE redesign to NLPS were ensuring greater quality and consistency between all programs of study, regardless of where a program is being offered. To ensure that each recipient is offering a program of study in the manner it was intended, each recipient must complete a self-evaluation of each program of study. In conjunction with the evaluation, each recipient will also be asked to provide a program inventory as a part of the Local Application. In addition to the course sequences offered, recipients will be asked to provide assurances on how they will meet the components of a high-quality program of study, including contact hours, WBL opportunities, career coaching and navigation, and the opportunity to earn dual credits and/or postsecondary credentials.

Another component of the CTE team’s revised CLNA requires each eligible recipient to participate in a Performance Data Lab. The labs provide disaggregated data for enrollment trends and performance outcomes in a manner that helps identify performance gaps. Additionally, lab participants are provided an overview of equity and access in CTE, a data analysis strategy and vetted activities/strategies to implement, and assistance to understand how the results may be used to complete the CLNA. Recipients recently completed their second Performance Lab during the current CLNA cycle. Several improvements were made in 2023-2024 to the quality and usability of the data and many districts shared positive feedback about the improved version of the labs. A new feature of the Performance Data Labs was a goal setting tool that entities have been highly encouraged to utilize with the Local Application. The goal setting tool allows districts to identify the specific number of students needed to complete a goal for a performance metric to address performance gaps among special populations and CTE students overall.

The data provided to eligible recipients for the CLNA included disaggregated data for special populations and was additionally disaggregated by gender and race/ethnicity. The review of the CLNA by CTE staff detailed above will evaluate how well the disaggregated data was used to identify potential performance gaps. In addition to the recipient’s disaggregated data, the CTE team will review disaggregated enrollments in each program to ensure that special population students have equal access to high-skill, high-wage, and in-demand pathways.

The CLNA requires each participant to respond to several questions directly related to providing equity and access to special population students. Those questions include:



1. To what degree are student groups taking part in CTE at disproportionate levels in comparison to the overall student population?
2. Do any discrepancies exist between the demographics of students enrolled in high, moderate, and less than moderate value programs of study?
3. To what degree are learners earning concentrator status at disproportionate levels based on demographics or special population standing?
4. To what degree are learners earning dual credit at disproportionate levels based on demographics or special population standing?
5. To what degree are learners earning postsecondary credentials at disproportionate levels based on demographics or special population standing?
6. To what degree are learners participating in WBL experiences at disproportionate levels based on demographics or special population standing?
7. To what degree are learners being placed after program completion at disproportionate levels based on demographics or special population standing?

Another key aspect of Indiana's efforts to ensure access to CTE for students in special populations is through the CTE team's monitoring process, of which students within special populations is a central focus. A new process was first implemented in 2023-2024 that strengthens Indiana's previous monitoring efforts and will be continued into the new plan's cycle. This process involves doing a preliminary risk assessment for all CTE districts, a second-round audit for 10 districts identified through the first round, and then three on-site visits for districts identified as most in need of further review and technical assistance through the second-round audit.

**iii. support the inclusion of employability skills in programs of study and career pathways.
(Section 122(d)(4)(B) of Perkins V)**

Indiana has included an employability skills requirement into its new graduation requirements, which were required beginning with the 2023 cohort. Students must complete a project-based learning, service learning or a WBL experience to meet the requirement. Employability standards will be incorporated into the Next Level Programs of Study along with standards for academic integration.

Adding a focus on employability skills into all programs of study courses will be a priority over the next year. Indiana plans to add college and career standards to all Principles courses in NLPS. Additionally, Indiana is working to incorporate employability skills into programs of study through the integration of WBL and WBL Capstone experiences into the curriculum. In recent years Indiana has agreed to utilize a continuum of WBL experiences divided into Explore, Engage, and Experience. Through workshops and communications, CTE staff have been sharing the expectation that 100% of students in CTE courses should experience at least one Engagement level activity. Additionally, time for WBL Capstone experiences, such as internships and youth apprenticeships, has been built into the course competencies through options like the Technical Skills Development course and the pathway capstone courses.

The recipient's responses to the narrative section of the CLNA regarding WBL and career and technical student organizations will be reviewed to identify how WBL and leadership development is being implemented into every classroom. The application will also be reviewed to determine the percentage of students having the opportunity to experience more comprehensive forms of WBL.



The program of study inventory included in the Local Application will require each recipient to include assurances that students who enroll in the program of study will have the opportunity to participate in career and technical student organizations and what types of WBL experiences will be included in each course.

c) Describe how the eligible agency will—

- i. Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**
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The CTE team recognizes that a strong promotional campaign and communication strategy centered on all components of a program of study is necessary to ensure the success of NLPS. There are several opportunities to make information available to students, families, and educators with a special focus on school counselors.

College and career coaching and navigation, particularly prior to high school, is a central priority of this state plan. This includes an increased focus on courses that are available in middle school and early high school, including the Preparing for College and Careers course. This course was recently legislatively mandated and underwent a standards revision process to ensure content remains relevant and impactful for students. The CTE team has also worked to make additional introductory courses available with funding in 8th grade in Indiana's high-demand industry sectors to increase awareness of opportunities within CTE prior to students entering high school. Additionally, college and career standards for each principles course will be developed to focus on opportunities available to students through CTE programs, such as dual credits, credentials, and the ability to participate in WBL.

A career guide has been developed and an updated version will be released this year in line with a two-year revision cycle. Indiana's CTE Career Guide provides details for each program of study within all of Indiana's 16 recognized career clusters. The guide is a first line of communication with school personnel, parents, and students. Schools will have the opportunity to purchase copies of the guide that may be made available at parent nights, college and career fairs, or other events. The current guide is available in Spanish, as will the future version.

The CTE team is also in the process of updating website content following the transition to the Commission. This includes content on the Commission's official state website that is primarily focused on serving educators, industry representatives, school and career center leaders, and other core stakeholders. Content is also being developed for inclusion on the Commission's [Learn More Indiana](#) site which primarily serves students and families. This will include basic information about the programs of study, along with summary one-pagers of all NLPS pathways.

CTE has continued to work collaboratively with IDOE, DWD, OWBLA, and the Indiana Chamber to develop WBL resources. Some of this work has taken longer than anticipated, but our team has been able to complete workshops and provide a substantial amount of additional guidance around WBL during this past



year. Finalizing an initial version of a WBL Manual and a WBL Resource Hub and continuing to build out both resources are priority goals for 2024.

ii. Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The NLPS were designed with the goal to develop common career pathways, based upon the model developed as a part of the *Advancing Career and Technical Education in State and Local Career Pathways Systems* project, for both secondary students and adults. To accomplish this goal, the CTE team's focus has been developing pathways or programs of study that use stackable credentials. Employing stackable credentials in this manner allows the CTE team to meet short-term needs of adults, while providing re-entry points along the way. Our secondary to postsecondary NLPS provide students the opportunity to reach the middle-skills level of the model. By design, students will have the opportunity to continue to pursue associate or bachelor's degree options. Most importantly, secondary graduates will have the same opportunities as adults to exit and re-enter programs of study as their careers progress. They would be able to do this without starting over or retaking classes that were completed during high school.

The NLPS design process included multiple opportunities for secondary and postsecondary instructors to collaborate on the development and coordination of the CTE programs of study. The process of backwards mapping postsecondary programs of study into secondary programs of study included a combination of in-person and virtual summits among faculty and instructors in various sectors and programs. Collaborative groups of postsecondary and secondary instructors worked to create secondary course sequences, new and revised courses with relevant standards, and dual credit articulation agreements. Over the next two years, these groups will also collaborate on curriculum mapping and curriculum resources. Once implemented the sector/program of study groups will be included in the continuous improvement and review process for each program of study.

In addition to the development of NLPS, the Commission and other state partners will encourage collaboration between schools, industry partners, postsecondary institutions, and eligible training providers to offer Joint Programs of CTE and/or WBL opportunities. With the passage of HEA 1002-2023, creation of these programs has been expanded to include Modern Youth Apprenticeships and programs that can use the CSAs.

iii. Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The CTE team required for the last two cycles of the CLNA recipients participate in a regional collaboration meeting hosted by their regional workforce board (Indiana has 12 regional workforce boards). Recipients are required to discuss labor market data for the different economic regions. Additionally, recipients must complete a quadrant analysis of each CTE program of study. The quadrant analysis is based on the relationship between the supply (enrollments in a program of study) and the demand for the occupations aligned with those programs.



State funding for secondary CTE is currently based on classifying courses into categories based upon the demand and wage data associated with those courses. DWD uses the demand and wage data to designate courses as high, moderate, or less than moderate value. This tiered funding model incentivizes schools and recipients to offer programs of study aligned to high-wage and in-demand careers. Schools and career centers can appeal the occupational ranking when there is evidence of local demands or wages that exceeds the demand and wages for the state. One area the CTE team will improve is how to consider emerging careers and those careers resistant to automation in the funding formula.

iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

The team includes a CTE Program Manager specialized in providing technical assistance and professional development to schools on recruiting and supporting special populations. The CTE Program Manager will continue to work to identify, share, and support innovation and implementation of best practices that have been proven to decrease performance gaps between general CTE students and special populations.

Performance Data Labs: Another component of the revised CLNA requires each eligible recipient to participate in a Performance Data Lab. The labs provide disaggregated data for enrollment trends and performance outcomes in a manner that helps to identify equity gaps. Additionally, lab participants are provided an overview of equity and access in CTE, a data analysis strategy, and assistance to understand how the results of the lab may be used to complete the CLNA. Recipients are strongly encouraged to utilize these tools when writing their Local Applications and are provided technical support by one of the CTE Program Managers in accessing updated recipient data from INTERS.

State Transition Advisory Council: One step that the state has already taken is to form a Transition Advisory Council. The Council is composed of representatives from Vocational Rehabilitation/Pre-Employment Transition Services (Pre-ETS), Office of Special Education from the IDOE, CTE at the Commission, The Arc, and The IU Center for Learning and Community Living. The goal of the Council is to increase the number of students with disabilities that are participating in CTE and to increase the number of positive student outcomes for students with disabilities. Members of the Council, including one of the CTE program managers, serve as Indiana delegates at the NACT:C CBI each spring. Delegates participate in meetings to create and organize state goals for transition support of students with disabilities.

The Commission has a Methods of Administration (MOA) Coordinator on staff, as well. In addition to monitoring secondary and postsecondary institutions for Civil Rights compliance, the MOA Coordinator also provides technical assistance and professional development to help schools proactively meet Civil Rights guidelines and works in partnership with the CTE program managers in organizing and facilitating Performance Data Labs.

v. Coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Indiana has traditionally been a state that relies on state developed and approved programs of study. This is partially due to the CTE enrollment funding available for these programs of study. Despite the focus on state approved programs of study, Indiana realizes that local implementation may vary from site to site and



does regularly engage local workforce development boards. To help ensure program fidelity and quality, Indiana has implemented a program of study adoption process. The process provides the opportunity for LEAs to adopt as is or to propose minor modifications to the program of study. Any modification must be approved before being eligible for CTE enrollment funding.

The Commission will soon be launching a program quality report as a part of a new data dashboard. This report will allow stakeholders to see the outcomes for specific programs of study at the state level, CTE district level, and LEA level. While the dashboard is intended for public viewing, there are several circumstances where CTE staff will be able to use the report to provide targeted technical assistance or program approval.

Even though most schools utilize the state approved programs of study, the Commission has created Locally Created CTE Concentrator courses. These courses provide the opportunity for schools and career centers to propose a new program of study using a waiver form. The proposed program of study must follow the same structure and meet the same scope and quality requirements as other programs of study. Additionally, the LEA must provide a justification for the course (labor market alignment) and develop a syllabus for each course.

One opportunity for local input on program of study offerings is through the regional collaboration meetings that occur through the CLNA process. This is particularly an opportunity for industry and workforce development/economic development partners to share any concerns with the program offerings of schools and career centers and propose any potential additions to better meet the demands of the regional labor market. District advisory boards offer an ongoing opportunity for districts to receive similar feedback.

vi. Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

There is significant collaboration in Indiana between several stakeholders around WBL, in particular youth apprenticeship programs. To date, most of the efforts have been focused on local implementation. However, recent efforts have placed a greater emphasis on trying to build an entire system at the state level through legislation and defining key components. There has been a consensus around the continuum for WBL (Explore, Engage, and Experience). A result of recent collaboration is a WBL Resource Hub for employers, students, adults, and families through the Indiana Chamber. This website will provide an overview of WBL, spotlight model programs, and redirect visitors to more specific resources. One significant accomplishment of this work was the acceptance of a WBL capstone experience definition based on Perkins. The definition will serve as a litmus test for high-quality experiences.

Last year, a bill (HEA 1002-2023) defining “Modern Youth Apprenticeships” and creating the CSA program was passed. This bill was a major step to scale youth apprenticeship and more employer-based training programs for high school students. CTE has worked with a variety of agencies and stakeholders to provide guidance on how these two opportunities can work with CTE.



Through CTE, Indiana has several standalone and embedded options for providing WBL. The standalone experiences include internship courses. There are several embedded options through the technical skill development courses and pathway capstone courses. The CTE team has increased the amount of communication regarding these options through workshops (including a pre-conference workshop at the IACTE Fall Conference) and the CTE Newsletter.

Indiana is currently operating under an outdated WBL manual developed in collaboration between state agencies in 2019. An updated WBL manual outlining the various options for WBL will be published prior to this plan going into effect. This manual will not only define the options for offering WBL, but also include information and resources necessary to develop high-quality experiences.

vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

A primary focus to achieve this goal during the last plan's cycle was addressing the disparity between what a CTE concentrator is at one school compared to another school. By redesigning programs of study to contain more consistent and relevant standards in the first three courses and by directly aligning the NLPS to postsecondary programs, Indiana has created greater assurance that all schools are meeting the essential knowledge and key technical skills required for each pathway. If all students have equal access to the necessary knowledge and skills of a CTE pathway, then students will be able to perform better. Better student performance in courses that directly align to postsecondary programs will help more students earn postsecondary credentials.

Another component of the revised CLNA required each eligible recipient to participate in a Performance Data Lab. The labs provide disaggregated data for enrollment trends and performance outcomes in a manner that helps to identify equity gaps. Additionally, lab participants were provided an overview of equity and access in CTE, a data analysis strategy, and assistance to understand how the results of the lab may be used to complete the CLNA. Recipients are strongly encouraged to utilize these tools when writing their Local Applications and are provided technical support by one of the CTE Program Managers in accessing updated recipient data from InTERS.

The CLNA provides a great opportunity to develop a continuous improvement process at the local and state level. CTE staff provide disaggregated performance data to each recipient for use in their CLNA. This data, along with the analysis questions included in the CLNA, which have been streamlined to eliminate redundancy and allow for more in-depth responses, will draw attention to existing performance gaps for schools. Reviewing the CLNA and the Local Application will serve as an opportunity to complete an extensive audit on each individual program and the CTE ecosystem.

The CLNA and Local Application process must be followed with targeted technical assistance that helps schools and career centers to develop strategies rooted in best practice and innovation to address identified performance gaps. The Performance Data Labs introduces to recipients some opportunity gap analysis and performance data goal setting tools that are expected to be utilized in the writing of CLNAs and Local Applications. A workbook provided to recipients following Performance Data Labs attendance provides tools and activities for performing root cause analysis on data with relevant stakeholders in local areas. The workbook also provides suggested actions recipients can take to address gaps they have identified through analysis of the data provided at the Performance Data Labs. One of the CTE Program



Managers who specializes in special populations provides targeted technical assistance to recipients through producing resources and providing one-on-one support through telephone and virtual meetings.

Another strategy Indiana deploys to improve outcomes and reduce performance gaps is through annual Reserve Grants. This year the CTE team completed its most comprehensive Request for Proposals (RFP) for the grants to date. The RFP gave recipients greater guidance and clarity regarding the goals of Reserve Grants and ensured those selected best identified specific gaps and strategies for how the grant funds would be utilized to address those gaps.

d) Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Indiana CTE students currently have opportunity to earn dual credits (postsecondary credits from a high school course taught by a credentialed high school instructor). Dual enrollment (whereby high school students completing postsecondary courses on postsecondary campuses with postsecondary instructors) is a growing trend and something the CTE team continues to raise awareness of, particularly for the capstone courses in secondary programs of study.

Almost all of Indiana's secondary NLPS are directly aligned to postsecondary programs at Ivy Tech and Vincennes. The alignment is to a postsecondary credential, specifically a TC or a certificate. This allows students to have opportunity to earn up to a year's worth of postsecondary education while in high school in a majority of NLPS pathways.

Indiana provides generous dual credit funding to postsecondary institutions who place postsecondary courses on the CTE dual credit crosswalk. The CTE team has continued to work in recent years to expand these offerings and ensure students have maximum access to dual credit opportunities. This work started with prioritizing the state's two-year institutions, Ivy Tech and Vincennes, but many four-year institutions are increasingly interested in providing dual credit within CTE.

The NLPS also have embedded opportunities for students to earn industry-recognized certifications aligned to either individual courses or exit points. Certifications are mainly those that appear on Indiana's list of eligible certifications that count for Graduation Pathways.

Indiana has seen tremendous success in dual credit with over a third of CTE concentrators earning nine or more dual credits in a pathway in recent years. This is consistently the state's best performing Core Indicator.

e) Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)



The CLNA process provides an opportunity for a wide variety of stakeholders to provide input and feedback on local CTE programs. Local recipients are required to submit the names of stakeholders that participated in the process. One required component of the process is a regional collaboration meeting facilitated by the regional workforce board, where various stakeholders are invited to offer feedback on regional CTE programming.

A main avenue of communication the CTE team provides is through a monthly CTE Newsletter. This resource reaches a few thousand individuals and has steadily grown over the last few years. Counselors, CTE instructors, and industry representatives are several of the key audiences reached through the newsletter. The newsletter provides updated guidance and resources on various subjects and gives information on how entities can engage with the CTE team for additional technical assistance. It is also a common vehicle the CTE team utilizes to announce additional opportunities for engagement, including surveys. A survey was released through the newsletter that allowed stakeholders from any background to submit feedback to inform the State Plan.

IACTE represents a direct line to the majority of CTE instructors in the state. The CTE team's new Director for CTE Grants Administration and Monitoring recently worked to update the scope of work with IACTE around their usage of allocated Perkins funding. These updates included greater expectations from IACTE in providing information about the usage of funds and the effectiveness of their funding.

Regular engagement also occurs with other key stakeholders, including school leaders and Area CTE Directors. The CTE team holds a monthly webinar for Area CTE Directors and attend their monthly meeting. These recurring items provide opportunities to share guidance from the CTE office, and receive feedback on the status of CTE programming and how the state team can better support CTE districts in achieving state goals. The CTE team regularly connects with principals and other school leaders, including through a working group that includes several highly engaged veteran principals who are well respected across the state for their CTE programming.

The CTE team has identified engagement with students and parents as an area where increased engagement is necessary. Students did get a chance to participate in several listening sessions facilitated by a third-party that informed the development of this plan. Feedback was very positive. Students repeatedly offered praise for their programs, their instructors, and the "step up" towards their career goals provided through CTE. The CTE team is exploring additional ways to engage students and families throughout the plan's cycle.

- f) Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**
-

Indiana is fortunate to have a digital application system which houses all aspects of the Local Application, including information on goals, activities, budgets, narratives, and improvement plans. The guide recipients receive that provides step-by-step instructions in walking through the Local Application template can be [found here](#).

- g) Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of**



section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

The CLNA template includes multiple parts and was developed in an online format. Data were provided through interactive reports and a link to labor market information. Local recipients were required to use this data to answer the analysis questions below. The CLNA Guidebook recipients received that provides step-by-step instructions on how to complete the CLNA template can be [found here](#).

CLNA Process

CTE staff redesigned the CLNA from a lengthy questionnaire to a more organized and structured six-step process prior to the last CLNA cycle and used the same process for the recently completed cycle. Steps 1 and 2 involve planning and organization. Recipients will first identify a core leadership team and then develop a plan for engaging all required stakeholders. A series of activities have been created in Step 3 to facilitate a more structured and in-depth review of CTE elements. Step 4 will utilize the findings from Step 3 to gather stakeholder input on goals and strategies to expand and improve CTE programs.

Districts will then submit their CLNA for review and use the submitted CLNA to complete their Local Application during the spring of the applicable year.



Step 3 consists of a series of five activities that will address the six required components each district must complete as part of the CLNA process. Each activity serves a different purpose and is aimed at providing greater structure to the CLNA process. Details and guidance steps are provided in the following section of this document.



CTE team guidance has been to recommend districts follow the sequence designated in the graphic above with the understanding there may be overlap and some activities will be taking place simultaneously.

- Regional workforce boards are asked to schedule the regional collaboration meeting early in the process to better inform other areas of the work.
- Eligible recipients are encouraged to start with the program of study size, scope, and quality activity while waiting for the regional collaboration meeting to take place.
- The student performance activity requires recipients to review both aggregate and disaggregated data by program of study to identify the highest performing areas.
- The CTE team hosts required (secondary) Performance Data Lab sessions in the fall. Performance Data Labs are an opportunity for recipients to focus on disaggregated data on race and special population status. While it is not mandatory to have completed the program of study and student performance activities before the Performance Data Lab, it may be helpful.
- The recruitment, retention, and training activity includes developing a professional development plan that may be influenced by the results of other activities.

Additional information on the activities and entire CLNA process can be found in the [CLNA Guidebook](#).

CLNA Questions

- **Regional Collaboration**
 - What industry trends are expected to impact career opportunities the most in your local area over the next few years?
 - To what degree do your CTE program enrollments match projected job openings for the state and region?
 - How would you rate and/or describe the employer engagement within your region?
- **Program of Study Size, Scope, and Quality**
 - Based on your district's internal Program Quality Assessment, which pathways earned the highest quality ratings? Which pathways have the most room for growth?
 - Based on your district's internal Program Quality Assessment, which quality components are the strongest at the district level? Which quality components need improvement?
 - To what degree have your programs of study been converted to Next Level Programs of Study?



- How well does your current facilities and equipment meet capacity needs and industry standards for each program?
- Please rate or describe the effectiveness of your work-based learning efforts as a district and on a program level?
- Please rate or describe the effectiveness of your career advisement/career development efforts as a district and on a program level?

- **Student Performance**
 - To what degree are learners persisting in programs to earn concentrator status and to complete Level II/Capstone courses? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.
 - How does the district rate in terms of students earning dual credits? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.
 - How does the district rate in terms of students earning postsecondary credentials? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.
 - How does the district rate in terms of providing work-based learning experiences for students? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.
 - How does the district rate in terms of student placement? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.
 - Equity and Access: To what degree are student groups taking part in CTE at disproportionate levels in comparison to overall student population?
 - Do any discrepancies exist between the demographics of students enrolled in high value, moderate value, and less than moderate value programs of study?
 - To what degree are learners earning concentrator status at disproportionate levels based on demographics or special population standing?
 - To what degree are learners earning dual credit at disproportionate levels based on demographics or special population standing?
 - To what degree are learners earning postsecondary credentials at disproportionate levels based on demographics or special population standing?
 - To what degree are learners participating in work-based learning experiences at disproportionate levels based on demographics or special population standing?
 - To what degree are learners being placed after program completion at disproportionate levels based on demographics or special population standing?

- **Teacher Recruitment, Retention, and Training**
 - Rate the overall effectiveness of the district's faculty.
 - How well are your recruitment and retention efforts helping you to meet current and future staffing needs?
 - How effective are your current professional development efforts?



h) Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Indiana is proposing a substantial revision of its definition of size, scope, and quality for both secondary and postsecondary. The definitions from the previous plan proved to be too vague and did not provide specific requirements to be helpful in monitoring and coaching situations.

The following definition utilizes the same definition of size and scope with minor exceptions for both secondary and postsecondary programs. In these definitions, program is used to describe the total offerings of an eligible recipient and programs of study is used to refer to a single pathway like welding, pre-nursing, or cybersecurity.

Size

Eligible recipients must provide a sufficient number of CTE programs of study to ensure that a significant percentage of students have the opportunity to participate in CTE programs of study that meet the needs of the local labor market.

- Each eligible recipient (consortium, individual LEA or institution) serving over 3000 students (Grades 9-12 for secondary or total enrollment for postsecondary) must provide at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 16 career clusters.
- Each eligible recipient (consortium or individual LEA) serving less than 3000 students (Grades 9-12 for secondary or total enrollment for postsecondary) must offer at least 8 programs of study in at least 5 of the 16 career clusters.

Scope

Programs of study must be aligned to high wage, high skill, and in-demand occupations and articulated to postsecondary credentials (certificates > 15 credit hours and degrees) where available.

- Secondary programs of study offer students the opportunity to go beyond concentrator status by offering at least two credits of a capstone experience.
- Postsecondary programs of study may align to industry certifications as long as completion requires at least 240 hours of instruction or training and attainment of the industry certification is validated by the third-party vendor.

Quality

Secondary programs of study must meet the following requirements to count toward the minimum programming threshold:

- Achieve student enrollments that are at least 50% of the student capacity;
- Be taught by a qualified instructor;
- Meet the minimum facility and equipment requirements for a minimum of 10 students;
- Cover the standards and competencies associated with each state-approved course and adhere to course requirements in terms of sequence and length;
- Provide career coaching and navigation guidance to help students best prepare for college and career opportunities;
- Develop employability and leadership skills through a wide range of embedded and stand-alone WBL opportunities;



- Maintain on-going relationships among education, business, and other community stakeholders through advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement; and
- Provide the opportunity for students to achieve at least 1 of the 3 elements below:
 - Credential Attainment: earn a graduation pathways eligible credential of value;
 - Postsecondary Credit: earn at least 9 college credits in a pathway through dual credit; and/or
 - WBL Capstone Participation: complete a WBL capstone experience.

Postsecondary programs of study must meet the following requirements to count toward the minimum programming threshold:

- Be approved through the Commission or approved for the Workforce Ready Grant program;
- Provide students the opportunity to be a postsecondary CTE Concentrator (earn 12 credits or program completion)
- Ensure faculty meet Higher Learning Commission standards;
- Hold institutional and/or program accreditation by an accrediting body recognized by the USDOE, if available;
- Develop employability and leadership skills through a wide range of embedded and stand-alone WBL opportunities; and
- Maintain on-going relationships among education, business, and other community stakeholders through advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement; and
- provide opportunities for secondary alignment and articulation, including evidence of operational agreements with secondary schools for dual credits.

(3) Meeting the Needs of Special Populations

a) Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;**
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**
- iv. will be provided with appropriate accommodations; and**
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Indiana takes a multi-faceted approach to supporting students who are members of a special population. One of the primary strategies for supporting special population students is having dedicated staff members who specifically focus on supporting students with special populations status. One of Indiana's three



Program Managers is trained to provide technical assistance to help support special population students. The Program Manager's responsibilities include providing professional development, collaborating with our State's Transition Team, and coordinating the performance labs that are ran as a part of the CLNA process.

The IACTE Fall Conference is just one example of the professional development provided by the Program Manager. The CTE Team provides a preconference workshop for new and newer instructors. The workshop focuses on aspects of [The ACTE Quality CTE Program of Study Framework](#), including supporting special populations. An entire session of the day-long event focuses on students with disabilities and helps instructors develop manageable strategies for providing accommodations and detailing the differences between accommodations and modifications.

A second team member serves as the Methods of Administration (MOA) Coordinator. This team member's responsibilities include conducting MOA reviews as a part of the Commissions monitoring procedures, providing professional development, and collaborating with the Program Manager to support the performance labs.

One of the best ways to ensure students have equal access to CTE programming is assisting districts and schools in identifying performance gaps between student populations. To that end, the CTE team implemented performance labs for the secondary eligible recipients over three years ago. The Performance Data Labs provide recipients with disaggregated data that allows them to see gaps in enrollment of protected classes of students and special populations, specifically students with disabilities, English learners, and economically disadvantaged students in all of the programs of study they offer. Additionally, disaggregated data that highlights gaps in performance measures for: CTE concentrator; CTE concentrator in a high-wage, high-demand pathway; WBL completion; postsecondary credential attainment; postsecondary dual credit attainment; and placement. During the labs, recipients are asked to look at both statewide and local data to identify gaps and begin brainstorming and discussing the possible root causes for identified gaps. Results from the labs are included in the Local Application for eligible recipients.

All grant applications, including the Local Application and Reserve grants, will require recipients to describe how the funds will be used to expand access and support students of special populations. The responses to these questions are reviewed by CTE staff throughout the year as a part of monitoring activities.

(4) Preparing Teachers and Faculty

- a) Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**
-

Indiana supports a Workplace Specialist Program, which provides an avenue for licensure for individuals with industry expertise but no formal teacher preparation training. The program is administered by Ball State University and is a combination of in-person sessions and online course work. The Workplace



Specialist Program is one of multiple options Indiana has for bringing new CTE teachers into the classroom who primarily have an industry background. The potential exists to enhance employer and school connections through a sort of employee on loan program. The concept includes the possibility of employers allowing staff to serve as instructors with paid time off. The CTE team will develop guidance and recommendations for schools and career centers that focuses on best practices of utilizing these instructors. This will include work with industry representatives to develop an employer engagement guide that would include this possibility of providing a part-time staff member.

Attendance of new and newer instructors is required at the IACTE Fall Conference pre-conference sessions and includes training on supporting special populations in the CTE classroom. A CTE program manager is assigned to review and update IACTE Fall Conference content (in collaboration with a veteran Area CTE Director) to provide up-to-date information and support for new and newer teachers on understanding legislation, pedagogy, and teaching strategies for special populations students. The goal is to provide instructors with the basic pedagogical knowledge and skills necessary to be successful in the classroom.

Professional development is encouraged through Perkins basic grant funds to eligible recipients and through state-level programs related to the recruitment and retention of CTE educators, faculty, and staff. CTE staff plan to offer additional professional and regional workshops for secondary school counselors, postsecondary transition counselors, and career coaches/counselors.



C. Fiscal Responsibility

- (1) Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
- a) Each eligible recipient will promote academic achievement;**
 - b) Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c) Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**
-

Indiana has shifted to a Local Application process that covers a two-year period. This helps the Local Application align with the CLNA and provides an opportunity for longer term goals to be identified and for strategies/activities to be fully implemented and have time to make an impact.

Based on this two-year approach, the Local Application process begins with the development or updating of the CLNA. Eligible recipients are encouraged to start the CLNA process around the start of the school year in odd number years. As part of the CLNA process, CTE staff provide eligible recipients with relevant labor market information aligned to CTE courses for their economic regions. Recipients utilize this information to identify gaps between the needs of the community and the programs of study offered. Regional collaboration meetings remain part of the CLNA process for secondary and postsecondary eligible recipients.

The Local Application must correlate to the recipient's CLNA results. Thus, Indiana requires that the CLNA is submitted at least a month prior to the Local Application. CTE staff complete an extensive review of each recipient's CLNA. Once the review is complete and the CLNA is returned with any suggestions or feedback, the eligible recipient is ready to begin their Local Application.

Eligible recipients should submit their Local Application around the middle of April every two years. Once submitted the Local Application is reviewed by 3 different staff members (1-Data, 2-Fiscal, 3-Programs). This review ensures programs meet Indiana's requirements for size, scope and quality, and the eligible recipient's planned budget and expenditures are allowable and allocable to Perkins. The review process also allows CTE staff to identify potential concerns and/or need for technical assistance.

As part of the Local Application, each eligible recipient is required to submit their plan and strategies for improving academic and technical skill attainment. CTE staff ensure eligible recipients have developed an adequate response to each question during the review process. Previously, state assessments were given to students prior to entering a CTE program of study. Now, Indiana has moved the state assessment to the SAT, which students take spring of the junior year. This allows a new opportunity for CTE programs to promote student achievement. CTE staff will explore additional opportunities to provide guidance and technical assistance for eligible recipients.



(2) Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a) Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; eligible recipients must use Perkins distribution funds in ways that correlate to the results of their CLNA and section 135 of Perkins V legislation.**

The Commission, as eligible agency, will increase Perkins leadership to 10% of the total allocation for the upcoming fiscal year; approximately 88% of the total award will support the Local Formula Distribution for secondary and postsecondary eligible recipients.

Indiana Code [IC 20-20-38-12] requires that at least 60% of Perkins funds be allocated to secondary level CTE. Indiana plans to continue allocating 65% of the Local Formula Distribution to secondary eligible recipients and 35% to postsecondary eligible recipients. Indiana has not traditionally included Adult Education providers as eligible recipients. This split was originally determined by DWD and has been in place for several years.

Over the duration of this plan, Indiana will continue to increase the percentage of funds (6.4% FY23) distributed for Reserve grants to a minimum of 7% but not to exceed 10% of the Local Formula Distribution. These funds will be used to make competitive grants available to eligible recipients to prioritize narrowing performance gaps.

- b) Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V).**

Nearly all secondary public, non-charter schools are members of a consortium or CTE district. Some consortia are organized as cooperatives with the individual schools offering shared programs, while most consortia share a common career center for the district. Secondary schools and charter schools that meet the minimum funding level required by Perkins legislation can become CTE districts.

In most cases, Perkins funds are distributed to the CTE district through a fiscal agent for the consortium. In consortia where there is a centralized career center, Perkins funds go to the career center. In consortia that are organized as a cooperative, Perkins funds are distributed through local processes established by the consortium board of directors and are guided by the Area CTE Director. State CTE funds are distributed to the individual secondary schools based on student enrollments regardless of where the student receives the training. In most cases, sending schools pay a tuition fee to the career center.



- (3) Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V).**
-

Each year, CTE staff adjust the membership of each eligible recipient's consortium or cooperative. These changes will lead to changes in the amount of the eligible recipient's allocation due to the formula and process utilized to determine the local allocation. Indiana utilizes the data provided as is by the US Census Bureau to determine allocation amounts. The only adjustments to the data are made due to changes in district boundaries.

Allocations for charter schools and other schools without boundaries are determined based on the proportion of students enrolled in the charter school compared to the number of students enrolled in the public school corporation where the charter is located.

- (4) If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
- a) Include a proposal for such an alternative formula; and**
 - b) Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673 (2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V).**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Indiana does not plan to apply for a waiver to the secondary allocation formula. Additionally, Indiana has not previously applied for a waiver.

- For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V).**
-

The specific allocations for each eligible recipient will be included in this plan once the amount of the FY24 Perkins State Allocation is made available. Indiana utilizes the formula set forth in Perkins legislation to determine the allocation for each recipient.

- 70% to the number of individuals aged 5-17, inclusive, who reside in the school district and are from families below the poverty level for the preceding fiscal year; and
- 30% to the number of individuals aged 5-17, inclusive, who reside in the school district.



The CTE staff calculates the distribution for each school district. The CTE district's total award is determined by the sum of the formula distribution for each school district in the consortium or cooperative.

- (5) If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
- a) Include a proposal for such an alternative formula; and**
 - b) Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Indiana does not plan to apply for a waiver to the postsecondary allocation formula. Additionally, Indiana has not previously applied for a waiver.

- For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State. Section 132 relates to the distribution of funds for postsecondary education programs. We calculate the distribution based on the formula requirements in Perkins V:**
-

Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs, which meet the requirements of section 135, offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

- (6) If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**
-

The Commission will set aside funds for competitive reserve grants for secondary and postsecondary recipients. In FY23, the Commission distributed 6.4% of the Local Formula Distribution as reserve grants. Moving forward, for the duration of this plan, the Commission will increase the amount of reserve funds budgeted to at least 7% but not to exceed 10% of the local funding distribution. The distribution of reserve funds will be based upon the 65%/35% split between secondary and postsecondary eligible recipients.



Secondary reserve grants will be used to fund programs offered through eligible recipients in rural areas, areas with high numbers of CTE concentrators or CTE participants, or areas with disparities or gaps in performance as described in section 113(b) (3)(C)(ii). Reserve grants will be used to develop new programs and foster innovative practices aimed at reducing or eliminating performance gaps.

Postsecondary reserve grants will be used to fund programs or practices that are offered collaboratively with secondary and/or Adult Education and innovative practices aimed at reducing or eliminating performance gaps.

Reserve grants are awarded utilizing an application and rubric scoring system. Eligible recipients receive an RFP detailing the grant, application and evaluation process, and deadlines.

(7) Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V).

Indiana’s Perkins allocation was \$32,246,964 in FY23. The state match for Perkins administration has historically been \$494,000.00. Due to our increase in enrollments, the state match has been increased to \$744,000.00 (FY23). The state anticipates increased funding needs for monitoring, technical assistance, and data collection systems to support.

Outside of the maintenance of effort calculation, Indiana invests a considerable amount of state funding to CTE. Indiana’s aggregate expenditures (FY23) for CTE, including the federal Perkins allocation, approach \$250,000,000. This includes \$195,000,000 in CTE enrollment funding, which is distributed directly to public and charter LEAs. Additional CTE related funding include \$5 million for CSAs, \$2 million for Industry Certification Reimbursements, and \$25 million for Career Coaching Grants.



D. Accountability for Results

- (1) Identify and include at least one (1) of the following indicators of career and technical education program quality—
- a) The percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
 - b) The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c) The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V).
-

Indiana is one of three states that were recently highlighted for monitoring all three measures of program quality at the secondary level. Indiana chose to monitor all three measures to give us the most complete picture of the quality of a program of study. Additionally, these three outcomes have proven to have a positive long-term impact on the career success of a student. The measures will be calculated in the following manner.

Denominator: The unduplicated number of CTE concentrators in the reporting cohort.

Postsecondary Credential Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who attained a postsecondary credential. A postsecondary credential will be defined as a graduation pathway's eligible credential of value (industry certifications or postsecondary certificates and degrees).

Postsecondary Credit Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who earned at least nine postsecondary credits in courses that map toward a postsecondary certificate or degree program.

Work-Based Learning Participation Numerator: The unduplicated number of CTE concentrators in the reporting cohort who participated in a WBL capstone experience (internship, youth apprenticeship, or registered apprenticeship program serving youth) that meets all the elements in the WBL capstone experience definition and guiding principles provided below:

- WBL Capstone Experience: Sustained interactions between participants (adults/youth) and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course/training competencies, while offering participants the opportunity to gain intentional career outcomes.

Guiding principles for the WBL Capstone Experience:

- Sustained interactions are defined as 75+ hours in a single placement. This may be multiple departments but a single organization. The experience may be over a multi-year period, but it is



important that the experience be at one location and the tasks and responsibilities are meaningful and continue to grow with time. Interactions should go beyond observing.

- A training plan is required to identify roles and responsibilities of stakeholders along with the competencies aligned to coursework within a student's selected career pathway. Assessment or evaluation of the participant's progress on key competencies by workplace mentors is a key component of WBL.
- Intentional career outcomes include industry-relevant skills, experiences, certifications, and/or credentials.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

The Commission has several internal metrics to consider. However, considering that Indiana already monitors all three of the measures of program quality, there is no reason to add an additional metric currently.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

N/A



(2) Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

State Determined Performance Targets

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Secondary Indicators	Baseline Level (3 yr avg)	Performance Levels (%)			
		FY 2024	FY 2025	FY 2026	FY 2027
1S1: Four-Year Graduation Rate	99.17	97	97.5	98	98.5
1S2: Extended Graduation Rate	99.44	97	97.5	98	98.5
2S1: Academic Proficiency in Reading Language Arts	55.72	45	47	50	53
2S2: Academic Proficiency in Math	31.31	25	27	30	33
2S3: Academic Proficiency in Science	36.11	40	42	44	46
3S1: Post Program Placement	81.26	87	89	91	93
4S1: Non-Traditional Program Concentration	38.34	42	44	46	48
5S1: Program Quality- Attained a recognized postsecondary credential	21.51	22	24	27	30
5S2: Program Quality – Attained Postsecondary Credits	38.38	39	40.5	42	43.5
5S3: Program Quality – Participated in WBL	17.14	20	23	26	30
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Postsecondary Indicators	Baseline Level (3 yr avg)	Performance Levels (%)			
		FY 2024	FY 2025	FY 2026	FY 2027
1P1: Post Program Placement	61.71 New calc	64 New calc	67	70	73
2P1: Earned Recognized Postsecondary Credential	48.16 New calc-	50 New calc	52	55	58
3P1: Non-Traditional Program Concentration	25.78	27	29	31	33



- (3) Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
- a) A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
 - b) An explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
 - c) A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**
-

Public Comment

Possible adjustments to the State Determined Performance Levels were shared with secondary and postsecondary eligible recipients as a part of the listening sessions held throughout the development of the plan, well beyond the 60 day requirement.

The Perkins State Plan was posted for public comment on March 8, 2024 on the Commission's CTE webpage. A digital form was provided for reviewers to share comments.

During the public comment period, information was provided to secondary and postsecondary recipients, the CTE Advisory Council, and members of the Commission. The information provided an overview of current performance levels, proposed changes, and how the baseline and goals were determined. Following the presentation, feedback from each recipient was solicited via an online form.

State Determined Performance Levels

The state-determined performance levels were established by calculating the last three years of performance using the calculation going forward for each indicator and setting a goal that promotes continuous improvement. This is shown in the '**State Determined Performance Targets' table (on the prior page)**.. Additional explanation follows.

Secondary Adjustments

- The baseline levels for all indicators, except 2S1 and 2S2 were determined by taking the three-year average. For indicators 2S1 and 2S2, the CTE staff used the results for the 2022-2023 cohort as it was the first year using a new Every Student Succeeds Act (ESSA) test (SAT). Using this as our baseline and most recent year.
- A review of the past performance also identified a concern with 3S1. Using current year data, the Commission was unable to utilize a data match with Indiana's workforce Unemployment Insurance (UI) system and get the results within the allotted time for an on-time submission in the Consolidated Annual Report (CAR) portal by the end of January. The CTE staff plan to use the prior graduation cohort going forward to allow time to use the data match to obtain more valid results for students when a record match is possible. The baseline level for 3S1 was determined by excluding the most recent year's performance from the three-year average and the results from the most recent year.



The CTE staff are also making a change to the calculation method and definition for 5S3. The calculation method will be changed to match the definition referenced above. The numerator will include only experiences that align to the pathway the student is a concentrator in. These updated results have been used to set a baseline and a new goal.

Postsecondary Adjustments

For 1P1 and 2P1 the denominator selection criteria is changing. CTE staff will review enrollment/concentrators in CTE from the prior year; then, using the current year enrollment data, determine the students who exited. The exiting concentrators will become the denominator for 1P1 and 2P1. For 1P1, all these students will be included in the denominator, not just the ones CTE staff can track post exit as has been done in the past for 1P1.

Alignment

The changes to 2S1 and 2S2 are necessitated by Indiana changing its ESSA exam from a state developed test given in the sophomore year to the SAT given in the spring of the junior year. Despite the poor performance on the exams during the first year, there are some positives to consider. Having the exam take place during the spring of junior year will increase the relevance of metrics to Indiana's CTE programs. Prior to the SAT, the exam was given during sophomore year before many students began a CTE program, especially if they were attending a career center.

As mentioned in the explanation, 3S1 have been moved back to utilizing prior year. The response from the Office of Career, Technical, and Adult Education (OCTAE) to the Commission's extension request in January 2024 indicated that this was in alignment with Adult Education and other programs. It is the CTE staff's assumption that this would also apply to 1P1.

Lastly, 1P1 and 2P1 are being adjusted to better align with secondary data reporting methods for Perkins. Additionally, for the entirety of the previous state plan, the performance levels for these indicators were at 99% and 100% respectively. Having the indicators be this high leaves no room for continuous improvement required by Perkins.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The baseline levels for all indicators, except 2S1 and 2S2 were determined by taking the three-year average. In the case of 1P1 and 2P1, the three-year average was determined using the updated calculation method.

Once the baseline levels were determined, a goal for the FY24 program year was established for each performance indicator. The goal was determined by using the three-year average of the indicator using the updated definition (if a change was made) and looking at the performance from the most recent year, then choosing a reasonable goal which shows continuous improvement over the average and the most recent year. The updates to the Commission's definitions will not only allow CTE staff to obtain data that can be used to promote improvement in poor programs and their outcomes, but also more closely align Indiana to what other states are currently doing. This process will also help to ensure continuous improvement over the span of the Perkins V plan.



- (4) Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**
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State-determined levels of performance were shared with stakeholders prior to March 8, 2024. A written response will be prepared after public comment has been received.

- (5) Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).**

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

During the 2023-2024 program year, the state of Indiana will use the CLNA process as the primary mode for reviewing and auditing the performance of eligible recipients. At the secondary level, disaggregated data have been provided to each eligible recipient for each of the performance indicators. The CTE staff plan to conduct a thorough review of each eligible recipient's CLNA and Local Application, not only to ensure alignment, but also to identify performance gaps. Identified gaps will be documented to help the CTE staff determine what technical assistance and support is needed. CTE Program Managers, who specialize in specific technical assistance areas, will analyze the results of this review and be responsible for developing plans for providing professional development and technical assistance to individual recipients through a variety of formats.

The Commission is committed to better utilizing InTERS, Indiana's extensive CTE data collection portal, to improve data informed decision making and monitoring program quality for high quality outcomes. Over the course of the next two years, CTE staff will develop a real time auditing and monitoring system using InTERS reports and a data dashboard. This auditing and monitoring process will be used to identify individual schools that may require a more intensive on-site monitoring visit and/or need targeted technical assistance. InTERS allows CTE staff the opportunity to drill down beyond the district level and to monitor the performance of individual schools and individual programs of study within schools. Having this type of data will be critical to improving the consistency and quality of programs of study.

Indiana will still make use of the required interim improvement plans and full improvement plans completed during the 2024-2025 Local Application submission for eligible recipients based upon local agreed upon levels (AULs) that are set via negotiation with each local recipient. In past years, Indiana has required schools to create an interim improvement plan to require immediate action to address poor



performance. The interim improvement plans were followed by a school improvement plan as a part of the Local Application.

Fiscal Year (FY): FY2024 (2024- 2025) Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$32,438,160
2	State Administration	1.54%	\$500,000
3	State Leadership	10.00%	\$3,243,816
4	• Individuals in State Institutions	0.77%	\$250,000
4a	- Correctional Institutions	Not required	\$150,000
4b	- Juvenile Justice Facilities	Not required	\$100,000
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$0.00
5	• Nontraditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	0.77%	\$25,000
7	Local Formula Distribution	88.46%	\$28,694,344
8	• Reserve	6.45%	\$1,850,000
9	- Secondary Recipients	65.00%	\$1,202,500
10	- Postsecondary Recipients	35.00%	\$647,500
11	• Allocation to Eligible Recipients	92.90%	\$26,844,344
12	- Secondary Recipients	65.00%	\$17,448,824
13	- Postsecondary Recipients	35.00%	\$9,395,520
14	State Match (from non-federal funds)	Not applicable	\$744,000



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Indiana Career & Technical Education
101 W. Ohio, Suite 300
Indianapolis, IN. 46204