



AASA Cheat Sheet on 2018 Perkins CTE Reauthorization

Accountability and Performance Reporting

Every district's CTE program will be judged on how successfully they meet state targets for the following metrics:

1. Graduation rates (based on the ESSA four-year rate with an option to also use the extended year rate should a state choose to do so).
2. Academic attainment rates (largely the same as current law and based on ESSA state identified academic standards and related assessments).
3. Student placement two quarters after exiting secondary education in further postsecondary education or training including, which can include military service, a service program, the Peace Corps or employment.
4. A measure of "CTE program quality"¹ that must include one of the following:
 - a. student attainment of recognized postsecondary credentials
 - b. student attainment of postsecondary credits in their CTE program/program of study
 - c. percentage of students participating in work-based learning
 - d. any another measure if it is statewide, valid, reliable, comparable across the state
5. The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

When reporting this data, a district must only consider the performance of the students who are defined as "CTE concentrators" which is now defined in federal law as a student who completes at least two courses in a single CTE program area. Many states had different definitions of a CTE concentrator, but now all states/districts must re-do their data set to define CTE concentrator in the same way.

Each district must disaggregate data for each of the five indicators by the subgroups in ESSA and identify and quantify any disparities or gaps in performance between subgroups of students and special populations and compare these data points with the performance of all CTE concentrators. The district will also have to disaggregate data for CTE concentrators by CTE program of study or career cluster so long as the cell size is large enough that it does not lead to the sharing of personally identifiable information about students. The district will also have to disaggregate data for CTE concentrators and report, to the extent the data is available, on the number of individuals enrolled in post-secondary education, in advanced training, in military service or service program, or in employment including those who are employed in high-skill, high-wage or in-demand occupations. All the reporting must be made publicly available by the district in a variety of formats, including through their website, that will enable students, parents, educators and the public to be able to understand the information.

Each state will develop performance targets for each accountability metric with stakeholder input, which must include local school leaders. Like in current law, a district can either accept the State determined levels of performance each year or negotiate with the State to reach agreement on an alternative level of performance. Regardless of the whether the district chooses to set its own target or

¹ This is the only new accountability metric in the law.



use the state target it must demonstrate that it is making “meaningful progress toward improving the performance of all CTE concentrators including subgroups of students and special populations.” It is not clear whether this means that the district must numerically increase performance on each metric each year or demonstrate progress some other way.

Each year’s performance targets must be higher than the average actual performance levels over the past 2 years. The only time the target can be lower than the prior two years is if there are unanticipated circumstances that require a revision of the target by the district. The state must approve the re-setting of the targets by the district.

A local performance target can be revised if there are unanticipated circumstances or if changes occur related to improvements in data or measurements approaches. However, in contrast to current law, the district cannot revise performance targets if they are operating under an improvement plan for failing to meet performance targets.

If a district fails to meet at least 90 percent of its local level of performance for any of the core indicators it must implement an improvement plan. The State may withhold funding from a district that fails to meet at least 90 percent of the local level of performance for that indicator for three consecutive years (the year that triggers the improvement plan requirement and two years after implementing the plan).

Here’s how this would work in practice: District ABC has a post-secondary placement rate of 75% in 2018, but has agreed with the State of XY on a local post-secondary placement performance level of 90%. This means that District ABC is failing to hit 90% of the target for post-secondary placement. To avoid the loss of funding from the State, District ABC can implement an improvement plan that includes an analysis of the performance disparities and gaps and actions it will take to address the gap and consult with local stakeholders. If they still cannot demonstrate improvement, and miss the target level for two more consecutive years, the State can withhold a portion of their funding.

Paperwork

Each eligible entity (local education agencies, educational service agencies, area career technical education schools) receiving Perkins funding must complete a new comprehensive needs assessment once every two years. The needs assessment should review these five elements:

1. student performance on the performance indicators, including the performance of special populations and subgroups;
2. whether programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs;
3. progress toward the implementation of CTE programs and programs of study;
4. how the eligible recipient will improve recruitment, retention, and training of CTE professionals, including underrepresented groups; and
5. progress toward implementation of equal access to high-quality career and technical education courses and programs of study, for all students.



The entity receiving Perkins funding must also consult with many groups during the needs assessment process:

- secondary and postsecondary educators;
- administrators and other support staff;
- state or local workforce development boards;
- business and industry representatives;
- parents and students;
- representatives of special populations;
- representatives of agencies serving out-of-school youth, homeless and at-risk youth; and
- representatives of Indian Tribes and Tribal organizations in the State

In addition, the entity receiving Perkins funding must complete a local application where they describe the following:

1. a description of the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities, which shall include at least one program of study, to be supported by the eligible recipient;
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs;
5. a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of the CTE programs providing an opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable, that the eligible recipient will provide to students participating in CTE programs and programs of study;
8. a description of how the eligible recipient will coordinate with the eligible agency and postsecondary educational institutions to support the recruitment, preparation, retention, and training - including professional development - of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State



certification and licensure requirements (including any requirements obtained through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students 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 such recipient will take to eliminate these disparities or gaps.

The needs assessments must be completed the first year of the grant and every two years subsequently.

Local Uses of Funds

Districts are now required to dedicate resources to the areas of greatest need that were exposed during the needs assessment process. Practically speaking this means that if a district traditionally spent Perkins funding on equipment for a certain program, but the needs assessment indicated that professional development for teachers was the greatest impediment to improved CTE program quality, the district would need to spend Perkins money on professional development rather than equipment.

In addition, districts must demonstrate they are spending money (federal, state or local) on the following CTE-related activities as a condition of receiving Perkins funding:

1. providing career exploration and career development activities through an organized, systematic framework;
2. providing professional development for a wide variety of CTE professionals;
3. providing students within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. supporting the integration of academic skills into CTE programs;
5. planning and carrying out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. developing and implementing evaluations of the activities funded by Perkins.

The bill also allows Perkins funding to be spent on CTE programs for students in middle grades, which can include students in grades 5-8.