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An Economic Development Partner

Indiana Five-Year Perkins Plan Public Hearings on Draft #1

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Perkins Public Hearings

March 2008

Agenda

- Overview Presentation (30 min)
- Questions & Testimony (90 min)
 - Questions will not be answered today, they will be compiled and answered on the DWD website for the benefit of all
 - Formal testimony, five (5) minute limit per person

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Formal Testimony Procedure

Oral

- Five (5) minute limit
- Must sign up
- Heard in order of sign up
- Audio taped



Formal Testimony Procedure

Written

- Submitted at hearing
- Submitted by regular mail or e-mail
- Deadline of 5 p.m. Monday, March 10, 2008



Perkins Five-Year Plan Draft #1

- Go to <http://www.in.gov/dwd/2846.htm>
- Click on the link to a PDF of the Carl D. Perkins Career and Technical Education Act of 2006 State Plan (Draft #1)



Perkins Time Line

- March 3-10 Public Hearings in four locations – Ben Davis, C4, Walker, Valparaiso
- March 14 Draft submitted to ICCTE, Answers posted on DWD website
- March 27 Action by ICCTE
- April 1 Final draft submitted to USDE



Spirit of the New Law

- Leading CTE into the 21st century
 - Global competition
 - Program improvement
 - Ensuring modern, durable and rigorous CTE programs



Purpose of the Act

- Build on previous efforts to assist students in meeting challenging academic and technical standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions



Purpose of the Act

- Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students

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Purpose of the Act

- Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries

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Definition of CTE

- Organized educational activities that
 - Offer a sequence of courses that
 - Provides rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions
 - Provides a technical skill, proficiency, industry recognized credential, certificate, or associate degree
 - May include prerequisite courses (other than a remedial course)

Explanation

- Change in definition to eliminate the focus on sub-baccalaureate careers
- Emphasis on preparation for postsecondary education **and** employment
- Emphasis not on “job” preparation but on “academic and technical” preparation
- Increased emphasis on achievement of a degree, certificate or credential

Fed to State Allocation

- No Fed to State incentive grants, so all states should see small increase
- States must continue to match state admin on a dollar for dollar basis



Basic Grant (Title I)

85% to locals

However, up to 10% of the 85% can be set aside for reserve fund

10% for state leadership

Not more than 1% on corrections

Between \$60,000 and \$150,000 on non trad

5% for state admin or \$250,000 (whichever is greater)

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Within State Allocation

- Total Title I Allocation to the state - \$25,572,913 down from \$25,869,765
- Total distributed to locals - \$25,727,913 (88%)
- State Leadership - \$2,557,290 (10%)
- State Administration - \$494,923 (1.91%)
- State Match - \$494,923

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Local Allocation

- Local Allocation Total - \$22,520,700
- Secondary Allocation - \$14,318,661 (64%)
- Postsecondary Allocation - \$8,202,039 (36%)
- Tech Prep Funds - \$2,340,468



State to Local Allocation

- Minimum grants still the same
 - \$15,000 for secondary
 - \$50,000 for postsecondary
 - 5% admin cap
- Secondary and Postsecondary Distribution
 - 30% based on the number of 5-17-year-olds in the district
 - 70% based on the number of 5-17-year-olds in families below the poverty line

Reserve Fund

- Can set aside up to 10% of the 85% local funds for distribution in means other than the formula
 - Focus on serving rural areas, areas with high #s of CTE students or high %s of CTE students

Indiana is currently not planning to take out the 10% reserve

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State Administration Uses

- Develop the state plan
- Review local plans
- Monitor and evaluate plans
- **Compliance with Federal Laws**
- Provide technical assistance
- Develop state data systems

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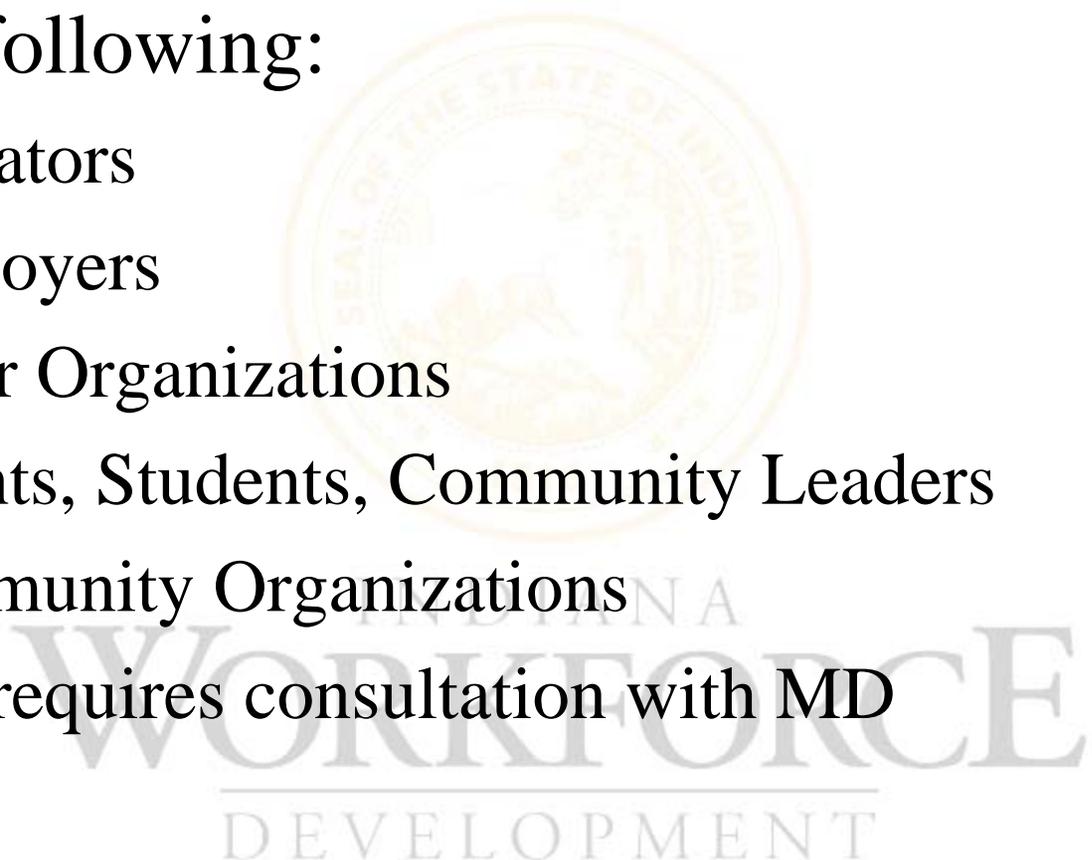
State Responsibilities

- State Plan
- Stakeholder consultation
- Convene governing body at least 4 times a year
- Ensure coordination with WIA
- Listing of all school dropout, postsecondary and adult programs supported with Perkins

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State Plan

- Hearing Process must include representatives of the following:
 - Educators
 - Employers
 - Labor Organizations
 - Parents, Students, Community Leaders
 - Community Organizations
 - And requires consultation with MD



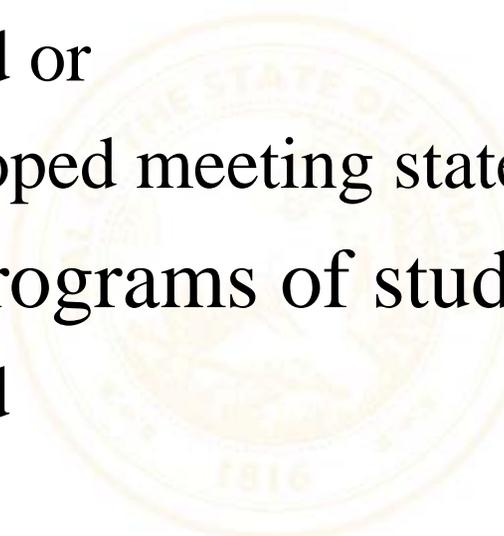
State Plan

- Programs of Study (POS)
 - Secondary & postsecondary
 - Non-duplicative sequence that is coherent and rigorous
 - May provide opportunities for dual/concurrent enrollment in a postsecondary program
 - And lead to an industry-recognized credential, certificate, or an associate or baccalaureate degree

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Programs of Study Time Table

- FY08 – One (1) program of study
 - State approved or
 - Locally developed meeting state criteria
- FY13 – 85% programs of study
 - State approved



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State Plan

- Professional development that
 - Encourages applied learning
 - Improves work with special populations
 - Uses student achievement and assessment data
 - Promotes coordination with Title II of NCLB
 - Is high quality, sustained, and focused on instruction

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State Plan

- Financial assurances
- Explain division of funding – secondary, postsecondary and adult, and explain why
- Ensure non-duplication and coordination with other federal programs



State Leadership: Required

- Strengthen CTE programs
 - Improve academic rigor, improve integration, and improve technical quality
- Demonstrate the use of technology in CTE
 - Distance learning
 - Prep for entry into technology fields
 - Internships and mentoring programs

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State Leadership: Required

- Special Populations
 - Support programs for special populations that lead to high-skill, high-wage or high-demand occupations
 - Assessment of CTE programs with special focus on meeting the needs of special populations



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State Leadership: Required

- Professional Development
 - Cannot be “1-day or short-term”
 - Ensure currency with industry
 - Develop rigorous & challenging integrated curricula
 - Coordinated with certification or licensing and development activities with title II of ESEA

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State Leadership: Required

- Technical assistance is now required
- Support Partnerships among:
 - Secondary & Postsecondary
 - Adult Ed providers
 - Employers, labor orgs
 - Parents, local partners



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State Leadership: Permissible

- Guidance and counseling programs
 - Graduate with a degree or diploma
 - Expose students to high-wage, high-skill, and non-trad
- Transition from sub-baccalaureate CTE to baccalaureate degree programs:
 - Articulation agreements
 - Dual & concurrent enrolment programs
 - Academic and financial aid counseling

State Leadership: Permissible

- Improvement or development of new CTE programs
 - Career cluster
 - Career academies
 - Distance education
- CTE programs in public charters
- Business Education partnerships
 - Cooperative education
 - Adjunct faculty arrangements

State Leadership: Permissible

- CTSOs
- Family and consumer science
- Entrepreneurship education and training
- Adult and dropout CTE programs coordinated with Adult Ed Act
- Incentive grants
 - Performance
 - Collaboration
 - Special pops

State Leadership Permissible

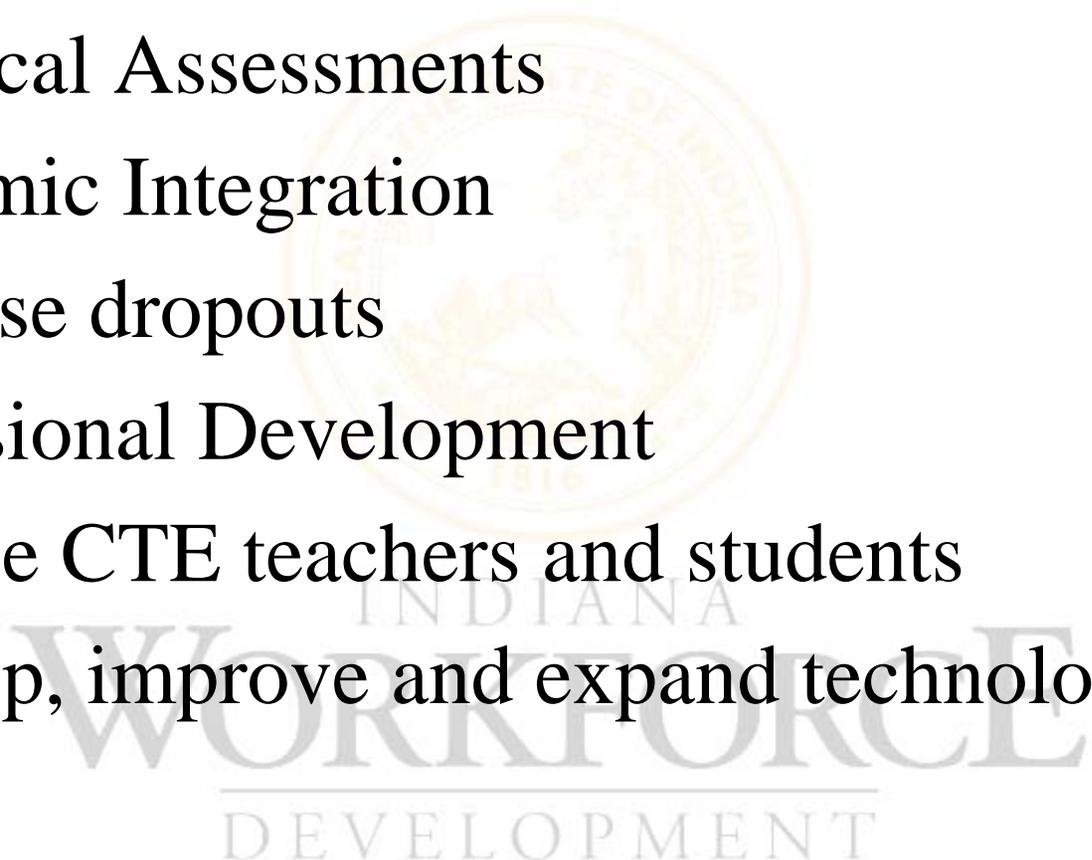
- Valid and reliable technical assessments
- Development and enhancement of data systems to collect and analyze data on academic and employment outcomes
- Improve teacher and counselor recruitment and retention



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State Goals

- Statewide Articulation Agreement
- Technical Assessments
- Academic Integration
- Decrease dropouts
- Professional Development
- Increase CTE teachers and students
- Develop, improve and expand technology



Local Plans

- Perkins is just the minimum requirements
- State can add more requirements, set parameters and restrictions
 - Prioritize uses of funds
 - Connect accountability to uses of funds
 - Set % or # minimums or maximums

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Local Uses of Funds: Required

Very similar to current law

- New POS
- Inservice and preservice professional development
- Supporting activities that prepare special pops, including single parents & displaced homemakers who are enrolled in CTE programs, for high-skill high-wage, or high demand occupations that will lead to self sufficiency

Local Uses of Funds: Permissive

- Very similar to current law
- Locals have a lot of latitude – 20 total
- Dual credit/enrollment programs
- Smaller, personalized career-themed learning communities
- New uses include
 - Entrepreneurship programs
 - Teacher prep programs

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Local Uses of Funds: Permissive

- Initiatives that facilitate transition from sub-baccalaureate to baccalaureate programs
- Consortia may pool funds for
 - Professional development
 - Data collection systems
 - Technical assessments
 - Implementing POS

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Increased Accountability

- Separate secondary and postsecondary measures
- New tech prep indicators
- Performance levels at state and local levels
- Data must be disaggregated by population groups
- Achievement gaps must be identified and quantified

Sanctions are for real!

- Sanctions possible if states:
 - Fail to implement plan or
 - Fail to show performance improvements once performance plan in place or
 - Fail to meet 90% of the same measure's performance target three years in a row

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Sanctions

- State
 - Secretary can withhold some or all
 - Sanctions come out of admin/leadership pot of funds
- Local
 - Sanction language mirrors that of state
 - DWD can withhold some or all of the entire local grant

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Tech Prep

- States can choose to merge basic state grant and tech prep funding streams
- If merged all funds go out according to basic state grant rules – formulas
- If kept separate funding still:
 - Goes to consortia
 - Can be distributed by a state determined formula or competitively

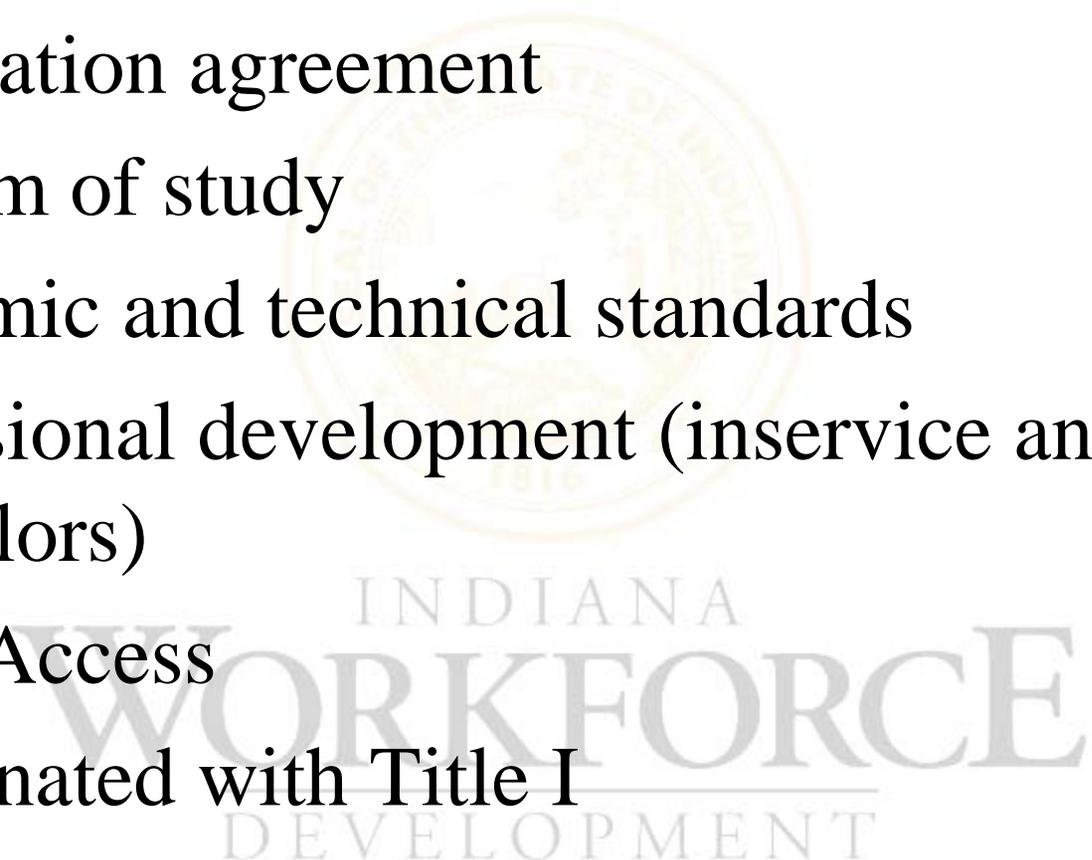
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Keeping Tech Prep Separate

- Consolidation may mean loss of funding
- Innovation arm of CTE
- Bridge between secondary and postsecondary
- Flexibility
 - Tech Prep funds are not subject to the nine mandatory uses
 - Can be awarded under any formula that meets state needs

Defining Tech Prep

- **CTE program**
- Articulation agreement
- Program of study
- Academic and technical standards
- Professional development (inservice and counselors)
- Equal Access
- Coordinated with Title I



Tech Prep RFP

- Going through Area Directors at Secondary
- Must have a five (5) year plan attached to proposal to receive federal funds
- Low hanging fruit
- Consortia must include
 - Secondary
 - Postsecondary
 - Employers, business, or labor organization