

## **I. Background**

In 2018, Governor Eric Holcomb signed Senate Enrolled Act 50 into law. In part the legislation charged the Governor's Workforce Cabinet with reviewing proposed Senate Bill 157 and Career and Technical Education (CTE). As such, on May 1, 2018 at the inaugural Governor's Workforce Cabinet meeting, a CTE Action Team was created to conduct such a review. The team was chaired by Cabinet member Paul Perkins. Other team members include:

- Paul Perkins, President of Amatrol, Inc.
- Alan Taylor, Director of Career and Technical Education for Prosser Career Center
- Mark Kara, Assistant to the Coordinator for Local 150 Operating Engineers
- Jason Ells, Senior Vice President of Custom Concrete
- Maurice Coates, President of CK United
- Bob Stutz, CEO Salesforce Marketing Cloud
- Nick Goodwin, Chief Strategy Officer Department of Workforce Development
- Beth Meguschar, Associate Chief Operating Officer Department of Workforce Development
- Amanda McCammon, Chief of Workforce & STEM Alliances Department of Education
- Stefany Deckard, State CTE Director Department of Education
- Josh Garrison, Associate Commissioner Indiana Commission for Higher Education
- Stephanie Wilson, Associate Commissioner for Strategy and External Affairs Commission for Higher Education
- Ron Hoke, Curriculum and Equipment Specialist Vincennes University
- Katie Mote, Vice President of Operations Southern Indiana Ivy Tech Community College
- Dr. Byron Ernest, State Board of Education
- Brian Pawlowski, Executive Vice President Garatoni Family Office

The action team began their review by analyzing SB 157 and comparing it to other state programs, such as dual credit, dual enrollment, in addition to the Workforce Ready Grant program. The team then began a comprehensive review of 9-12 CTE programs. This included a review of how the current CTE system functions in relation to the reauthorization of the federal Carl D. Perkins Act, which was signed into law by President Trump on July 31, 2018.

## **II. INTRODUCTION**

Under this proposal, students pursuing CTE pathways will be able to succeed in today's increasingly competitive global economy predicated on earning a postsecondary credential throughout their academic career. It is becoming increasingly apparent that to ensure students have sustainable economic opportunities, and a life-long learning mindset they will need to earn some type of postsecondary credential. CTE can serve as a conduit for students not only to translate their regular school day into real-world experience, but, when delivered in a more coordinated way, can also provide students with the skills necessary to transition directly into the

workforce or postsecondary education. Additionally, CTE can serve as a way to keep students engaged in school, prevent student dropout, and provide real-world contexts to make academia relevant to potential careers.

The current system of secondary CTE is operating under a plan developed in 2009. It is not consistently aligned with postsecondary CTE delivered at Ivy Tech, Vincennes, on-the-job training, or third party providers. With the recent passage of Graduation Pathways, it is imperative that we ensure students designated as CTE concentrators have the relevant knowledge and skills to move directly into employment or additional postsecondary educational opportunities. To ensure students receive high-quality CTE instruction and experiences, there must be mechanisms in place to ensure that CTE is a rigorous and valuable pathway, such as postsecondary credits and an industry recognized credential prior to graduation.

CTE should be viewed as an opportunity for students to apply what they are learning to a career in a high wage/high demand field. In recent years, it has simply been stigmatized as the dumping ground for students that do not have postsecondary ambitions or cannot perform at the same level as students pursuing the traditional four-year college path. The recommendations below provide for more flexibility for schools; create a more aligned CTE system; aligns with federal changes; allow for more postsecondary credentials to be earned while students are in secondary CTE; and create more opportunities to allow employers, secondary leaders, and postsecondary providers to provide guidance on the future of CTE. These recommendations execute the Governor's vision of connecting Hoosiers to jobs and postsecondary learning, spending taxpayer money more efficiently, and giving greater control to local communities, ensuring every Hoosier can attain a meaningful credential that provides them an opportunity to a valuable, sustainable career path towards economic longevity and stability.

Outlined below are the primary issues with the current structure of CTE programs, as well as the accompanying solutions to those issues. The agendas and discussion overviews for each action team meeting can be found in Appendices A. Additionally, data that was collected and distributed by the Management Performance Hub (MPH) can be found in Appendix B. In Appendix C, please find the memorandum regarding SB 157 that was approved by the GWC in July. A summary of the recommendations can be found in Appendix D.

### **III. FLEXIBILITY AND ACCOUNTABILITY**

Under the current CTE structure, much of the responsibility for ensuring CTE program quality, teacher qualifications, content, and new programming is charged to local area CTE Directors to approve and monitor. Additionally, because of this structure CTE Directors are accountable for upholding the schools within their respective districts to meeting these measures. Currently, language within IC 20-37-2-11 restricts a part of a CTE District from offering new courses unless there is approval from the CTE consortium. Under current procedures, a school or corporation seeking to add new CTE courses or programs makes a request to the CTE Director to add courses to the inventory list that is submitted to the Indiana Department of Education

(IDOE) by July 1 of each year. Subsequent to IDOE approval, courses that appear on this list and have reported student enrollments on ADM count day receive Additional Pupil Count (APC) funds set aside for CTE course enrollments.

As a result of this accountability structure, CTE Directors currently serve as the gatekeepers of secondary CTE programs throughout their entire district – not just in terms of quality, but also funding – even when a program may not be operating under their direct watch. This calls into question how CTE programs are held accountable and how schools can provide CTE programs cooperatively with local businesses and postsecondary institutions.

In addition to the CTE Action Team under the GWC reviewing this issue, the Rural Affairs Taskforce, under the Lieutenant Governor's Office, has also been looking at whether or not schools in rural areas can effectively serve students that want to participate in CTE programming under the current structure. They have also identified the lack of flexibility for schools to partner with businesses or postsecondary providers as an obstacle that needs to be remedied.

#### **IV. RECOMMENDATION**

##### **Provide More Flexibility for Schools and Hold School Corporations Accountable for CTE Programs Background**

- Repeal language within IC 20-37. With the passage of Graduation Pathways and other priorities outlined by the Governor, it is vital that schools have the ability to innovate with businesses, postsecondary institutions, and CTE Centers. In order to do this, the roles and responsibilities placed upon CTE Directors need to be examined, and accountability measures need to be put in place to ensure that CTE programs, regardless of where they are offered, provide opportunities for students to receive quality CTE programming. As such, repealing language within IC 20-37 and adding in accountability metrics for schools offering CTE programs outside of the local area CTE Center will allow for new innovative approaches between K-12, employers, and postsecondary institutions. In addition to repealing state law, the state's federal Perkins V plan will allow us to examine the roles and responsibilities of local CTE Directors and define how all programs are to be held to the same standards as programs offered at the career center. In doing so, our secondary CTE programs will align to business needs, complement postsecondary offerings and reduce the amount of duplicative programming that currently exists.
- Outline requirements for schools seeking flexibility. With the added flexibility for schools to partner with employers and postsecondary there needs to be a mechanism in place to ensure that students are receiving quality and rigorous CTE opportunities regardless of where those opportunities exist. This can be done within the Perkins V state plan.

- Add accountability metrics for school corporations offering CTE programs. Metrics need to be developed for school corporations that choose to offer a CTE program outside of the CTE center. Accountability for CTE programming offered outside of a local CTE center should not fall to local CTE Directors. Further deliberation on this topic is needed as the CTE Action Team continues to work through these issues and the development of the Perkins V state plan.
- Consider Outlining roles and responsibilities of CTE Directors. Within the Perkins V state plan, consideration needs to be given to the current roles and responsibilities of CTE Directors. Much responsibility has currently been placed upon them. By adding flexibility and accountability for school corporations in the delivery of CTE programs, consideration needs to be given to look at new roles for CTE Directors.
- Consider Licensure and Collective Bargaining Barriers. There are a number of activities in these areas that the CTE Action Team needs to consider as they move forward. A deeper dive into barriers that exist that prohibit industry professionals from enter into the classroom to teach some of the advanced CTE courses needs to be examined as the team's work continues.

## V. LACK OF ALIGNMENT ACROSS SYSTEMS

Currently, the State Board of Education (SBOE) has Perkins IV authority; but due to the Board's size and limited capacity to administer Perkins IV funds and CTE programs, a Memorandum of Understanding between the SBOE and the Indiana Department of Education (IDOE) gives administrative authority and policy oversight of Perkins funds and CTE to IDOE. A second Memorandum of Understanding between IDOE and DWD gives DWD administrative authority over the Perkins IV postsecondary allocation which supports CTE programs at certain Ivy Tech campuses. This unnecessarily bureaucratic funding stream creates misalignment, confusion, and lack of ownership between secondary CTE, postsecondary CTE, and employer stakeholders.

## VI. RECOMMENDATION

### **Simplify Oversight and Align CTE Policy to Ensure Better Outcomes for Students**

- Shift the Perkins authority under IC 20-19-2-19 from the SBOE to the GWC. The GWC was created to help align the education and workforce systems. Transitioning the Perkins authority to the GWC from the SBOE will help ensure that secondary, postsecondary, and employers have input on the Perkins V state plan and will create true alignment among these entities. Shifting the Perkins authority under IC 20-19-2-19 from the SBOE to the GWC will help create better policy alignment across K-12, postsecondary, and employment.

Additionally, as the GWC considers moving forward with a Combined WIOA state plan, this will provide an opportunity to incorporate CTE into other federally funded programs

through WIOA title programs such as Adult Basic Education, Vocational Rehabilitation, Department of Corrections, etc. Shifting this authority would allow for a more coordinated, efficient, and effective system for all populations receiving some sort of career and technical training. As such, the CTE Action Team needs to include partners from across all WIOA title programs.

## **VII. OVERCOMING INCONSISTENT DELIVERY OF CTE INSTRUCTION AND OUTCOMES**

The current definition of a CTE concentrator does not align with the reauthorization of the federal Perkins Act. Additionally, there has been widespread neglect and misuse of the CTE system. The concentrator courses and programs of study that were put in place in 2009 are antiquated and need to be reviewed and updated. The current definition of a CTE concentrator is based upon credit completion rather than mastery of content. While the variability in credit assignments per CTE course allow schools with varying schedules to adapt these courses to their contexts, this has created extreme inconsistencies in how the programs are offered and administered. Students who are in the same course in different districts will have vastly different number of credits and experiences earned simply because of *where* the student takes his/her courses. This level of variability makes transferring credits, consistency in quality, and connection to postsecondary coursework extremely problematic. Additionally, because courses are currently funded per credit, there is a perverse incentive for schools to max out credits in one or two courses or enroll students in several of the foundational or introductory courses, rather than offering courses that have rigorous, non-duplicative content. The quality and depth of content is widely skewed due to the credit variances from CTE district to CTE district, or even school corporation to school corporation.

Both of these issues have created misalignment from secondary CTE to postsecondary CTE and into employment. This type of misalignment creates an extra burden on school counselors, students and parents when it is not clear how the local CTE programs prepare students for postsecondary opportunities. It is necessary that students in the same program of study – regardless of where that program is implemented – have access to the same opportunities.

## **VIII. RECOMMENDATION**

### **Every CTE Pathway Must Lead to Postsecondary and Employment Opportunities**

- Redefine a CTE Concentrator as a student that completes at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study. A new definition for CTE concentrators must be outlined for two reasons: 1) to align with the new federal definition, and 2) to ensure quality across programs of study. This definition should be based upon advanced course completion, rather than accumulation of foundational or introductory credits prior to taking advanced coursework. By having a CTE concentrator definition that is based upon course completion rather than credit accumulation, we can ensure that students are getting

through the same course content regardless of where they are enrolled. Additionally, K-12 CTE pathways need to align to postsecondary coursework and employment opportunities, which can only be accomplished through the depth of knowledge.

- Short-term application: As a result of the Graduation Pathways taking effect with the 2019-2020 freshmen cohort, DOE should examine the current courses that could count toward concentrator status within each of the CTE pathways. Utilizing DOE's CTE staff, employer groups, CTE Directors, postsecondary providers, and workforce development partners, the DOE, in partnership with DWD and the GWC, can recommend that the SBOE adopt revised CTE pathways that match the Perkins definitions of a concentrator and program of study.
- Long-term application: Creating consistent CTE programming across the state will require each entity charged with delivering CTE (Ivy Tech, Vincennes, and K-12) to work in a more coordinated manner to ensure alignment of programming. Currently, each provider has their own employer group to validate curriculum/standards. This has created siloed work that does not align with the best long-term interests of the student. Creating a single employer group to validate curriculum and endorse the knowledge and skills taught in our programs will allow us to identify comprehensive needs across the state and engage those delivering CTE to understand the skills needed to transition to postsecondary or obtain employment.

There must exist a seamless transition between secondary and postsecondary CTE so students can apply their K-12 education toward their postsecondary coursework. Additionally, at any point students exit a CTE program, they should have gained quantifiable skills that mobilize them into additional educational opportunities or a high wage/high demand career.

- Utilize a single employer group. Instead of using multiple employer groups across each entity charged with delivering CTE, a single employer group should analyze course offerings in secondary and postsecondary institutions, streamlining courses taught in every setting. Once those courses are determined, the education system will offer content that truly meets employer needs and advances the student's long term career goals. Bringing K-12, Ivy Tech, and Vincennes together to create a seamless CTE system will effectively provide an opportunity for students to earn one year of college credits while enrolled in secondary CTE. Each high school course can be mapped to the appropriate dual credit opportunities at the postsecondary level. Students leaving high school as CTE concentrators would have the ability to earn a technical certificate from Ivy Tech or Vincennes, as well as the industry certifications that are embedded in those programs.
- Develop Common Standardized Skills Assessments. It is necessary to ensure quality programming exists across K-12 and postsecondary CTE programs. As such, the development of common assessments that incorporate both the academic and application

of theory is necessary to provide students an opportunity to demonstrate the skills and abilities they learned prior to exiting a CTE program.

## **IX. PERSISTENCE THROUGH CTE PROGRAMS AND FUNDING OPPORTUNITIES**

By providing funding on a course by course basis, schools can chase funding by offering high value courses that do not cost as much money to operate. Additionally, there are courses that receive CTE funding that do not necessarily deliver CTE skills. Traditionally, over one-fourth of CTE enrollments are in foundational coursework. While these courses provide some value to the student through learning of various life skills, they lack substantial content rich enough for students to apply that knowledge to a particular CTE program of study. When comparing CTE Enrollments to the number of CTE Concentrators and CTE Completers, one can recognize that there is a small percentage of students that go through a particular program of study (See Appendix B). As a result, a new funding methodology needs to be considered.

## **X. RECOMMENDATION**

### **Incentivize Persistence along a CTE Pathway, Eliminate Funding for some Courses, and Incentivize Student Outcomes**

- Create a new tiered CTE funding methodology. A new funding methodology that encourages completion along a pathway needs to be considered. A tiered funding structure that incentivizes course progress through a program of study will provide opportunities for schools to be more strategic with the courses that are offered. If the first level of a course, Welding I for instance, receives a base funding rate and then the second level course, Welding II for instance, receives that base funding rate plus an additional amount of funding for students that were enrolled in Welding I, it is logical more students will be encouraged to persist through the program of study rather than taking one-off courses that do not lead to the skills necessary for postsecondary enrollment or employment opportunities.
- Remove Foundational Courses from CTE Funding Formula. The current list of Foundational Courses are not specific to CTE. These courses provide life skills that are relevant to all students, not just those enrolled in CTE programs. The current funding utilized for Foundational Courses should be utilized for CTE specific programs.
- Give Consideration to How CTE Funding is Spent. Currently, there is no set percentage of CTE funding that is required to be utilized on CTE programs. There should be a mechanism in place to ensure that CTE funding is being spent on CTE programs rather than simply going into a school corporation's general fund to be used on other activities. Florida provides school corporations bonus funding for students that earn industry

certifications. By law, 80% of that funding must go back into the CTE program in which the student earned the certification.

- Incentivize Student Outcomes. There are a number of activities that a CTE program can offer in which it is relevant to award additional funding within a new CTE funding methodology. The Governor has placed an emphasis on work-based learning (WBL). CTE programs of study that have embedded WBL opportunities should generate additional dollars creating opportunities for students to apply the skills they are learning in the classroom in a real-world setting. There is additional administrative burden in creating those experiences for students, and that needs to be given some additional funding considerations. Other potential incentives include: industry recognized certifications, completion of an entire program of study, etc.
- Give Consideration to How Much Money is Dedicated to CTE. The new graduation pathways now allow for CTE Concentrator status to be used to meet high school graduation requirements. As such, more students will be enrolling in CTE courses than in the past. Considerations should be made to adjust CTE funding accordingly.

## **XI. OPPORTUNITY FOR COLLEGE AND CAREER EXPLORATION**

Currently, no college or career exploration is required of high school students except a review of their graduation plan that was created in middle school. More awareness of the diversity of postsecondary options, an understanding of career opportunities and the pathways to those careers is something that each student should have the opportunity to understand early in their high school career. Research has shown that students are overwhelmed with the vast number of options available to them. The lack of consistent delivery and conversation around those options is something that students have encouraged the state to examine. Additionally, students need to be aware of their graduation pathway options that best fit their postsecondary goals at some point in the 9<sup>th</sup> or 10<sup>th</sup> grade.

## **XII. RECOMMENDATION**

### **Require some Career Exploration Activity in the 9<sup>th</sup> or 10<sup>th</sup> grade**

- Require Preparing for College and Careers or an Introductory CTE Course for All Students. By requiring all students to enroll in a revised Preparing for College and Career Course or an Introductory CTE course in their 9<sup>th</sup> or 10<sup>th</sup> grade year, all students will have an opportunity to dive deeper into a career field that interests them. Additionally, students can explore the educational requirements of that field prior to needing to fully determine which graduation pathway they want to pursue and whether or not postsecondary education is necessary to meet their goals.



- Consider Adding a Postsecondary Transitions Course. There is an overwhelming amount of information that is necessary to ensure students are truly ready for life after high school. Further consideration should be made as to whether a postsecondary transitions course should be added at the 11<sup>th</sup> or 12<sup>th</sup> grade year to provide students with an opportunity to better understand the personal financial aspect of the postsecondary goals as well as an understanding of state and federal resources available to help them achieve those goals.

### **XIII. CONTINUING TO ELEVATE CTE**

Many of the recommendations above require additional work in order to fine tune the exact solution to some of the issues surrounding the state’s current CTE programs. Much of this can be done through the planning process that must take place in order to create a new Perkins state plan.

### **XIV. RECOMMENDATION**

#### **CTE Action Team Continues and Provides Input on Perkins Plan**

- Continuation of CTE Action Team. With the amount of work that is necessary to move CTE forward, the CTE Action Team needs to continue beyond the date of the required report due to the Governor and legislature.
- Charge CTE Team with Input and Development of Perkins Plan. Should the state Perkins authority be transitioned to the GWC, there will need to be a team put together to examine the requirements necessary for the plan, set a strategic vision of CTE, and develop the plan. This team already has many of the members that will be required to provide input on the plan, has already begun a deep dive into the state’s CTE system, and has developed recommendations for items to include in the plan. Therefore, this team should continue its work moving forward.
- Consider Expanding Team Membership. By including the Perkins state plan in the WIOA Combined Planning process, the delivery of CTE programs to other population groups needs to be deliberated. As such, adding members from Adult Basic Education, Vocational Rehabilitation, the Department of Corrections, and Local Workforce Boards needs to be considered.

### **XV. VALUING WHAT IS RELEVANT IN ACCOUNTABILITY**

The SBOE is currently going through rulemaking to amend the state K-12 A-F accountability model. There is an opportunity to align that accountability model with how CTE programs will be held accountable under the Perkins reauthorization.

## **XVI. RECOMMENDATION**

### **Consider the Inclusion of new Metrics in the Development of the new Accountability Model**

- Consider the Inclusion of Additional Metrics in the K-12 Accountability Model. As the SBOE gives further consideration to a new accountability, additional metrics could be included to better align student outcomes and activities that are truly student-centered and allow for students to be better prepared for the next step in the educational journal. In particular, now that CTE programs will be held accountable to student outcomes (postsecondary enrollment, employment, and enlistment) six months after graduation the SBOE should consider the inclusion of the following metrics:

#### **a. Elementary Level**

- i.** ILEARN Assessment Proficiency
- ii.** ILEARN Assessment Growth
- iii.** Career Navigation
- iv.** English Language Learners

#### **b. Middle School:**

- i.** ILEARN Assessment Proficiency
- ii.** ILEARN Assessment Growth
- iii.** Career Navigation
- iv.** English Language Learners

#### **c. High School:**

- i.** Postsecondary Ready Competencies (graduation pathways)
- ii.** WBL
- iii.** Career Navigation
- iv.** English Language Learners
- v.** Postsecondary Placement (ie: education, employment, enlistment)
- vi.** On-Track Indicator

## **XVII. ADVISABILITY OF ESTABLISHING A REAL WORLD CAREER READINESS PROGRAM**

One task charged with the GWC was to review proposed SB 157. The overview and recommendation approved by the GWC in July may be found in Appendix C.

## **XVIII. RECOMMENDATIONS**

### **Utilize Current Tools Available to Students**

It is not necessary to move forward with SB 157. There are existing programs that provide opportunities for students to access postsecondary coursework at little to no cost to the student. Pell and Workforce Ready grants provide an option for students in secondary CTE to connect to postsecondary CTE programs. Additionally, there are mechanisms to include a WBL experience in those programs. As such, a fifth year of high school would only prolong a student's secondary experience. We should continue to explore ways in which students can receive a secondary and some form of postsecondary education while enrolled in K-12.

## Appendix A – Agendas and Summaries



Governor's Workforce Cabinet  
CTE Action Team  
Agenda  
Monday, May 21, 2018  
1:00pm-2:00pm  
302 W. Washington, E012  
Indianapolis, IN

- I. Welcome
- II. Introductions
- III. CTE Landscape Overview
- IV. Mission and Goals of the CTE Action Team
- V. Discussion: Employer Perspective
- VI. Discussion: Defining Success of CTE
- VII. Timeline and Requirements for a comprehensive report and plan
- VIII. Schedule of Meetings
- IX. Any Other Business

### Summary

The meeting started with introductions from team members and staff. There was a lot of discussion around how the state should define a successful CTE program, and what the state's goals should be for reshaping CTE. It was clear that the group collectively wanted to set a clear vision for how CTE could look across the state in the future.

There was acknowledgement that there is much work to do to create more alignment across K-12 and postsecondary CTE with employer needs. The group identified key questions and data points that should be considered to help answer those questions.

Additionally, there was discussion around the recommendation that was needed for the "Real World Career Readiness" program.



Governor's Workforce Cabinet  
CTE Action Team  
Agenda  
Thursday, June 7, 2018 8:30am-  
10:30am  
State Library  
315 W. Ohio Street, Rm 425  
Indianapolis, IN

- I. Welcome
- II. Senate Bill 157 Discussion
- III. CTE Funding
- IV. CTE Enrollments
- V. Any Other Business
- VI. Adjournment

**Summary**

The meeting started with a deeper dive into Senate Bill 157 and the potential creation of a “Real World Career Readiness” program. The conversation then shifted to whether or not the state currently offers other programs that have the same goals and objectives. It was determined that there are probably tools in place that could be strengthened that would provide students with the same or better experience than creating a new program. The team was then provided with the 2018-2019 CTE funding memo from the Department of Education that outlines the funding levels for each of the courses that receive CTE funding in addition to regular tuition support funding. Questions were raised as to how flexible some of those dollars are, where the funding flows, and what requirements exist in order to draw down CTE funding. The team also began a review of the courses in which students were enrolling since the 2013 – 2014 school year.



Governor's Workforce Cabinet  
CTE Action Team  
Agenda  
Thursday, July 12,  
2018 8:30am-10:30am  
State Library  
315 W. Ohio Street, Rm 425  
Indianapolis, IN

- I. Welcome and Roll Call
- II. SB 157 Discussion and Adoption
- III. Discuss the Role of CTE and EdWeek Article
- IV. SBOE Update
- V. Tasks and Timeline
- VI. CTE Enrollment versus Demand
- VII. August Meeting Date
- VIII. Next Steps
- IX. Any Other Business

### **Summary**

The CTE Action Team finalized their recommendation regarding SB 157 prior to the July Governor's Workforce Cabinet meeting. Additionally, the team discussed what role CTE can play in providing students with skills relevant to employment and postsecondary educational opportunities. There was an update from Dr. Byron Ernest regarding the July State Board of Education meeting in which they discussed the courses that would be part of the CTE Concentrator Pathways to be utilized to meet the new graduation requirements. There was continued discussion around CTE enrollment data and comparisons to statewide demand data from the Department of Workforce Development. Additionally, there was discussion about developing an informational webinar for team members not as well-versed in CTE programs and policy as those in the weeds on a daily basis.



Governor's Workforce Cabinet

CTE Action Team

Agenda

Tuesday, August 6, 2018

2:00pm-4:00pm

Indiana Government Center South Conference Room 1

302 W Washington St, Indianapolis, IN 46204

- I. Welcome and Roll Call
- II. Webinar Questions and Answers
- III. Continued Conversation about Foundational Courses
- IV. Concentrator Definition
- V. Tasks and Timeline
- VI. Evaluation of Courses
- VII. Next Steps
- VIII. Any Other Business

## Summary

The meeting began with an overview of the webinar for team members that could not attend. Any remaining questions after the webinar, were also discussed. The team had a conversation around the six Foundational Courses that receive CTE funding. The team began a conversation around how the state defines CTE Concentrators. On July 31<sup>st</sup>, President Trump signed into law the reauthorization of the Carl D. Perkins Vocational and Technical Education Act. This requires states to consider, among other things, what successful CTE programming looks like using "concentrator" status as one such way to define that. There was also discussion around the current list of CTE courses that are offered, their alignment to similar courses at the postsecondary level and employment opportunities. There was a lot of discussion around creating a single employer group to review current CTE programs across K-12 and higher education and provide input as to skills and competencies that are/are not currently being taught. Additionally, considerations were given to transitioning Ivy Tech and Vincennes technical certifications (traditionally the first year of a postsecondary CTE program) into the high school programs.



## Governor's Workforce Cabinet

CTE Action Team

Agenda

Thursday, September 6, 2018

10:00 am - 12:00pm

State Library

315 W. Ohio St, Rm 211

Indianapolis, IN

- I. Welcome and Roll Call
- II. Initial Data Dashboard Overview
- III. Overview of CTE Action Team Activities and Timeline
- IV. Next Steps
- V. Joint Meeting with College and Career Funding Team
- VI. Any Other Business
- VII. Adjournment

### **Summary**

This meeting began with a presentation from Tyler Brown with the Management Performance Hub (MPH) regarding longitudinal data from the Department of Education, Commission of Higher Education, and the Department of Workforce Development. Tyler discussed the Education Workforce Development data team that consists of members from the state agencies involved with education and workforce programs. He also went through a draft visualization that provides an overview of secondary CTE enrollments and graduation, postsecondary placements and degree programs, and wage data. A few slides from that presentation may be found in Appendix B, and once the visualization is complete, it will be posted on the GWC website. The team then merged with the College and Career Funding team, so that team could be briefed on some of the ideas that the CTE team had been discussing.





Governor's Workforce Cabinet

CTE Action Team

Agenda

Wednesday, September 12, 2018

3:30 pm - 4:30pm

State Library

315 W. Ohio St, Rm 425

Indianapolis, IN

- I. Welcome and Roll Call
- II. Discussion of Action Item List III.  
Additional Topics to Consider
- IV. Draft Recommendations Timeline
- V. Next Steps
- VI. Any Other Business
- VII. Adjournment

### **Summary**

After the fifth CTE Action Team meeting, Chairman Paul Perkins and staff worked to develop a list of action items for the team's consideration. The list included steps that could be taken to address many of the topics that the team had discussed thus far including, but not limited to: funding, foundational courses, lack of career awareness, and alignment of courses. Other topics that the group discussed for inclusion in upcoming meetings included: accountability, flexibility, and incentives.



Governor's Workforce Cabinet

CTE Action Team

Agenda

Thursday, September 20, 2018

11:00 am - 1:00pm

DWD

10 North Senate, Rm 301

Indianapolis, IN

- I. Welcome and Roll Call
- II. Concentrator Definition
- III. Current Pathway Courses
- IV. Foundational Course Funding
- V. PCC Requirement
- VI. Perkins Authority
- VII. Next Steps
- VIII. Adjournment

### Summary

The team continued to discuss the CTE Concentrator definition that will need to change as a result of the change in federal law. This definition will be extremely important as CTE Concentrator status is now a potential pathway for students to demonstrate they are ready for postsecondary as a result in the new graduation pathways. The team also reviewed a new tool that the Department of Education put online that allows an individual to drill further into the courses that are currently eligible for concentrator pathways. The team asked the Department of Education staff, and they agreed, to review the current pathways and update them in time to take to the State Board of Education in November. The team then reviewed recommendations that staff put together around a few topics that there were consensus around including: removal of foundational courses from CTE funding, and requiring some type of career exploration at the high school level. The team then discussed the potential shift of Perkins Authority to the Governor's Workforce Cabinet from the State Board of Education.



## Governor's Workforce Cabinet

### CTE Action Team

#### Agenda

Thursday, September 27, 2018

2:00 pm - 4:00pm

Indiana Government Center South

302 West Washington Street, Rm 14

Indianapolis, IN

- I. Welcome and Roll Call
- II. Concentrator Definition Revisited III.  
Perkins Authority
- IV. Funding Models
- V. Flexibility
- VI. Accountability
- VII. Next Steps
- VIII. Adjournment

### **Summary**

The team began again with the conversation around concentrator status. This was to ensure that students were not necessarily going to be penalized because of the in which schools deliver CTE. Currently, there is a variation in the number of credits that a student can earn by completing a CTE course dependent upon how the school chooses to deliver the course. Discussion was had around shifting from seat time to demonstration of skills and abilities. This would allow for a set number of credits that could be earned regardless of where the student receives their CTE programming. Additional time was devoted to discussing the potential shift of the Perkins authority to the GWC, funding models, the lack of flexibility for schools to partner with business and higher education, and aligning accountability with the new Perkins V requirements. The team reviewed three different funding models. There was discussion around the fact that CTE programs will now be held accountable for outcomes (postsecondary enrollment, job placement, and enlistment in the military or service program). The State Board of Education is currently considering changes to the state K-12 accountability model, and there was discussion around recommending additional indicators to them for consideration.



Governor's Workforce Cabinet

CTE Action Team

Agenda

Wednesday October 3, 2018

2:00 pm - 4:00pm

Indiana University Purdue University Columbus

Columbus Learning Center, RM LC 1000

4555 Central Ave, Columbus, IN 47203

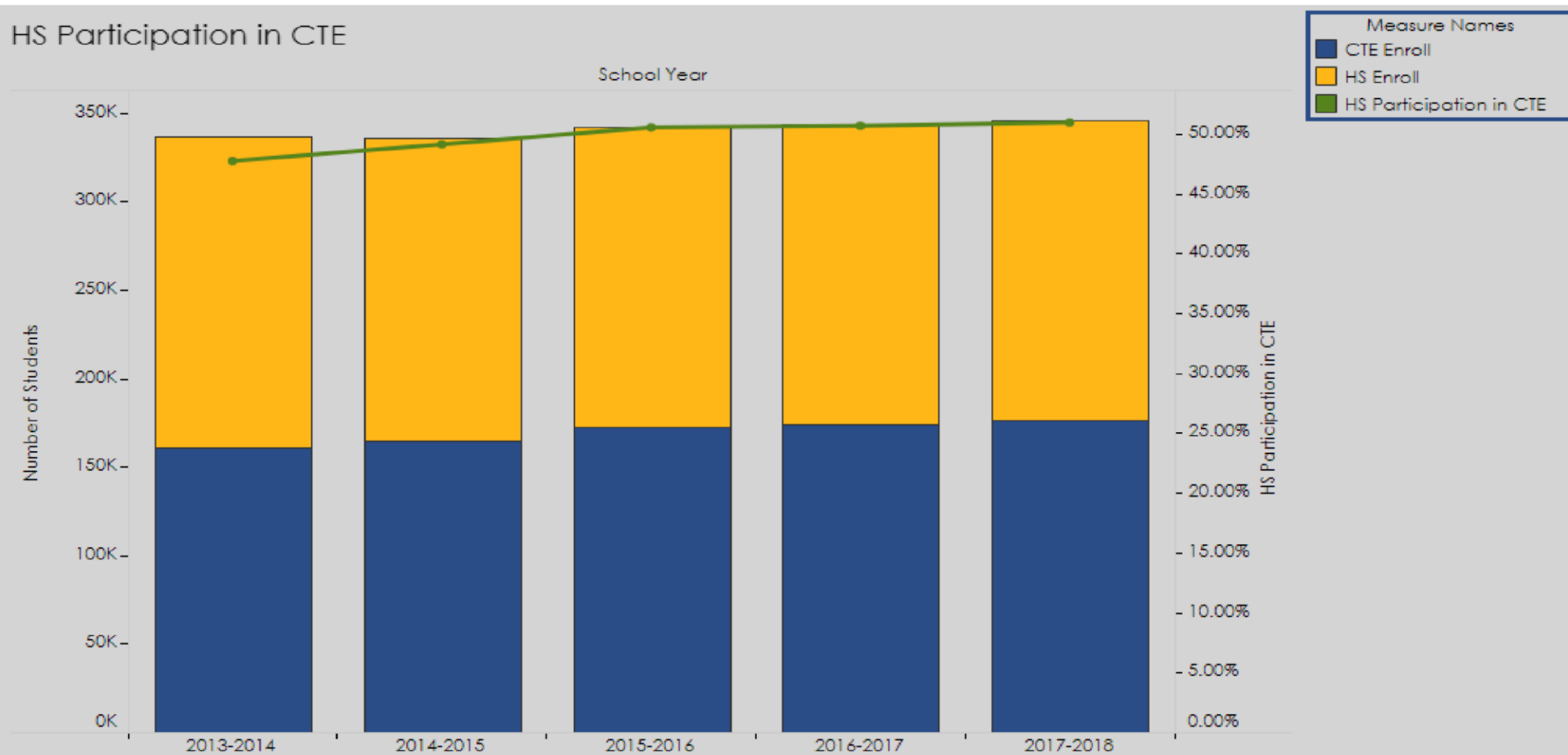
- I. Welcome and Roll Call II.
- Funding Models
- III. Flexibility
- IV. Accountability
- V. Next Steps
- VI. Adjournment

### Summary

The team revisited the various funding models that were discussed at the previous meeting. Consensus was found around the fact that in order to encourage persistence through CTE programs that the second course within a concentrator pathway should receive additional funding for students that had enrolled in the first course. There was additional conversations around other potential items that should be incentivized through CTE funding such as embedded work-based learning, completion of a pathway, or completion of an industry certification. There was a lot of discussion around how flexible the CTE system for schools to offer programs in-house that the CTE Center may not offer. There was discussion as to the fact that CTE Directors are currently held accountable regardless if the CTE program is housed within their school/center. Some consideration was given as to whether or not the role of CTE Directors needs to potentially shift. The group then began discussing other items that could potentially be included in the K-12 accountability model that would not only better align to the requirements of Perkins V, but also align with other priorities such as career navigation and work-based learning.

## Appendix B – HS CTE Data Overview

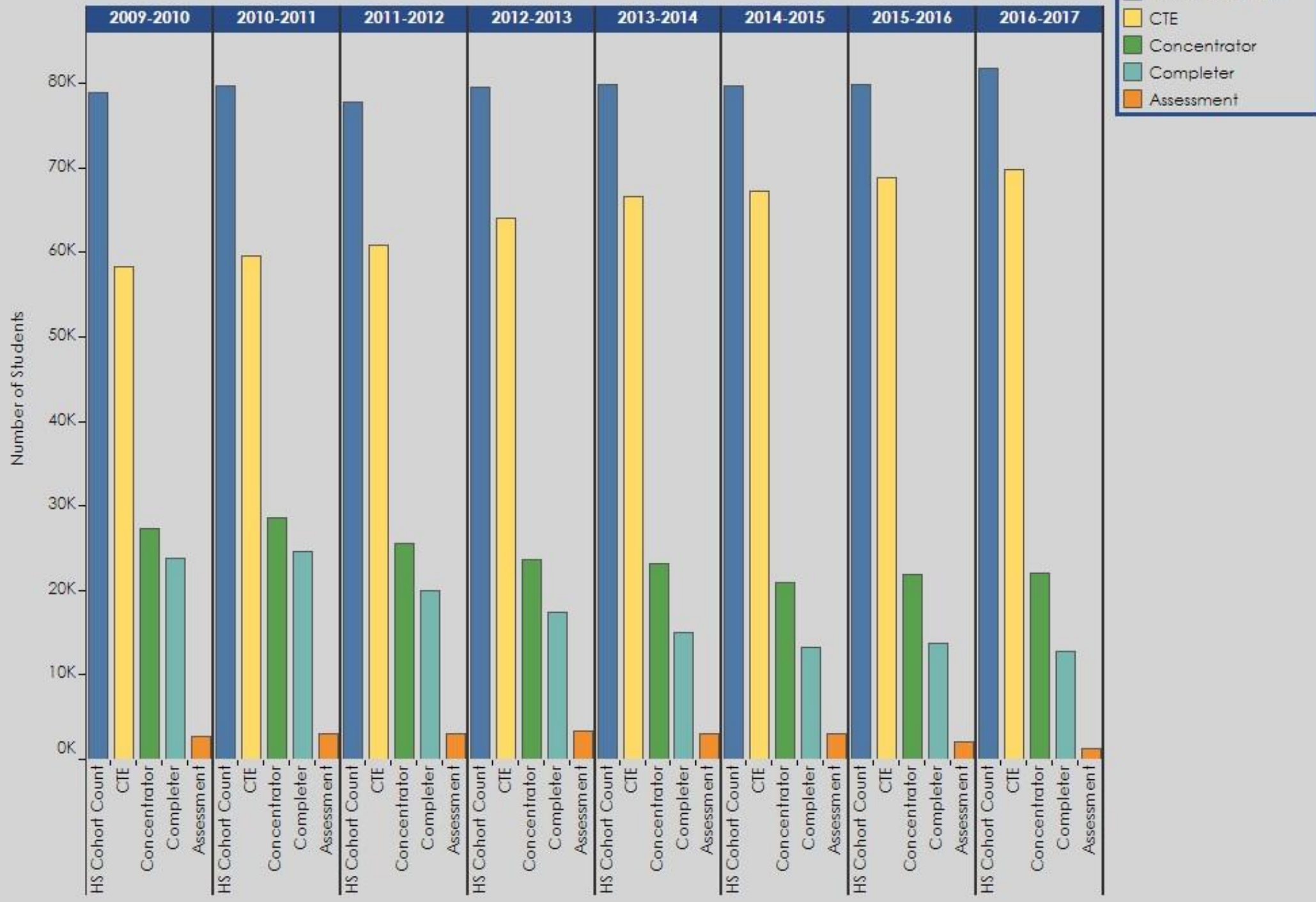
The CTE Action Team was fortunate to be able to work with the MPH and leverage the Education and Workforce Development data system (EWD) initiative to begin an analysis of longitudinal data for CTE students throughout their secondary CTE experience, postsecondary educational experience, and on into employment. Below are a few data points specific to the secondary experience. As the comprehensive data visualization, utilizing data from DOE, CHE, and DWD, continues to be built out, the GWC will include a link to that visualization on its website so the data can be drilled down into further.



Number of HS students in Indiana indicates students enrolled during a specified academic school year  
Source: IDOE Compass

Number of Students Participating in CTE indicates students who took at least one CTE course during the specified academic school year

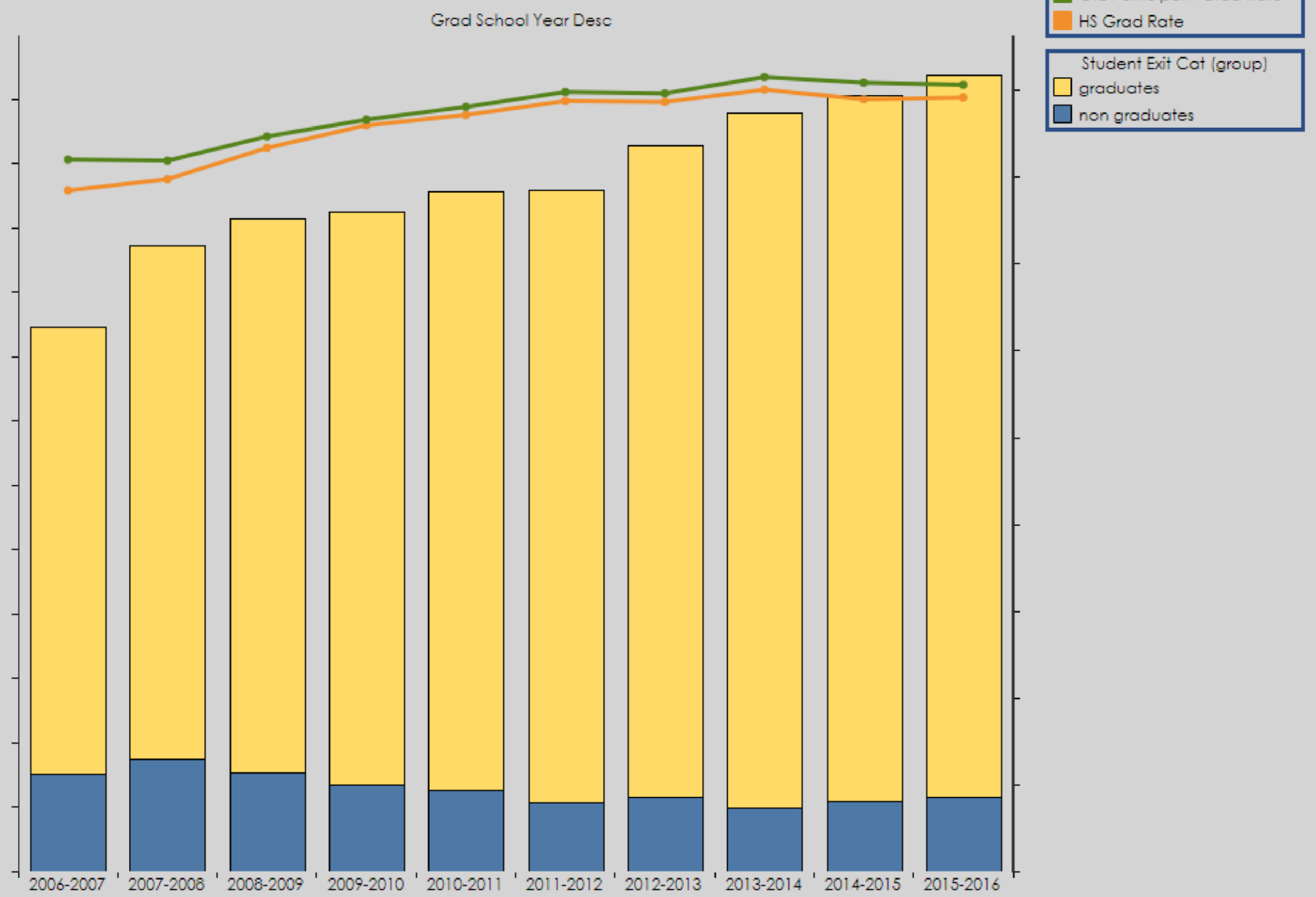
# Cohort Breakdown



Years represent a student's cohort expected graduation year.

Source: Education and Workforce Development data system (EWD)

# Graduation Rate of CTE Participants



Years represent a student's cohort expected graduation year.

## Appendix C – SB 157 Memorandum

**TO: GOVERNOR’S WORKFORCE CABINET**  
**FROM: GOVERNOR’S WORKFORCE CABINET CTE ACTION TEAM**  
**RE: SB 157**

### **Introduction:**

SEA 50 tasks the Governor’s Workforce Cabinet with studying, “the advisability of establishing one or more Real World Career Readiness Programs that combine the theory of a particular career with workforce practice or application in order to provide students with career and technical education credentials necessary to transition from school to the workforce.” The purpose of this memorandum is to provide the Governor’s Workforce Cabinet CTE Action Team with a brief overview of the Real World Career Readiness Program as outlined in SB 157.

### **I. Overview**

This proposed legislation required the state board of education (SBOE) to establish the real world career readiness program to provide career and technical education (CTE) students with credentials necessary to transition from school to the workforce. The SBOE, in consultation with the department of workforce development (DWD), could create an authorized program or approve established high or moderate value CTE programs. Each school corporation (traditional public and charter) must participate in the program. A student may attend the program for up to one year after graduating high school to obtain an industry recognized certification, credential, or postsecondary degree. Over the course of that year, the student must participate in an apprenticeship, cooperative education, or work-based learning experience.

### **II. Program Requirements**

- a. Applied Experience to include:
  - i. apprenticeship program;
  - ii. cooperative education program; or
  - iii. other work-based learning experience
- b. Employment assistance in consultation with DWD
- c. Postsecondary credential to include:
  - i. industry recognized certification;
  - ii. postsecondary credential; or
  - iii. postsecondary degree

### **III. Student Eligibility Requirements**



- a. Is a high school graduate and maintains a full course load throughout high school
- b. Is a participant in Indiana Career Explorer or alternative career exploration program
- c. Meets any additional requirements established by the SBOE in consultation with DWD

#### **IV. Other considerations**

- a. K-12 schools would receive per pupil tuition support funding for each student enrolled in the program
- b. The Workforce Ready Grant program (established 2017) now allows for recent high school graduates to earn a certificate (credit bearing or non-credit bearing) tuition free
- c. The Graduation Pathways allow for an industry recognized certificate or completion/continued enrollment in an apprenticeship program to meet the new graduation requirements

#### **V. Action Team Discussion Items**

Senate Bill 157 has many elements that are worth further consideration. The state should look for as many ways as possible to expand work-based learning experiences for students. The state should also look to make better connections between individuals utilizing state resources for education and training to employers across the state for post-employment. Additionally, with the changing economy and the ever evolving set of skills necessary to be prepared for the workforce of today and tomorrow, the state should continue to look to expand opportunities for individuals to access lifelong learning experiences that provide them with a postsecondary credential that will almost assuredly be required to have access to most occupations.

A number of the elements in SBE 157 have already been addressed via other tools in which the State has invested or made available to Hoosiers. In 2017, Indiana created the Workforce Ready Grant program to provide individuals with access to tuition free education and training in a number of high wage/ high demand credit bearing and non-credit bearing certificate programs. To date that program has been offered exclusively at Ivy Tech Community College and Vincennes University. However, expansion to other eligible training providers is underway. When the program began, it was only available to individuals that were 25 or older. This past legislative session the program was expanded to include recent high school graduates. So, there is an existing funding mechanism in place that allows students to continue their education toward a certificate or credential at a number of providers of their choosing rather than the funding being included in tuition support to local schools to then contract out for services. There are other sources of funding, such as 21<sup>st</sup> Century Scholars, O'Bannon, PELL and/or Perkins postsecondary funding, that could potentially be leveraged as well without the need to infuse new money into the system.

The graduation pathways, passed by the SBOE in December of 2017, allow for students to participate in a work-based learning experience in order to demonstrate they have achieved “employability skills” prior to high school graduation. This will not provide all students a WBL experience as students could participate in a robust project-based or service-based learning experience to demonstrate those skills as well, but it opens the door for students to connect what they are learning with real-world, relevant experiences. The workforce ready grant and 21<sup>st</sup> Century Scholars programs also allow for additional provisions to be added in order to be eligible for the program. These could include participation in a quality WBL experience.

## **VI. Recommendation**

SB 157 hit on many key components that are of the utmost importance to aligning our education and workforce systems. The state has recently prioritized programs that address some of those elements. Now, the focus should turn to ensuring those programs are working in unison to provide opportunities to integrate the additional elements within the bill, such as a quality work-based learning experience paired with the educational experience, so the individual has both the theoretical and applied knowledge to enter the workforce or pursue additional education and training in their chosen field.

## **Appendix D – Recommendations Summary**

- 1) Create flexibility for schools to create partnerships with employers and postsecondary providers.
- 2) Outline in the revised Perkins state plan components that would be required in order for schools to have additional flexibility to create their own partnerships with employers and postsecondary providers.
- 3) Determine a methodology for which local schools can be held accountable for CTE programs offered outside of CTE Centers.
- 4) Give further consideration to the roles and responsibilities placed upon CTE Directors currently outlined in the state Perkins plan.
- 5) Consider additional teacher licensure or collective bargaining flexibility that may be required to offer robust and rigorous CTE programming.
- 6) Shift the Perkins authority to the Governor’s Workforce Cabinet from the SBOE.
- 7) Define a CTE Concentrator as a student that completes at least two non-duplicative courses in a specific program of study as outlined within a revised state Perkins plan.
- 8) DOE should work to revise current CTE Concentrator Pathways that can be taken to the SBOE for implementation in the 2019-2020 school year.
- 9) Align K-12 and postsecondary CTE curriculum to allow for the high school and postsecondary courses technical certifications to be earned in the high school space.
- 10) Bring together a single employer group to analyze K-12, Ivy Tech, and Vincennes course standards to create common skills and abilities across the CTE pipeline.
- 11) Develop a standardized way to measure skills and abilities across K-12 and postsecondary CTE programs.
- 12) Transition to a tiered funding model that incentivizes persistence along a CTE programs of study in the 2020-2021 school year at the earliest.
- 13) Remove Foundational courses from the CTE funding formula starting in the 2020-2021 school year.

- 14)** Consider requiring a set percentage of CTE funding to be utilized for CTE programming.
- 15)** Look to include additional incentive-based funding within the new funding model.  
Potential considerations include: embedded work-based learning, industry certifications, etc.
- 16)** Consider the amount of funding that is dedicated to K-12 CTE programs.
- 17)** Require **all** students to enroll in a revised version of Preparing for College and Careers that incorporates the new employability skill standards and deeper career exploration **or** a revised Introduction to CTE course that is centered around career exploration within at least one of the 16 career clusters.
- 18)** Consider a postsecondary transitions course for juniors and seniors.
- 19)** The GWC CTE Action Team should continue working to develop additional recommendations for CTE programs across the state.
- 20)** The State Board of Education should give consideration to include metrics within the K12 school accountability model.
  - a.** Elementary Level
    - i.** ILEARN Assessment Proficiency
    - ii.** ILEARN Assessment Growth
    - iii.** Career Navigation
    - iv.** English Language Learners
  - b.** Middle School:
    - i.** ILEARN Assessment Proficiency
    - ii.** ILEARN Assessment Growth
    - iii.** Career Navigation
    - iv.** English Language Learners
  - c.** High School:
    - i.** Postsecondary Ready Competencies
    - ii.** WBL
    - iii.** Career Navigation
    - iv.** English Language Learners
    - v.** Postsecondary Placement (e.g. education, employment, enlistment)
    - vi.** On-Track
- 21)** Adhere to the recommendation approved by the GWC in July regarding SB 157.