

MEMORANDUM

To: Indiana State Board of Education

From: Dr. Andy Melin, Chief of Innovation
Stefany Deckard, State Director of Career and Technical Education

Date: May 1, 2019

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

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

The new law will go into effect on July 1, 2019, and the first year of implementation will be considered a “transition year.” Eligible agencies will be able to submit a one-year transition plan by May 24, 2019. Full four-year state and local plans, covering all the requirements of the Act, will then be submitted in spring 2020 (encompassing program years July 1, 2020 through June 30, 2024).

The transition plan provided for your consideration has been developed in coordination with the Governor’s Workforce Cabinet.

Table 1: Checklist of Items Required to be Submitted in FY 2019

| State Plan Items | 1-Year Transition Plan (FY 2019 only) |
|--------------------------------------------------------|-----------------------------------------------------|
| I. Cover Page | Required |
| A. Plan Development and Coordination | Not required |
| B. Program Administration and Implementation | B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv) |
| C. Fiscal Responsibility | Required |
| D. Accountability for Results | Not required |
| II. Assurances, Certifications, and Other Forms | Required |
| III. Budget | Required |
| IV. State Determined Performance Levels (SDPL) | Not required |

F. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*):

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

G. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

| | |
|---------------------------------------------------------------------------------------------------|----------------------------|
| Authorized Representative Identified in Item C Above (Printed Name) Stefany Deckard | Telephone: 317-234-0210 |
| Signature of Authorized Representative (Electronic Signature) | Date: (Date submitted) |

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

- a. **Describe the career and technical education programs and 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)**

Indiana currently recognizes 64 career and technical education (CTE) programs of study in 12 career clusters. Since the passage of Perkins V, the Indiana Department of Education (department), in consultation with other state agencies and local CTE stakeholders, has led an extensive review of existing course sequences, dual credit and postsecondary credential alignments, and articulation agreements among secondary and postsecondary institutions. To this end, the state was able to identify where current gaps exist in each of the 64 programs. The State will focus its efforts throughout this transition year to ensure the 10 components of a rigorous program of study are incorporated in each high wage and high demand programs. These priority programs will undergo further verification of alignment to technical certificates, industry certifications, apprenticeships, state earn and learn programs across multiple secondary and postsecondary institutions. This should further alignment of content and reduce duplicative coursework.

- b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways, 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 132 will—**

- i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways.
- (Section 122(d)(4)(B) of Perkins V)

Department staff will continue to review and recommend approval of secondary and postsecondary eligible recipients' plans that expand upon the state-developed programs of study. Eligible recipients will continue to identify in local plans how the Perkins-funded activities and strategies will address performance indicators and provide students with opportunities to experience all aspects of the industry.

In 2017, Indiana approved new high school graduation requirements capitalizing on ESSA's charge to provide a more well-rounded education and be more intentional in the integration of academic and career-readiness standards. In addition to earning a high school diploma, students must demonstrate employability skills by participating in a documented service-based, project-based, or work-based learning experience. Students must also demonstrate postsecondary-readiness by earning minimum scores on college entrance exams, achieving CTE concentrator status, taking three college-level courses (e.g.,

AP or dual credit), earning an industry-recognized certificate, enrolling in an apprenticeship, or through a locally developed pathway that fills a regional occupational demand based on Indiana’s labor market data.

Indiana will use this transition year to explore additional continuous improvement measures and equitable access criteria for locally created pathways.

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;**

Indiana continues its commitment to provide timely and accurate information to all stakeholders on CTE programmatic matters. Information is readily available on state agency websites administering Perkins or CTE programs. These agencies include the Indiana Department of Education and the Indiana Department of Workforce Development (DWD). The department maintains information about approved programs of study on its website. Information is disseminated through frequent communication such as memoranda, newsletters, webinars, social media, and workshops.

Indiana will review existing resources and identify new approaches to best communicate the expanded opportunities and potential outcomes (e.g., work-based learning opportunities, alignment to technical certifications, and early college models) recognized as best practices.

- d. Describe how the eligible agency, if it chooses 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)(C) of Perkins V).**

Statewide dual credit agreements resulting in transferable credit have been developed using committees of representatives from multiple state agencies, secondary education, postsecondary institutions, and employers.

- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.**

Indiana will be examining the definitions approved in the Perkins IV state plan, as listed below, and will make adjustments to these definitions once agreement is reached.

Size

- At least one career cluster and state-recognized pathway is offered in each program/content area that is currently provided in the area district;
- A minimum class size of 10 students or continuous progress toward increased class

size; and

- Students in the district have access to a minimum of 5 state approved pathways.

Scope

- A consortium must meet a minimum of once a year and maintain meeting documentation;
- Links or pathways must exist between the secondary and postsecondary CTE programs of study; and
- A graduation plan/pathway plan is in place for each student in the career pathway that identifies recommended academic and technical courses, which connect to postsecondary education.

Quality

- Implement a continuous program improvement process approved by the State.
- Achieve performance targets established for Perkins core indicators.
- Demonstrate excellent student safety in CTE labs.
- Each program/content area must have an advisory committee that meets a minimum of once a year.
- Evidence of appropriate teachers licensing, professional development & dual credit agreements.
- School has adopted curriculum and is meeting state standards in course instruction.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title.

3. Meeting the Needs of Special Populations

- a. Describe its 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; and**
 - iv. will be provided with appropriate accommodations; and**

It is the policy of the State of Indiana, its agencies, k-12 schools, and postsecondary institutions not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs (including CTE), activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1967), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS 12101, et. Seq.). Inquiries regarding compliances and complaint procedures are in place at all levels of the CTE system. Notices of nondiscrimination must be included in all public school and postsecondary publications.

Eligible recipients will be required to include all related assurances in their applications, explain how the appropriate accommodations will be provided to students, and report data reflecting special population students' enrollment and persistence in CTE programs. DWD will continue to work with the department (CTE and other divisions working with students who are members of special populations) and the Commission for Higher Education (CHE) to offer workshops regulations concerning special populations enrolled in CTE programs.

Additionally, the purpose of shifting to a Combined Plan for Perkins and Workforce Innovation and Opportunity Act (WIOA) in the future is to determine overlap in services across many different state and federal programs. The goal is to identify services to be enhanced for those in Vocational Rehabilitation, Adult Basic Education (ABE), or SNAP/TANF programs.

Ongoing compliance with civil rights statutes is required by the U.S. Department of Education, Office of Civil Rights. Federal civil rights regulations and guidelines help to provide each student with greater opportunities and ensure that students are not discriminated against on any basis. School corporations and postsecondary institutions are selected for on-site review and technical assistance based on a federally-approved targeting plan. Information regarding this process is provided to all targeted school and institutions. An exit interview and written report are provided to school personnel noting any findings from the on-site visit that must be addressed in a voluntary compliance plan.

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;

The Indiana Department of Education and the Indiana Department of Workforce Development staff will review and recommend for approval (following completion of any modifications determined to be necessary) secondary and postsecondary eligible recipients' annual application that includes a budget. Narrative sections address all items listed in sections 134 and 135 of Perkins IV. Eligible recipients must document and explain how the plan's activities and strategies will address performance indicators. Each application will be evaluated against a rubric that will include a review of funds allocated for required and permissive uses, development of programs of study, plans for academic integration, submission of all assurances, and activities that address other state priorities. Eligible recipients who do not meet one or more of the negotiated performance levels will be required to describe strategies for improvement that will be implemented during the new funding cycle.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

A data dashboard has been provided for each secondary CTE area district (a consortium of school corporations offering CTE programs under a cooperative agreement). These documents contain general demographics including average per capita income, top ten occupations within the region, enrollment trends, annual scores on each measure under the Core Indicators, and college remediation percentages. Information within the dashboard is reflective of a three-year cycle. Dashboards will assist reviewers in assessing the extent to which plans address academic and technical achievement, as well as the development of new courses and pathways that meet regional needs or state strategic skill priorities. The department will offer professional development for each of the core indicators.

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)

The State will supply recipients with regional labor market information in the first section of the online statewide needs assessment platform it is planning to create. Each eligible recipient will be given a unique log-in code that is specific to the eligible recipient's consortium. Stakeholders will be asked to evaluate the labor market information and compare that to what is currently available in their local CTE district. Stakeholders will also be asked to offer input on the ways in which the program design could be improved to meet industry demand. An examination of the needs assessment shall be reflected in the local application, whereby Perkins funds will be directed to support the programs that are in demand regionally so long as supplanting does not occur.

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; and**
 - 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)**

In accordance with section 131(a) of the Act, the funds will be distributed to area CTE districts based on the following:

- 30% based on the number of individuals aged 5 through 17 who live in the school district served by the local educational agency (LEA); and
- 70% based on the number of individuals aged 5 through 17 who live in the school district served by the LEA and are from families below the poverty level.

Secondary funds will be allocated to the area CTE districts serving as the consortium for LEAs contained within the geographic regions designated by the State or otherwise formed through cooperative agreements. The funds generated by all LEAs in the consortium will be combined and given to the fiscal agent for the area CTE district. The department will ensure that Perkins funds are used for programs and activities that are of sufficient size, scope, and quality.

3. **Provide the specific dollar allocations 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)**

SEE BUDGET FORM FOR SPECIFIC DOLLAR ALLOCATIONS

Secondary funds will be allocated to the area CTE districts serving as the consortium for LEAs contained within the geographic regions designated by the state or otherwise formed through cooperative agreements. The funds generated by all LEAs in the consortium will be combined and given to the fiscal agent for the area CTE district. The department will ensure that Perkins funds are used for programs and activities that are of sufficient size, scope, and quality.

4. **Provide the specific dollar allocations 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.**

SEE BUDGET FORM FOR SPECIFIC DOLLAR ALLOCATIONS

Allocations distributed to eligible institutions are based on the number of high school CTE participants who enroll in CTE programs at the postsecondary level in the fall, who are living in poverty, and are receiving Pell grants in 1 of the 9 career clusters in an associate or certificate program.

5. **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)**

The department will annually adjust the data used to make allocations to secondary consortia to reflect any change in school corporation agreements that may have occurred since the data was collected and include any participating LEAs without geographical boundaries, such as charter schools.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

The agency will not submit a request for a waiver.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

The agency will not submit a request for a waiver.

8. **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)**

The total amount of the state's fiscal effort in state tuition support for students in enrolled in CTE courses for 2018-2019 was \$120,936,610.

ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the state plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this state plan. (Section 122(a)(4) of Perkins V)
 2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the state. (Section 122(d)(13)(C) of Perkins V)
 3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, specifically on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
 4. It will comply with the requirements of this Act and the provisions of the state plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other federal or state programs. (Section 122(d)(13)(A) of Perkins V)
 5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
 6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)
-

B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins state plan.
2. It has authority under state law to perform the functions of the state under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with state law.
5. A state officer, specified by title in Item C on the cover page, has authority under state law to receive, hold, and disburse federal funds made available under the plan.
6. The state officer who submits the plan, specified by title in Item C on the cover page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for state operation and administration of the Perkins program.

C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide--
 - Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the department's program memorandum with estimated state allocations for the fiscal year.*
 - Line 2: The amount of funds made available to carry out the administration of the state plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*
 - Line 3: The amount of funds made available to carry out state leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 4: The percent and amount of funds made available to serve individuals in state institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
 - Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*
 - Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the state administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Indiana

Fiscal Year (FY): 2019-2020

| Line Number | Budget Item | Percent of Funds | Amount of Funds |
|-------------|---------------------------------------------------------|------------------|------------------|
| 1 | Total Perkins V Allocation | | \$ 28,478,889.00 |
| 2 | State Administration | 1.73% | \$ 494,000.00 |
| 3 | State Leadership | 5.26% | \$ 1,275,000 |
| 4 | • Individuals in State Institutions | 0.52% | \$ 150,000.00 |
| 4a | – Correctional Institutions | | \$150,000.00 |
| 4b | – Juvenile Justice Facilities | | \$ 0.00 |
| 4c | – Institutions that Serve Individuals with Disabilities | | \$ 0.00 |
| 5 | • Nontraditional Training and Employment | | \$ 60,000.00 |
| 6 | • Special Populations Recruitment | 0.1% | \$ 1,500.00 |
| 7 | Local Formula Distribution | 93% | \$26,294,888.00 |
| 8 | • Reserve | 3.95% | \$1,000,000.00 |
| 9 | – Secondary Recipients | 100% | \$1,000,000.00 |
| 10 | – Postsecondary Recipients | % | \$0.00 |
| 11 | • Allocation to Eligible Recipients | 88.0 % | \$25,498,389.00 |
| 12 | – Secondary Recipients | 64.9% | \$16,565,178.00 |
| 13 | – Postsecondary Recipients | 35.0% | \$8,933,211.00 |
| 14 | State Match (<i>from non-federal funds</i>) | | \$ 494,000.00 |

THIS PAGE IS INTENTIONALLY LEFT BLANK