



## INDIANA COMMISSION *for* HIGHER EDUCATION

### Indiana State Perkins Plan – Executive Summary

The Perkins State Plan will cover the next four fiscal years, FY 24-27. The State Plan is required by the U.S. Department of Education and focuses on how Indiana will utilize its federal Perkins funding.

Indiana's Perkins Plan was submitted as part of the Combined Workforce Innovation and Opportunity Act (WIOA) Plan in 2020. A unified WIOA State Plan was pursued during this cycle, thus this Perkins Plan is being submitted independently. Strong alignment to the WIOA Plan is still a consistent theme, as well as alignment with the Indiana Commission for Higher Education's HOPE Agenda.

#### CTE Strategic Priorities

Indiana sees Career and Technical Education (CTE) as an important bridge between K-12 education, higher education, industry, and workforce development, and the state invests substantially in CTE beyond Perkins funding. A need for an overarching plan that is broader than Perkins was identified through collaboration with a CTE Advisory Council and other stakeholder feedback. A CTE Strategic Plan will be released prior to the 2024-2025 school year. This document will highlight Indiana's strategies for CTE through 2030 and will reach a wider audience than the State Plan. The Strategic Plan will set Indiana's vision for CTE, focus on maximizing the state's CTE investments, and provide specific strategies for collaborative stakeholder action towards achieving shared goals and outcomes. Indiana's vision for CTE is:

**CTE Vision Statement:** *CTE, through integrated career pathways focused on providing opportunities for career coaching and navigation, college credit and credential attainment, and participation in work-based learning (WBL), will have a measurable impact on an individual's economic and social mobility and prosperity outcomes and an employer's access to a well-qualified talent pipeline necessary to start or grow a business.*

The Strategic Plan will work to achieve this vision through a focus on three priority areas identified through stakeholder feedback:

- 1) College and Career Coaching and Navigation
- 2) Industry and Employer Engagement
- 3) CTE Accessibility

These three priority areas guided the State Plan development and informed how Indiana will focus its Perkins resources throughout the Plan's cycle. The State Plan also embeds the following foundational commitments throughout:





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- Quality Programs and Instruction
- Accessibility
- Public – Private Partnerships
- Actionable, Transparent, & Trustworthy Data
- Continuous Improvement and Collaboration
- Maximizing Fiscal Impact

### State Plan Development

The development of the State Plan included significant involvement from a wide variety of stakeholders key to the success of CTE. The Commission’s CTE staff formed a CTE Advisory Council made up of leaders from secondary and postsecondary education, industry, government, and intermediaries that provided guidance and direction for the State Plan. The Advisory Council was instrumental in determining the priorities for both the State Plan and the upcoming Strategic Plan. Listening sessions were held with students and several surveys were utilized to gather additional feedback. Additional technical assistance was provided by a national non-profit, *Advance CTE*, and local consultants experienced in CTE.

### Key Proposed Changes in the State Plan

The State Plan includes several key proposed changes, all in alignment with the foundational commitments and priority areas described above.

#### Size, Scope, and Quality

Perkins requires states to have a definition of “size, scope, and quality” for use in making funds available to eligible recipients. **Indiana has adjusted both the secondary and postsecondary definitions of size, scope, and quality** with the submission of this State Plan.

The new secondary definition establishes a minimum number of programs of study a recipient must offer. The new postsecondary definition better defines the scope necessary for postsecondary programs of study.

Both changes will serve to support the Plan’s commitments to quality programs and instruction. The new definitions are designed to better define quality through more clear requirements and will serve as a basis for monitoring and technical assistance moving forward.

#### FY 2024 Perkins Budget

The State Plan includes a proposed budget for the upcoming fiscal year, FY 2024. Subsequent yearly budgets will be developed throughout the duration of the State Plan. The proposed budget for FY 2024 uses the FY 2023 allocation as an estimate, as Indiana’s FY 2024 allocation from the U.S. Department of Education (USDOE) is not yet known.





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The state's Perkins budget is required to be allocated across three categories: Administration, Leadership, and the Local Formula Distribution. A few adjustments are being made within this year's budget to maximize the fiscal impact of Perkins funds.

The Local Formula Distribution is distributed to secondary and postsecondary eligible recipients using an established formula. Prior to distribution, a percentage is held for reserve that is primarily used for competitive grants to Perkins recipients. The percentage held for reserve is currently 6.4%, this will be increased to 7% in FY 2024 and slight increases are anticipated in subsequent fiscal years.

The FY 2024 budget increases the percentage of funds going to Leadership to 10%, up from 8.5% in the year prior. The discretionary nature of Leadership funds allows the state to invest Perkins in targeted initiatives aligned with the goals of the State Plan. This change takes the percentage going towards the Local Distribution from 90% to 88.5%. The Local Distribution will continue to be allocated 65% to secondary and 35% to postsecondary.

### Perkins Leadership Funds

Leadership funds are the primary aspect of the state's Perkins allocation where the state has discretion regarding the usage of funds. **Indiana has increased the percentage of the allocation that will be used for leadership funds to 10%.** This is the maximum allowable percentage and will increase the ability for Indiana to direct Perkins funds towards targeted strategies. Leadership funds must be used across these categories:

- Individuals in state institutions
- Special populations recruitment and support
- Non-traditional training and employment
- Recruiting and retaining CTE teachers
- Reporting on performance levels and gaps
- Providing technical assistance

The State Plan identifies several additional priority areas for utilizing leadership funds, including:

- College and Career Coaching and Navigation
- Industry and Employer Engagement
- CTE Accessibility
- Career and Technical Student Organizations

Targeted strategies within these areas include expanding and improving opportunities for early career exploration, continuing to deploy Education Readiness Grants to help schools develop or expand programs in high-need areas, developing additional resources to support WBL, and holding Performance





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Data Labs to assist schools with ensuring CTE is accessible for all students and performance gaps are being addressed.

### State Determined Performance Levels

Perkins includes 10 required secondary metrics and three postsecondary metrics. **Indiana is either adjusting the methodology or adjusting the state performance goals for four secondary metrics and two postsecondary metrics** with the submission of this Plan. These proposed changes will serve to increase how actionable, transparent, and trustworthy the state's data is and allow for continuous improvement.

Adjusted Secondary Metrics:

- **2S1: Reading Language Arts**
- **2S2: Mathematics**
- **3S1: Placement**
- **5S3: WBL Participation**

Adjustments are as follows:

- 2S1 and 2S2 have proposed adjustments to the state's performance levels due to Indiana moving to a new statewide assessment (SAT).
- 3S1 will now use prior-year data to calculate this metric. This change will revert the metric back to how it was calculated prior to this current year.
- 5S3 will now require that a WBL experience be aligned to a student's program of study. The current metric requires that an experience be 75+ hours but does not require the experience to be aligned to the student's CTE pathway.

Adjusted Postsecondary Metrics:

- **1P1: Placement**
- **2P1: Credential Attainment**

Adjustments are as follows:

- 1P1 and 2P1 will now be calculated differently to increase the meaningfulness of their results and allow for continuous improvement. The denominator for both metrics will change through the use of an exit cohort described further in the State Plan.





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### Conclusion

CTE continues to be an important bridge between education, industry, and workforce development. The Perkins State Plan and the accompanying CTE Strategic Plan provide the opportunity for Indiana to set a vision for CTE and identify specific strategies to target available resources toward priority goals and outcomes. Indiana remains committed to continuing to build on current successes within CTE and continue achieving greater outcomes for students and employers.

