

## Introduction

As states begin the extensive and inclusive process of developing their state plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), they face many critical decisions and choices. Some of these decisions are for the eligible agency to make on the front end. Many others require and merit consultation with other state-level agencies and partners. And finally, most decisions will benefit from the input of diverse stakeholders.

Regardless of how the final decisions are made, they all should be anchored in a bold and forward-looking statewide vision for Career Technical Education (CTE) that is focused on expanding access to and success in high-quality CTE programs for every learner.

This tool aims to help state leaders to think through where their system is working and where it needs to be pushed — and how Perkins V can help drive the changes necessary to achieve a statewide strategic vision for CTE.

### How to Use This Resource

This tool is designed to be used flexibly — it may be completed sequentially but will likely require circling back to various sections as more information is made available and as state partners and stakeholders weigh in on key aspects of the state's CTE system and Perkins V state plan.

*Section 1: Reflect on Your State's Vision for CTE: You should start by identifying current state-level visions, goals, strategic priorities or initiatives that may align with or may influence or affect CTE in your state and that should inform or connect to your Perkins V planning.*

*Section 2: Take Stock of Your State's CTE System: The Perkins V plan should not simply be a repeat of the current plan but one that builds on what is working and addresses what is not working. The planning process is an ideal time to take stock of current efforts and identify areas for improvement. This section can be completed initially by the core state plan team but must be informed by input from state partners and stakeholders and include CTE at the secondary and postsecondary levels.*

*Section 3: Strengthen Your Statewide Vision and Goals for CTE: Once you have made key decisions about where you want to go and gathered the necessary input and buy-in from partners and stakeholders, you should lock in your statewide vision and related goals and priorities that will be the core of your Perkins V state plan.*

*Section 4: Leverage Perkins V to Advance Your Statewide Vision for CTE: Perkins V offers a number of leadership levers that can be used to advance and/or accelerate the accomplishment of your statewide vision and strategic goals and priorities. This section unpacks those levers and explores how they can be used.*

## Section 1: Reflect on Your State’s Vision for CTE

As a first step, state CTE leaders should reflect on their current vision for CTE — if there is one — as well as other major state priorities, initiatives and goals related to education and workforce development. This starting point is critical to get all of these priorities on the table upfront and find opportunities for greater alignment and collaboration, as well as areas where conflicting goals or strategies may hinder your Perkins planning process.

Section 1: Your Vision for CTE
What is your statewide vision for CTE?
What are the state’s current goals and/or priorities for CTE?
What is the relationship between CTE and the state’s workforce development goals, including those identified in the Workforce Innovation and Opportunity Act (WIOA)? Where is there alignment? Where are there gaps or misaligned goals?

## Section 1: Your Vision for CTE

What is relationship between CTE and the state’s K-12 education goals, including those identified in the Every Student Succeeds Act? Where is there alignment? Where are there gaps or misaligned goals?

What is the relationship between CTE and the state’s postsecondary education goals, including statewide attainment goals? Where is there alignment? Where are there gaps or misaligned goals?

What is the relationship between CTE and the governor’s priorities for education, workforce development and economic development? Where is there alignment? Where are there gaps or misaligned goals?  
*NOTE: Given the 2018 elections, your state may need to be more proactive about engaging new leadership.*

What strategies, structures and/or processes are in place that support joint planning, coordination and alignment across workforce and education policies and programs?

## Section 2: Take Stock of Your State’s CTE System

Before you can make key decisions about where the CTE system needs to go in the future, you should reflect on where the system is now. Leaders should consider what is working and needs to be scaled and where the greatest opportunities for improvement are at the secondary and/or postsecondary levels with respect to program quality and implementation; data and data systems; equity and access; and governance, administration and funding. While many of these topics will require consultation with state agencies and input from stakeholders, it is critical that CTE leaders have time to reflect on the system first — not only to identify the key non-negotiables of the Perkins V state plan but also to inform the stakeholder engagement process to make sure it is meaningful and focused.

Specifically, as you complete this section, you should consider:

- How is your CTE system functioning? Where are you putting your energy? Is it paying off?
- What do the data say?
- Where do you want to go?
- And, once you have done the reflection in the first two columns, what do partners and stakeholders say?

It is recommended that you start with your internal partners and your core planning team to reflect on your current system and look forward. The opportunities and challenges identified then may need to be vetted with partners and stakeholders, starting with those required in Perkins V, in later stages of the planning process.

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>PROGRAM QUALITY &amp; IMPLEMENTATION</b>		
<p>How are CTE programs or programs of study currently developed and approved (e.g., state developed, locally developed/state approved) at the secondary and/or postsecondary levels?</p> <p>What is the review process for CTE programs or programs of study, and how effective is it at promoting quality and equity?</p>	<p><i>How can your state CTE program and program of study approval and review processes be strengthened to ensure that more consistent, high-quality programs of study are offered?</i></p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>PROGRAM QUALITY &amp; IMPLEMENTATION</b>		
<p>How do the CTE program and program of study approval and review processes currently support alignment to high-wage, high-skill or in-demand industries and occupations?</p> <p>How well do current CTE programs and programs of study align with labor market demand, including emerging sectors?</p>	<p><b>NOTE:</b> Perkins V requires states to describe how the eligible agency will use labor market data to determine alignment of local programs of study to the needs of the state, regional or local economy. Perkins V also requires coordination with the state workforce board to support the local development of career pathways, as appropriate.</p>	
<p>How well do current CTE programs and programs of study support progression of learning from secondary (including middle school) through postsecondary?</p> <p>What role do state-developed or state-approved standards play in the quality of programs and programs of study?</p>	<p><i>Do your CTE standards include the full range of CTE expectations (e.g., transferable career-ready or employability skills, broader Career Cluster®-level skills, industry-specific skills and academic skills)? If not, where are the gaps?</i></p>	

## Putting Your CTE Vision Into Action Through Perkins V Planning

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>PROGRAM QUALITY &amp; IMPLEMENTATION</b>		
<p>How do the CTE program and program of study approval and review processes support seamless transitions to and within secondary (starting in middle school) and to and within postsecondary education?</p>	<p><i>Do additional requirements, incentives or supports, such as dual/concurrent enrollment and credit transfer policies or consortia or other regional collaboration structures, need to be added or expanded to support more seamless programs and programs of study?</i></p> <p><b>NOTE:</b> Perkins V offers an updated definition of a “program of study” that requires multiple entry and exit ramps.</p>	
<p>What statewide strategies currently support the recruitment and preparation of CTE instructors and their professional development? How effective are these strategies?</p>	<p><i>What strategies need to be sustained, discontinued or added to support the recruitment and preparation of CTE instructors and their professional development?</i></p>	

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<b>PROGRAM QUALITY &amp; IMPLEMENTATION</b>		
<p>What statewide strategies and activities currently support career and academic counseling and advisement? How effective are these strategies and activities?</p>	<p><i>What strategies need to be sustained, discontinued or added to support career and academic counseling and advisement? Is any expansion necessary to support CTE in the middle grades?</i></p>	
<p>What statewide strategies and activities currently support work-based learning? How effective are these strategies and activities?</p>	<p><i>What strategies need to be sustained, discontinued or added to support work-based learning and other experiential learning opportunities?</i></p> <p><b>NOTE:</b> Perkins V defines “work-based learning” as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.</p>	

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Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>PROGRAM QUALITY &amp; IMPLEMENTATION</b>		
If applicable, how is the adult postsecondary CTE system organized and delivered?	<i>How well are adult postsecondary CTE programs coordinated and aligned with the rest of the CTE and WIOA/workforce development systems?</i>	



Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
<p>Using the last three years of data from the Consolidated Annual Report:</p> <ul style="list-style-type: none"> <li>• What programs of study (or Career Clusters) have highest and lowest performance levels and/or highest and lowest enrollment?</li> <li>• How do enrollment data align to in-demand industries and occupations?</li> <li>• How are special populations represented in high-quality programs of study?</li> <li>• Is your state under an improvement plan for any of the core indicators of performance?</li> </ul>	<p><i>Where are the greatest gaps in service? Which learners, communities or regions are not being served adequately? Which in-demand industries and occupations are under-represented?</i></p> <p><i>How can and should these data be presented in upcoming hearings and stakeholder input sessions?</i></p>	
<p>If applicable, are there any relevant or outstanding issues from the most recent U.S. Department of Education monitoring visit that need to be addressed?</p>		

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Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
<p>What is the overall quality of your state’s CTE data system — including the collection, validation and public reporting of CTE data? What degree of confidence do you have in your current CTE data?</p>	<p><i>What investments or resources can be put toward strengthening the collection, validation and public reporting of CTE data? How can other state agencies and partners be supportive?</i></p>	
<p>What is your state’s current capacity to address new requirements for reporting in Perkins V?</p>	<p><b>NOTE:</b> Perkins V includes:</p> <ul style="list-style-type: none"> <li>• <i>New categories of special populations (i.e., homeless individuals, youth with parents on active duty in the armed forces);</i></li> <li>• <i>Placement into a “service program” (e.g., AmeriCorps, Peace Corps) as part of the secondary and postsecondary placement measure;</i></li> <li>• <i>Additional disaggregation for each core indicator by sub-group, by special populations and by CTE program or program of study (if this level of reporting is impractical, the data may be disaggregated by Career Clusters); and</i></li> <li>• <i>Additional disaggregation by award level for postsecondary.</i></li> </ul>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
	<p><i>What investments or resources can be put toward addressing these new definitions and requirements? How can other state agencies and partners be supportive?</i></p>	
<p>How do you currently define a secondary “CTE concentrator” (e.g., by courses, credits, programs)? How will the new requirements affect your population of CTE students?</p>	<p><i>What policy changes might be necessary to ensure that secondary students defined as “concentrators” are completing a meaningful sequence of courses?</i></p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
<p>What is your state’s current capacity to adopt a meaningful “program quality” indicator?</p>	<p><i>Which program quality indicator option would be easiest to adopt from data collection standpoint? Which is most aligned with statewide goals/vision?</i></p>	
<p>To what degree do local eligible recipients have the capacity to access and use CTE data to improve program design and delivery? What statewide strategies and activities currently support that local capacity for data analysis and use?</p>	<p><i>What strategies need to be sustained and added to support local capacity for data analysis and use?</i></p>	

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Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
<p>What is the overall quality of your state’s labor market information (LMI) — including variety of sources, ability to look at state and regional data and overall accessibility? What degree of confidence do you have in your current LMI? What LMI data do you currently use?</p>	<p><i>What investments or resources can be put toward strengthening your state’s LMI sources and use? How can other state agencies and partners be supportive? What LMI data do you plan to use to demonstrate labor market demand? Will you do statewide runs to determine labor market demand for a region/locale, or will you give locals guidance to determine labor market alignment?</i></p> <p><b>NOTE:</b> Perkins V amends Wagner-Peyser to allow the eligible agency to access more LMI that may be helpful.</p>	
<p>Looking at your state’s definitions of “high skill,” “high wage” and “in demand,” do you have definitions for all three terms? Are these definitions shared among multiple state agencies? How are they used in the CTE system?</p>	<p><i>If you do not have a definition for each term, what will be the process for establishing a definition? If different definitions are used within your state, how will you reconcile the differences? Do you or will you plan to use all three terms — “high skill,” “high wage” and “in demand” — in concert? If not, which do you use/plan to use and why?</i></p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>DATA &amp; DATA SYSTEMS</b>		
<p>To what degree do local eligible recipients have the capacity to access and use LMI to improve program design and delivery? What statewide strategies and activities currently support that local capacity for LMI analysis and use?</p>	<p><i>What strategies need to be sustained and added to support local capacity for LMI analysis and use?</i>  <b>NOTE:</b> Perkins V amends Wagner-Peyser to allow the eligible agency to access more LMI that may be helpful.</p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>EQUITY &amp; ACCESS</b>		
<p>What do your data tell you about:</p> <ul style="list-style-type: none"> <li>• The current demographic makeup of CTE programs and programs of study?</li> <li>• How those demographics compare to the overall learner population statewide and at the local level?</li> <li>• How CTE outcomes compare by learner population (i.e., special populations and sub-groups)?</li> </ul>	<p><i>If you do not have these data, what will it take to access them?</i></p> <p><i>If you do have access to the data, where are the greatest gaps in service?</i></p> <p><i>What are the root causes of the gaps?</i></p>	
<p>What specific strategies are being used to support access to and success in high-quality CTE for special populations (including in work-based learning)? How effective are these strategies?</p>	<p><i>What strategies need to be sustained, discontinued or added to support access to and success in high-quality CTE for special populations? How might the new set-aside for recruiting special populations in CTE be leveraged?</i></p> <p><b>NOTE:</b> Perkins V has an expanded definition of “special populations” and a focus on how special populations will be provided with appropriate accommodations, instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. Perkins V also requires a small set-aside of state leadership funds to support the recruitment of special populations into CTE programs.</p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>EQUITY &amp; ACCESS</b>		
<p>What processes are in place at the state and local levels to identify and address disparity and performance gaps for special populations and sub-groups?</p>	<p><i>What processes need to be improved? Do any new processes need to be created? Should any ineffective strategies be discontinued?</i></p>	
<p>What specific strategies are being used to support access to and success in high-quality CTE in non-traditional fields (including the use of the state leadership set-aside)? How effective are these strategies?</p>	<p><i>What strategies need to be sustained, discontinued or added to support access to and success in high-quality CTE in non-traditional fields? Are any changes necessary to the non-traditional set-aside?</i></p>	



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Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>EQUITY &amp; ACCESS</b>		
<p>How are CTE programs or programs of study implemented in state correctional institutions and juvenile justice facilities? What specific strategies currently are used to support access to and success in high-quality CTE for learners in state correctional institutions and juvenile justice facilities? How effective are these strategies?</p>	<p><i>What strategies need to be sustained, discontinued and added to support access to and success in high-quality CTE for learners in state correctional institutions and juvenile justice facilities? How might the set-aside be modified?</i></p> <p><b>NOTE:</b> Perkins V increases the allowable state set-aside for state correctional institutions and juvenile justice facilities from 1 to 2 percent and is now a required use of state leadership funds.</p>	

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>GOVERNANCE, ADMINISTRATION &amp; FUNDING</b>		
<p>What is the current secondary/postsecondary split of Perkins funds? How is this split determined?</p>	<p><i>Does the process currently used to calculate the secondary/postsecondary split still make sense? What information should be used to inform the decision moving forward?</i></p>	
<p>What is your theory of action for your <i>state leadership funds</i>? Which investments have been effective? Which have not?</p>	<p><i>How can you best leverage your state leadership funds moving forward?</i> <b>NOTE:</b> Perkins V includes fewer required uses of state funds (nine required uses have been reduced to five), but it also includes a broad list of 25 permissible uses.</p>	
<p>Do you share <i>state leadership funds</i> with another agency that has oversight responsibility for implementing Perkins? If yes, is this relationship producing strong outcomes for learners in your state?</p>	<p><i>Do you plan to share these funds in the same manner under Perkins V? If you do not share the funds now, should you?</i></p>	

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Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>GOVERNANCE, ADMINISTRATION &amp; FUNDING</b>		
<p>Does your state currently leverage the Perkins reserve fund? If so, how much does it leverage and for what purpose? What type of results have the reserve fund investments produced?</p>	<p><i>Where can your state reserve funds be most effectively directed moving forward?</i> <b>NOTE:</b> Perkins V increases the maximum amount of the reserve from 10 to 15 percent.</p>	
<p>How much does your state match for Perkins state administration funds (maximum is 5 percent)? How effective has this match been? Are these funds shared with another agency? If yes, is this relationship producing strong outcomes for learners in your state?</p>	<p><i>Do you want or need this match to change under Perkins V? Do you want or need this relationship to change under Perkins V?</i></p>	

## Putting Your CTE Vision Into Action Through Perkins V Planning

Reflect on Your Current System	Look Forward	What Partners & Stakeholders Say <i>This may be filled in later in the planning process</i>
<b>GOVERNANCE, ADMINISTRATION &amp; FUNDING</b>		
<p>How effective is your current state-to-local funding formula at directing resources to local eligible recipients, programs and learners equitably and efficiently?</p>	<p><i>Do you need to consider an alternate state-to-local formula to direct resources to local eligible recipients, programs and learners more equitably or efficiently?</i></p>	
<p>Did the state submit a Combined State Plan with WIOA that included Perkins IV? If not, did the state pursue a unified state plan? What have been the pros and cons of that decision?</p>	<p><i>Will the state submit a Combined State Plan? If so, what are the goals of such an action? What are pitfalls that need to be avoided?</i></p>	

### Section 3: Strengthen Your Statewide Vision and Goals for CTE

Once you have taken stock of your current system, identified effective practices that need to be sustained and/or scaled and areas for improvement, consulted key partners and gathered input from stakeholders, it is time to confirm your statewide vision and related goals and priorities for CTE. Importantly, these can be fully determined before engaging in consultation with key partners and/or stakeholder engagement if the state has recently engaged in strategic planning or already has a well-regarded, fully vetted and accepted statewide vision in place. The vision and goals may also be developed solely through consultation and stakeholder engagement and input. What is most important is that you have true buy-in and support across your state for the vision and priorities — and that your vision and priorities drive access to and success in high-quality CTE for all learners.

**What is your overall vision for CTE?**

**What are your strategic CTE priorities or goals?**

- 1.
- 2.
- 3.
- 4.
- 5.

### Section 4: Leverage Perkins V to Advance Your Statewide Vision for CTE

With a statewide vision for CTE in place, it is now time to use Perkins V to help make it happen. Flexibility has long been a hallmark of Perkins, and that tradition continues with Perkins V. The law offers a number of “leadership levers” that can be used to *require, incentivize* and/or *support* strategies and activities that will advance the state’s vision and goals.

#### States can require strategies and activities that align with and advance their vision for CTE

##### ✓ Program and program of study approval

States must articulate in the state plan the criteria for which CTE programs and programs of study they will approve and which programs they will fund with federal dollars. States have a large degree of flexibility in setting these criteria. For example, you may:

- Require all local eligible recipients to adopt state-developed programs of study (or locally developed programs that meet the same requirements as state-developed programs of study);
- Direct all Perkins funds to fully aligned secondary-postsecondary programs of study;
- Update definitions of “course,” “credit” and/or “program” to strengthen the secondary concentrator definition;
- Require that programs and programs of study be submitted for approval by secondary-postsecondary consortia; and
- Set specific requirements around the evidence of annual industry involvement and labor market alignment for program approval and review.

##### ✓ Comprehensive local needs assessment and local application requirements

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 should also provide a template to guide the design and execution of the comprehensive local needs assessment. For example, you may:

- Determine if the local application and/or local needs assessment should include additional elements beyond the minimum requirements in the law, such as a connection to statewide attainment goals or specified expectations for demonstrating labor market alignment;
- Restrict or cap the amount of funds that local eligible recipients may direct to programs and/or activities that do not support the statewide vision and goals (while the activities may be permissible under Perkins V, the eligible agency has the discretion to specify additional parameters for local uses of funds); and
- Require local eligible recipients to dedicate funds toward specific areas identified as state priorities.

##### ✓ Definitions

Perkins V often references the terms “high skill,” “high wage” and “in demand.” These terms can be found throughout the law, including in the purposes of the act, state and local plan requirements, state and local uses of funds, and core indicators of performance. States must set and communicate clear definitions or thresholds for these terms that 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.

### States can incentivize strategies and activities that align with and advance their vision for CTE

#### ✓ Reserve fund

Increased to 15 percent under Perkins V, the reserve fund is a very flexible pot of money states can direct to local eligible recipients competitively, through a formula or by other means. While the funds must be focused on serving specific populations (those in rural areas, areas with a high number of CTE students, areas with a high percentage of CTE students, and/or areas with disparities or gaps in performance among population groups), these categories are flexible enough to allow states to direct the funds to nearly any community or population. Perkins V also specifies that these funds should be used to spur innovation or support programs of study or career pathways aligned with state-identified high-skill, high-wage or in-demand occupations or industries. The state may provide competitive or formula grants to:

- Support the closing of performance gaps for special populations or sub-groups;
- Encourage the development of new programs of study in emerging sectors;
- Expand access to work-based learning or early postsecondary opportunities in rural communities; and/or
- Accelerate program of study implementation in urban areas (and retirement of less rigorous programs).

**NOTE:** A state's decision about whether to have a reserve fund, its focus and the distribution methodology can change annually. The state should develop an evaluation strategy to measure the success and impact of the reserve fund.

#### ✓ State leadership funds

States may set aside 10 percent of their state Perkins allocation for state leadership activities. As a first step, states should identify their theory of action around how they will use these funds. These decisions send clear signals to local eligible recipients about state priorities and the overall vision for CTE. State leadership funds can be used in a variety of ways to advance state goals and priorities; for example, you may:

- Determine how much to invest in each of the five required uses of funds;
- Determine how much to invest — if anything at all — in any of the 25 permissible activities; and
- Use the fund to create incentive grants for eligible recipients focused on:
  - Exceeding performance targets,
  - Developing connections between secondary and postsecondary education and training,
  - Adopting and integrating coherent and rigorous content aligned with challenging academic standards and technical coursework,
  - Demonstrating progress in having learners from special populations meet local performance targets, and/or
  - Providing rewards for eligible recipients that elect to pool funds to support professional development.

**NOTE:** Decisions about the strategic use of state leadership funds may be challenged by various interest groups that may be accustomed to receiving funding due to past practice. Additional consultation and meetings with specific organizations, groups and stakeholders may be needed to explain the rationale behind these decisions as they unfold. In some cases, if there are existing contracts and agreements, transitioning to new funding decisions over a period of time may be necessary. Local eligible recipients may pool funds for professional development, and this option may need to be encouraged.

### States can support strategies and activities that align with and advance their vision for CTE

#### ✓ Professional development

While Perkins V offers a new, formal definition of “professional development,” the fact that it is a core element of the overall law is unchanged. Professional development is both a required and an allowable use of state leadership funds, and professional development 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 professional development offered through Perkins, including how it supports state goals and the closing of performance and access gaps. For example, you may:

- Offer statewide professional development on new initiatives or strategies identified in the statewide vision that may be challenging for some or all local eligible recipients;
- Prioritize the use of local funds on specific focus areas for local professional development, such as technical-academic integration, support for students with disabilities, or the use of LMI by counseling professionals;
- Provide guidance to local eligible recipients on how to share the impact of their own professional development efforts in their local applications; and
- Develop virtual professional development on topics that emerge in specific regions or around specific provisions in the law.

#### ✓ Technical assistance

Technical assistance (TA) is a required use of state leadership funds, and states may use state administration funds for TA related to the administration of Perkins. Importantly, the state plan must articulate how states will provide TA to local eligible recipients, including TA on how to close disparities and gaps in performance. The approach states take to TA can have a significant influence on moving toward the state vision for CTE. For example, you may:

- Offer statewide or targeted TA on new initiatives or strategies identified in the statewide vision that may be challenging for some or all local eligible recipients; and
- Direct state administration funds to support local implementation of the new local needs assessment requirement and the transition to the updated accountability system.

#### ✓ Set-asides

Perkins V continues to support set-asides of state leadership funds to serve learners in state correctional institutions and juvenile justice facilities (now a maximum of a 2 percent set-aside) and non-traditional education and training. It also adds a new set-aside for the recruitment of special populations into CTE (the lesser of two options: 0.1 percent or \$50,000 of state leadership funds). These set-asides can and should also align with statewide goals. For example, you may:

- Leverage the non-traditional set-aside to focus on key priorities such as participation in early postsecondary opportunities or expansion of work-based learning in non-traditional fields;
- Pair TA with the special populations recruitment set-aside to bring districts and institutions together to jointly create materials and communications strategies; and
- Measure the impact of the correctional set-aside in the statewide postsecondary attainment goal.



<p>How will you leverage Perkins to <u>require</u> strategies and activities that align with and advance your state’s vision for CTE?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>How will you leverage Perkins to <u>incentivize</u> strategies and activities that align with and advance your state’s vision for CTE?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>How will you leverage Perkins to <u>support</u> strategies and activities that align with and advance your state’s vision for CTE?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>