NEW Local Application

Each eligible agency must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan (four years). Under Perkins V, the following are required:

- A description of the results of the comprehensive needs assessment conducted.
- Information on CTE course offerings and activities, including: How the results of the needs assessment informed the selection of specific CTE programs; a description of newly developed programs of study (POS); and how students (including members of special populations) will learn of schools’ CTE courses and POS.
- A description of how the eligible recipient and local workforce development groups, will provide: Career exploration and development coursework; career employment opportunities with the most up-to-date high-skill, high-wage, or in-demand industry sectors or occupations; and a system of career guidance and academic counseling before students participate in CTE.
- A description to improve the academic and technical skills of students participating in relevant CTE programs by aligning activities with challenging academic standards.
- A description of how the eligible recipient will: Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses and POS; and ensure that members of special populations will not be discriminated against.
- A description of the work-based learning opportunities provided to students and how the recipient will work with employers to develop or expand work-based learning opportunities.
- A description of how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school.
- A description of how coordination with institutions of higher education supports the recruitment, preparation, retention, and training (including professional development) of teachers, faculty, administrators, specialized instructional personnel, and paraprofessionals.
- A description of how disparities or gaps in performance in each of the plan years will be addressed and additional actions to eliminate disparities or gaps.

NEW Definition! Postsecondary Concentrator

At the postsecondary level, a concentrator is defined as a student who earns 12 credits in a single CTE program or Program of Study OR completes a CTE program if that program encompasses fewer than 12 credits.

NEW Postsecondary Indicators of Performance

1P1: Student Retention or Transfer and Placement
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, Military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are placed or retained in employment.

2P1: Credential, Certificate or Diploma
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

3P1: Nontraditional Participation
The percentage of CTE concentrators in CTE programs and programs of study that lead to nontraditional fields.

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

Reauthorized in July, 2018

“Our vision is that states and their local partners will expand opportunities for every student to explore, choose, and follow a vertically-integrated program of study or pathway to earn credentials of value.”

Scott Stump, Assistant Secretary for Career, Technical, and Adult Education, U.S. Office of Education
**NEW Comprehensive Needs Assessment**

**What is a Comprehensive Needs Assessment? BRAND NEW REQUIREMENT**

The Comprehensive Needs Assessment is a new process that must be completed by the eligible CTC and updated at least every two years. The assessment includes five elements:

- A review of postsecondary student performance on the performance indicators, including the performance of special populations and subgroups.
- Whether CTE programs or Programs of Study are of sufficient size, scope and quality to meet the needs of all students served by the CTC and are meeting labor market needs.
- A review of progress made toward the implementation of CTE programs and Programs of Study.
- How the CTC will improve recruitment, retention, and training of CTE professionals, including underrepresented groups.
- Progress made toward the implementation of equal access to high-quality CTE courses and Programs of Study for all students.

**Revised Use of Leadership Funds**

**REQUIRED Uses of State Leadership Funds**

- 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.
- Support individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
- Recruit, prepare, or retain CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs.
- Provide technical assistance to local eligible recipients.
- 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.

**Stakeholder Engagement**

CTCs are required to consult with a much broader group of stakeholders (broader than under Perkins IV) during the needs assessment process and the development of their local application, including:

- Secondary educators
- Postsecondary educators
- Administrators
- Support staff
- Local Workforce Development Boards
- Business + Industry
- Parent
- Students
- Representatives of Special Populations
- Representatives of Agencies serving Out-of-School Youth
- Homeless Youth
- At-Risk Youth
- Representatives of Indian Tribes + tribal organizations (where applicable)

**Revised Local Uses of Basic Grant Funds**

- Provide career exploration and career development activities through an organized, systematic framework;
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- Support integration of academic skills into CTE programs and Programs of Study to support CTE participants at the postsecondary level in achieving such skills;
- Plan and carry out elements that support the implementation of CTE programs and Programs of Study that result in increasing student achievement; and
- Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment.