

Flexibility has long been a hallmark of the Carl D. Perkins Career and Technical Education Act, a tradition that continues with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The eligible agency will continue to oversee the administration and implementation of the state’s Perkins grant, including key decisions about funding, state plan development and local grantee oversight. Through the Perkins V state plan, the eligible agency (the “state”) may choose to exercise a variety of leadership levers to advance the state’s vision for Career Technical Education (CTE). These levers can be organized into a framework of actions and activities that states can *require*, *incentivize* or *support* and a few illustrative examples are included below.

States can <u>require</u> strategies and activities that align with and advance their vision for CTE	States can <u>incentivize</u> strategies and activities that align with and advance their vision for CTE	States can <u>support</u> strategies and activities that align with and advance their vision for CTE
<p>✓ Program and program of study approval States must articulate the criteria for program approval and which programs they will fund with federal dollars in the state plan. States have a large degree of flexibility in setting these criteria. For example, states can require that all Perkins funds go toward programs of study or put other programmatic requirements in place.</p> <p>✓ Local needs assessment and local application States can ensure alignment with the state vision and goals by setting specific guidelines for the local application that eligible recipients must submit to receive Perkins funds. The state also must guide the design and execution of the comprehensive local needs assessment. For example, states may determine if the local application and/or local needs assessment should include additional elements beyond what is included in the law and cap the amount of funds that can be dedicated to specific activities or limit the list of permissible uses of local funds.</p> <p>✓ Definitions States must set and communicate clear definitions or thresholds for the terms “high-skill,” “high-wage” or “in-demand” to inform funding, program design and approval, and state leadership investments. States should also define course, credit or CTE program for the purposes of the accountability indicators, to ensure consistency across local eligible recipients and that the indicators are measuring CTE students who intentionally are concentrating in a CTE program or program of study.</p>	<p>✓ Reserve fund Increased to 15 percent under Perkins V, the reserve fund is a very flexible pool of funding that states can direct to recipients competitively, through formula funding or by other means. Many states have used these funds to spur innovation, support programs of study, encourage alignment and collaboration and address equity gaps.</p> <p>✓ State leadership funds States may set aside up to 10 percent of their state Perkins allocation for state leadership activities. States have the flexibility to determine how much to invest in the five required uses of funds and if they invest in any of the 25 permissible activities. States may also elect to direct a portion of these funds to the creation of mini-grants or incentive grants to award to local recipients for the purpose of incubating innovative ideas, supporting or rewarding adoption of priorities, or recognizing performance. The decisions about how to leverage state leadership funds must be described in the state plan, but more importantly, these decisions send clear signals to eligible recipients about state priorities and the overall vision for CTE.</p>	<p>✓ Professional development While Perkins V offers a new, formal definition of professional development (PD), the fact that it is a core element of the overall law is unchanged. PD is a both a required and allowable use of state leadership funds and PD efforts must be addressed in the state plan. It is also a required component of the local application. States have a lot of authority over the types, delivery and overall content of PD offered through Perkins, including how it supports state goals and closing of performance gaps.</p> <p>✓ Technical assistance Technical assistance (TA) is a required use of state leadership funds and state may use state administration funds for TA related to the administration of Perkins. The state plan requires states to articulate how they will provide TA to eligible recipients, including on how to close disparities and performance gaps. With the new comprehensive local needs assessment and changes to the accountability requirements, TA will be a critical support for eligible recipients.</p> <p>✓ Set Asides Perkins V continues to support set asides of state leadership funds (e.g., to support learners in state correctional institutions, nontraditional education and training, recruitment of special populations into CTE). Ideally, states should have a theory of action for their state leadership (and reserve) funding, that is informed by data and aligned with their statewide vision and goals.</p>