**Talking Points for PowerPoint Presentation**

***An Overview of the New Federal CTE Law: Perkins V***

Note: Please customize these talking points and the PowerPoint as you see fit. Integrating examples, stories and data into the slide deck and your talking points can help paint the picture of Perkins in your state. Also, don’t forget to include an action step for your audience to take after the presentation (it depends on the audience, but it could be something as simple as asking to keep lines of communication open, following up with you afterward, or visiting a website, etc.).

Opening Slide (Slide 1)

* As you may know, the *Strengthening Career and Technical Education for the 21st Century Act,* was signed into law in the summer of 2018. This law reauthorized the Carl D. Perkins Career and Technical Education Act of 2006, or Perkins IV, so we will refer to the new law as Perkins V.
* If you’re not familiar with Perkins, don’t worry, we’ll review the key facets of the law during this presentation.
* With Career Technical Education (CTE) in the spotlight, it’s important to know how Perkins V compares to Perkins IV and that is what we will focus on today.

Agenda (Slide 2)

* During our time today, we will:
* Review the purpose of Perkins and what the federal investment in Perkins supports
* Outline the timeline for Perkins V
* Highlight the major facets of the new law
* Discuss where to find resources and what to do next
* [You may also choose to discuss other items, and if so, add them here]

What is Perkins? (Slide 3)

* First and foremost, Perkins is about CTE, which for the purposes of this presentation we will define as: [If you have a definition for CTE that you use, you may choose to use that instead of the definition below].
  + An educational option that provides learners with the knowledge and skills they need to be prepared for college and careers. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus.
* It’s also important to think about CTE sitting at the intersection of education, workforce development and economic development – it connect all of them.

What Does Perkins Do? (Slide 4)

* Perkins authorizes the federal investment in CTE across the country.
* As an education program, Perkins provides funding for secondary, postsecondary and adult CTE programs in every state and U.S. territory, as well as the District of Columbia.
* Perkins focuses primarily on improving those programs to meet the ever-changing needs of learners and employers and increasing learner access to high-quality programs of study.
* [You might consider providing an example of a well-known program or institution that receives Perkins funds to help provide context for your audience].

How Much Is the Federal Investment in Perkins? (Slide 5)

* Each year, Congress determines the amount of funding that will be dedicated to Perkins.
* As this chart shows, the federal investment has not kept pace with inflation.
* In Fiscal Year 2018 (FY18) Congress made the first significant increase in the federal investment in Perkins in nearly 30 years

How Does Perkins Funding Work (Slide 6)

* Each eligible agency (the agency the state designates to receive Perkins funds) must submit a state plan to the U.S. Department of Education in order to receive their Perkins funds. [If appropriate, you may tell audience the Perkins eligible agency in your state].
* Local recipients, like local school districts, area technical centers, community and technical colleges and apprenticeship programs that offer CTE, must submit a local application to the eligible agency to receive their Perkins grant.
* The amount that each local recipient receives is determined by a formula that takes into account population and poverty.
* [You may consider sharing how much your state receives in Perkins funding, depending on your audience].

What do Perkins Funds Support? (Slide 7)

* Perkins gives states and local communities a lot of flexibility to determine how best to use this funding.
* Perkins requires that all local recipients must offer at least one program of study, which is a coordinated sequence of content across secondary and postsecondary education that addresses both academic and technical knowledge and skills, includes challenging academic standards, aligns with the needs of industry, progresses in specificity, has multiple entry and exit points, and culminates in the attainment of a recognized postsecondary credential.
* As such, funds can be spent on programs of study, with some states choosing to require that the majority of local funds be spent on them [You may consider sharing the degree to which you require local funds to be spent on programs of study]. The eligible agency can also choose to put additional restrictions or requirements in place for how funds can be used at the local level.
* Funds can also be spent on other activities that improve CTE, like professional development for CTE instructors, career guidance and advisement efforts and data collection and analysis and much more. However, it is important to note that Perkins funds must supplement, not supplant other state and local funds spent on CTE.
* [You might consider highlighting success stories about the use of Perkins funds in your state or in a local area].

Perkins Reauthorization & Timeline (Slide 8)

* Now, that we’ve reviewed the nuts and bolts of Perkins, let’s dive into the new law and how it will shift timelines for states and locals.

What Does Reauthorization Mean for the State Plan Timeline? (Slide 9)

* As we discussed earlier, every eligible agency must submit a state plan to the U.S. Department of Education, and it must be approved, in order to receive their Perkins funds. When Perkins IV’s authorization period ended, eligible agencies submitted annual revisions in order to receive their funds.
* The state plan cycle starts over again with Perkins V as follows:
  + Eligible agencies may submit one-year transition plans in spring 2019 that cover the law’s transition year, July 1 2019 through June 30, 2020.
  + Eligible agencies then submit state plans in spring 2020 that cover four program years, from July 1, 2020 through June 30, 2024.
  + Then, eligible agencies have a choice of whether to submit another four-year state plan or submit annual revisions to the one that they had submitted in spring 2020.

What Does Reauthorization Mean for State Plan Development? (Slide 10)

* There are five major components to the state plan development and submission process and this process reflects an increased emphasis on stakeholder engagement.
* First, the process starts with developing the plan itself and this must be done in consultation with other state agencies with CTE authority, a group of stakeholders and the Governor.
* Second, eligible agencies get feedback on the state determined levels of performance, which are the targets set for the indicators of performance in the accountability system (which we’ll discuss in the next section).
  + The law indicates that these targets must be out for public comment for up to 60 days and that the eligible agency must respond to these comments and incorporate them into the state plan.
* Third, the eligible agency must ensure that the full state plan is out for public comment for at least 30 days.
* Fourth, the state plan must be finalized and this means that a couple of things must happen:
  + A meeting with the Governor prior to the plan’s submission
  + Submitting the plan to the Governor for his/her signature at least 30 days prior to the submission to the U.S. Department of Education.
  + Any other process that is needed for state plan approval (e.g., in many states the state plan must be approved by the State Board prior to submission to the U.S. Department of Education) [You might consider sharing what that process looks like in your state].
* Last, the eligible agency submits the state plan to the U.S. Department of education and the U.S. Secretary of Education has 120 days to approve or disapprove the state plan.

What Does Reauthorization Mean for the Governance of Perkins? (Slide 11)

* Perkins V maintains much of what Perkins IV laid out in terms of governance.
* For the eligible agency, this means that they continue to oversee the administration and implementation of the state’s Perkins grant, including key decisions about [You may choose to customize which pieces you highlight here based on your audience and what is most relevant for them]:
  + Funding
    - How to leverage the portion of the state’s Perkins funds that can be used at the state level for Perkins leadership (up to 10%) and administration activities (up to 5%).
    - The reserve fund, or an alternative method that the eligible agency may use to distribute funds to the local level to spur innovation or implement programs of study.
    - Portion of funds dedicated to secondary CTE and postsecondary CTE (i.e., secondary/postsecondary split)
  + State plan development
    - Whether or not to do a combined plan with the Workforce Innovation and Opportunity Act (WIOA).
    - Whether or not to do a four-year state plan or submit annual revisions at the conclusion of the first four-year state plan.
  + Local grantee oversight and technical assistance.

Major Tenets of Perkins V (Slide 12)

* Now that you’re familiar with the timelines, state plan and role of the eligible agency, let’s look at the major tenets of Perkins V.

Major Tenet 1: Program Improvement (Slide 13)

CTE program improvement remains at the center of Perkins V:

* **CTE programs of study:** are emphasized throughout the legislation.
* **Comprehensive local needs assessment**: This will require local recipients to review student performance, program quality and progress toward the implementation of CTE programs of study at least once every two years and consult a wide variety of stakeholders during the process as part of the local application that must be submitted to the eligible agency to receive funds.
* **Reserve fund:** As mentioned earlier, the reserve fund is an option available to eligible agencies to distribute funds to eligible recipients through an alternative method (often by formula, competition or a combination of both) and Perkins V increases the allowable reserve fund to 15 percent (up from 10 percent in Perkins IV). The funds must go to rural areas or areas with high numbers of percentages of CTE students or areas with gaps or disparities in performance.
* **New national, competitive grant program**: Focuses on innovation and modernization: Under this program, the U.S. Department of Education will award competitive grants to identify, support and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize CTE and align workforce skills with labor market needs.
* **Labor market alignment**: Perkins V includes as stronger emphasis on labor market alignment as well: reviewing labor market information is one part of the local needs assessment and the Act amends WIOA to ensure that the labor market information produced under Wagner-Peyser can be readily accessed and used by the Perkins eligible agency and in turn, local eligible recipients.
* **Focus on special populations and equity**: Perkins V adds a new purpose of the Act about increasing opportunities for special populations and there is also a greater emphasis on disaggregating data to identify the gaps and disparities in performance between groups of students and address them.

Major Tenet 2: Flexibility (Slide 14)

Flexibility was a hallmark of Perkins IV and we see that continued in Perkins V:

* As mentioned earlier, states have the ability to:
  + Select the agency (eligible agency) that receives and administers the funds from the Perkins Basic State Grant and leads Perkins implementation;
  + Determine the split of funds across secondary and postsecondary
  + Leverage state leadership funds (up to 10% of the Perkins Basic State Grant) as they see fit to advance the statewide vision for CTE
  + Determine the required elements of the local application
* Perkins V lifts the restriction on spending funds below 7th grade that was included in Perkins IV: Perkins V allows funds to be spent on the “middle grades” (which includes grades 5-8), which means that career exploration activities can be supported in the middle grades.
* Perkins V also maintains flexibility to align with the other federal laws that came before it and influenced its development, namely the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). This alignment is seen in Perkins V though some aligned definitions and performance indicators and can also be achieved in a variety of other ways by the eligible agency.

Uses of State Leadership Funds (Slide 15)

* Perkins V updates the funding provisions in Perkins IV to set up a structure in which states will not receive a Perkins Basic State Grant that is less than the one they received in the 2018 fiscal year unless Congress cuts Perkins funding, ensuring that states can still spend their Perkins funds flexibly.
* Eligible agencies must direct funds to the required activities listed, but now there are only five such activities instead of nine under Perkins IV.
* While Perkins V updates the list of permissible activities that state leadership funds can be spent on, eligible agencies can choose how to direct these funds to advance their state’s vision for CTE so long as Perkins funds supplement, and do not supplant other state or federal funds for those activities.

Major Tenet 3: Data & Accountability (Slide 16)

* Perkins V maintains a focus on data and accountability, with a few notable shifts in this area:
  + **Defining who is included in the accountability system**: Perkins V introduces definitions for CTE concentrators at the secondary and postsecondary levels.
  + **Changing the process for setting performance targets**: Eligible agencies, after extensive stakeholder input, will set levels of performance for each indicator without the need to enter into negotiations with the U.S. Department of Education. This means that four years of targets will be included state plans submitted to the Secretary. Both state and local targets have to meet a new list of requirements included in the law.
  + **Introducing additional disaggregation of data on the accountability indicators**: Perkins V maintains the required disaggregation of data by student populations and emphasizes the examination of achievement gaps between subpopulations. Perkins V also requires additional disaggregation for each core indicator by CTE program or program of study (and if this level of reporting is impractical, the data may be disaggregated by career clusters of CTE concentrators).
* **Perkins V also shifts the accountability indicators**: While some indicators remain similar to those in Perkins IV, Perkins V includes some new indicators well that we’ll dive into next.

Secondary Accountability Indicators (Slide 17)

* The graduation rate and academic proficiency indicators in Perkins V align with how these indicators are measured under the Every Student Succeeds Act (ESSA). Perkins V also introduces some new elements into the secondary indicators including:
  + Adding placement into a service program, like Peace Corps, into the placement indicator
  + Replacing the technical skill attainment measure with a “program quality” measure that requires states to choose to report on work-based learning, postsecondary credit attainment, or credential attainment during high school
  + Introducing a new indicator that measures the percentage of CTE concentrators in CTE programs that lead to nontraditional fields. This is a consolidation of the two measures in Perkins IV that looked at participation in and completion of programs that lead to non-traditional fields.

Postsecondary Accountability Indicators (Slide 18)

* Similar changes are reflected in the postsecondary indicators including:
  + The percentage of CTE concentrators in CTE programs that lead to nontraditional fields is also a consolidation of the two measures in Perkins IV that looked at participation in and completion of programs that lead to non-traditional fields
  + Adding in placement into a service program into the placement indicator also occurs at the postsecondary level. This indicator is informed by the WIOA youth measure, but does not align exactly.
  + And, the removal of the technical skill attainment measure is also mirrored at the postsecondary level.

Resources & Next Steps (Slide 19)

* [You might consider taking questions from the audience if time allows].
* You can find resources related to Perkins at [feel free to insert the web address for your state’s Perkins resources and/or feel free to keep Advance CTE’s website listed].
* The next step for this group is [customize this based on your audience: it may be as simple as asking to keep lines of communication open, going to a certain website to learn more, or following up with you after the presentation if they have questions].