

#### REQUIRED Uses of State Leadership Funds

1. Support preparation for **non-traditional** fields in current and emerging professions, support for programs for special populations, and other activities that expose students, including special populations, to high skill, high wage and in-demand occupations.
2. Support individuals in **state institutions**, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
3. **Recruit, prepare, or retain** CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs.
4. Provide **technical assistance** to local eligible recipients.
5. **Report on how effective this funding stream** is in achieving Washington’s strategic vision and goals for “preparing an educated and skilled workforce,” as well as meeting the state-determined levels of performance for the core accountability indicators and reducing disparities or performance gaps in those levels.

#### PERMISSIBLE Uses of State Leadership Funds

- Develop statewide Programs of Study.
- Improve career guidance and academic counseling programs.
- Approve locally developed Programs of Study.
- Support the integration of employability skills into CTE programs and Programs of Study.
- Establish statewide articulation agreements.
- Make all forms of instructional content widely available.
- Establish statewide sector or industry partnerships.
- Support career and technical education student organizations.
- High-quality comprehensive professional development.
- Establish and expand work-based learning opportunities.
- Support eliminating inequities in student access to high-quality Programs of Study and effective instructional personnel.
- Support the use of CTE programs and Programs of Study aligned with in-demand industry sectors or occupations.
- Award incentive grants to eligible recipients.
- Other state leadership activities that improve CTE.
- Support the adoption and integration of recognized postsecondary credentials and work-based learning into Programs of Study, and increase data collection associated with recognized postsecondary credentials and employment outcomes or consult with other state agencies on licenses or certifications.
- Support programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support the integration of arts and design skills, and support hands-on learning, particularly for underrepresented students.
- “Pay for Success” initiatives leading to a recognized postsecondary credential.
- Support accelerated learning programs that are part of a Program of Study.
- Support CTE programs for adults and out-of-school youth.
- Support career academies.
- Support competency-based curricula.
- Integrate and align Programs of Study and career pathways.
- Support Programs of Study or career pathways in areas declared to be in a state of emergency.

For up-to-date information, visit the Workforce Board’s website: [http://www.wtb.wa.gov/Policy\\_Fed\\_Perkins.asp](http://www.wtb.wa.gov/Policy_Fed_Perkins.asp)

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## Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act

### Reauthorized in July, 2018

This is the first reauthorization since 2006 of the federal act that governs Career and Technical Education. It passed with bipartisan support in July. It keeps the previous act largely intact but places a larger emphasis on engaging employers and provides more funding flexibility to states, among other changes.

Inside is a quick look at how the new act may impact Washington’s CTE programs.



Workforce Training  
and Education  
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# Highlights of New Plan Changes

For 2018-19 school year: schools are **REQUIRED** to operate under the Perkins IV legislation and state operating plan.

- New act takes effect **July 1, 2019**, authorized for six years
- States operate under a new One-Year Transition Plan from July 1, 2019 – June 30, 2020.
- Informed by Every Student Succeeds Act and the Workforce Innovation and Opportunity Act.
- New emphasis on increasing employment opportunities for the unemployed and underemployed and enhancing their employability skills for in-demand occupations.
- CTE concentrators redefined.
- Expanded focus on special populations.
- May include career exploration as early as fifth grade.
- New requirements for local applications including a local needs assessment.
- New accountability requirements for states and locals to the public and stakeholders subject to a 60-day public comment process.
- New data reporting requirements for states and locals.

## Career and Technical Education – NEW components

Content **must align** with ESSA’s state-identified academic standards at the secondary level.

### CTE Concentrator – NEW definitions

**Secondary Level** - a student served by an eligible recipient who completes **at least two courses** in a single CTE program or Program of Study.

**Postsecondary Level** - a student served by an eligible recipient who earns 12 credits in a single program area or completes a program that encompasses fewer than 12 credits.

### CTE Participant

An individual, either secondary or postsecondary, who completes at least one CTE course or earns at least one credit in a CTE program or Program of Study.

### Credit Transfer – NEW definition

Encompasses dual or concurrent enrollment programs as well as credit granted on the basis of performance on technical assessments (competency-based).

### Eligible Recipients – NEW additions

Indian Tribes, Tribal organizations, education agencies, and tribally controlled colleges or universities included.

### State Leadership Funds – NEW uses

There are now only **five required uses of funds** and **25 permissible uses of funds** (see back page)

### Local Application and Uses of Basic Grant funds – NEW requirements for districts and eligible agencies (partial list)

There are no longer discrete “required” and “permissive” uses of Basic Grant funds; instead, many of the former “permissive” uses are included as options under six required activities. Funds must be spent to develop, coordinate, implement, or improve CTE programs to—

- Meet the needs identified in the local Comprehensive Needs Assessment which must be updated at least once every two years, as well as submitted when the initial local application is submitted to the state.
- Based on the results of the needs assessment, courses and activities to be funded include at least one state-approved Program of Study.
- In collaboration with local Workforce Development Boards and other local workforce agencies, provide career exploration, guidance and counseling on employment opportunities in in-demand industry sectors or occupations.

### Middle Grades – NEW language

Middle grades are defined as they are in ESSA which allows for funding to be used for students as early as fifth grade.

### Needs Assessment – NEW Requirement

To be eligible for Basic Grant funds, locals must conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in their local application submitted to the eligible agency (not less than once every 2 years). The local needs assessment must also be submitted upon the initial submission of the local application.

### Performance Targets – NEW factors

Secondary accountability indicators will include—

- Graduation Rate (ESSA)
- Academic Attainment (ESSA)
- Placement, the 2nd quarter after exiting from secondary education, in postsecondary education or advanced training, military service, **national service program**, or are employed.
- Percentage of concentrators in programs/Programs of Study that lead to non-traditional fields—and—
  - Attain recognized postsecondary credentials and/or
  - Attain of postsecondary credit in the CTE program and/or
  - Participate in work-based learning.

Performance Improvement Plans (PIPs) will be required if the state **or the locals** fail to meet at least 90% of the state-determined level of performance for a specific indicator for **two consecutive years** after the first year of performance improvement (when required).

### Programs of Study – NEW, expanded criteria

Programs of Study must demonstrate that they progress in content specificity; have multiple “entry and exit points” that allow for credentialing; and culminate in the attainment of a recognized postsecondary credential.

### Required Occupational Fields – NEW number

Number of required occupational fields needing to be offered at CTE schools reduced from five to three.

### Reserve Funds - NEW provision

Increases the allowable state reserve fund from 10% to 15%.

**New eligibility category:** Geographical areas with disparities or gaps in performance among population groups.

### Serving Individuals in State Institutions - NEW provision

Increases the allowable state set-aside to serve individuals in state institutions from 1% to up to 2%.

### Special Populations - NEW provision, NEW categories

Low-income youth and adults, homeless individuals, and youth with parents on active duty in the armed forces are included in the definition of special populations.

### State Plans – NEW requirements

A State Plan must be submitted to the Secretary of Education every four years.

The eligible agency must meet with officials from the Governor’s office during the development of and prior to the submission of the State Plan. The eligible agency must also deliver the state plan to the Governor for signature 30 days before submitting the state plan to the Secretary.

Public comment requirements: Up to 60 days for the state-determined performance targets, and 30 days for the full state plan, prior to submission

### Work-Based Learning – NEW, expanded definition

Must foster in-depth first-hand engagement with the tasks required of a given career field, be aligned to curriculum and instruction, and may include simulated environments.