



Career Pathways for NC

Summary of Major Changes – Perkins IV to The Strengthening Career and Technical Education for the 21st Century Perkins V Act

1. New requirement of a Comprehensive Local Needs Assessment for each local applicant to the State.
2. What is reported to the Federal Government?
 - a. Technical Skill Attainment (under Perkins IV) revised to Program Quality Measure (under Perkins V)
 - b. Technical Skill Attainment (previously 2S1 in Perkins IV) was defined as the student’s attainment of technical skills. It was based on the number of CTE participants who achieved proficiency or above proficiency on CTE post-assessments in the reporting year.
 - c. Program Quality Measure (now 5S1 in Perkins V) is defined as “the unduplicated count of CTE concentrators from the current year’s cohort who earned a diploma within the expected number of years and attained a recognized postsecondary credential that was aligned to a course within a career pathway”.
 - d. NC has added the 5S4 “Other”, as an additional Program Quality Measure. It is defined as “the duplicated count of CTE participants in grades 9 to 12 who met proficiency on a performance based measurement or NC Test measurement as the proof of learning in courses that only offer a performance based measurement or NC Test measurement as the course proof of learning”.
3. Definition of a Concentrator.
 - a. Previously, Concentrator was not defined by the Federal Government. NC defined it as a student who earns four credits in a CTE pathway.
 - b. Perkins V now defines concentrator (at the secondary school level) as a student who has completed at least two courses in a single career and technical education program or program of study (career pathway in NC).
4. New Emphasis on Career Awareness (5th Grade) activities.
5. Emphasis on Employability Skills development. NC has researched and identified six essential employability skills. These will be emphasized in curriculum as revisions occur. The six are:
 - a. Communication
 - b. Ethics
 - c. Problem Solving
 - d. Professionalism
 - e. Resource Management
 - f. Teamwork

Additionally, the new Act focuses on:

Building on Perkins IV Success

The new Perkins V Act builds on Perkins IV, and maintains many of the *same structural components*. Perkins V maintains the state governance structure of the current law, as well as the local funding formulas that allocate funds primarily to local secondary school districts and to postsecondary institutions. Perkins V also builds on current CTE success by maintaining a strong commitment to “programs of study”, a term first introduced in the 2006 Perkins Act. The new law includes a specific, formal definition of programs of study, and encourages program of study development and implementation throughout. NC has implemented this with a heavy focus on structured Career Pathways.

Requiring Data-driven Decision-making

One of the most significant new components of Perkins V is the introduction of a *Comprehensive Local Needs Assessment* that requires data-driven decision-making on local spending. The local needs assessment must be completed at the beginning of Perkins V implementation, with results included in the local application. The needs assessment must include review of student performance, program quality, labor market needs, educator development and special populations' access to programs.

Reducing Secretarial Authority

The Perkins V legislation did reduce the role of the U.S. Secretary of Education in some significant ways. Most notably, states will no longer negotiate performance targets with the U.S. Department of Education. Under the new legislation, states will submit those performance targets in the state plan. There is also prohibition language ensuring the Secretary cannot incentivize or condition funding on the adoption of any specific content, standards or curriculum. Provisions are also added to require advance notice to Congress of any proposed regulatory activity, and require at least a 60-day public comment period on proposed regulations.

Increasing Stakeholder Involvement

Stakeholder engagement is *significantly expanded* in the Perkins V Act with the addition of new stakeholder groups and additional opportunities for stakeholder engagement. Perkins V requires the state to develop performance targets in consultation with stakeholders outlined in Section 122 (State Plan), and then provide the public with the opportunity to submit written comments on the performance targets at least 60 days before the plan is submitted. In addition, Perkins V requires a new public comment period of at least 30 days is added for the full state plan. At the local level, the new *Comprehensive Local Needs Assessment* requires significant stakeholder involvement.

Revising Accountability Indicators

Perkins V defines who is included in the accountability system by *formalizing the definition of a "CTE concentrator"*. The current practice of reporting accountability data only on concentrators is now outlined in the law. Accountability indicators are also streamlined. The most significant change is the *elimination of the technical skill attainment measure, which is replaced with a "program quality measure"*. In reporting on these indicators, states and locals still must disaggregate data by student populations, and performance gaps identify through disaggregation are used through the Act to drive programming decisions.

Enhancing Efforts to Serve Special Populations

Perkins V expands the definition of "special populations" to include homeless individuals and youth with active duty military parents. A new set-aside has been added requiring states to spend funds on recruiting special populations into CTE programs.

Encouraging Innovation

There is a national grant to support state innovative practices and states can use reserve to award innovative program grants. Perkins V lifts the restriction on spending funds below seventh grade (for NC, it is now fifth, per ESSA) and allows support for CTE in the middle grades.