

## Perkins IV to Perkins V: Summary of Key Changes

Winter 2019

### (Some) Key Changes

Comprehensive Needs Assessment: All recipients are required to complete a Comprehensive Needs Assessment (CNA) at least once every two years. The SD DOE will be providing guidance on specific content and template required. *Note: This is similar to, but separate from, the [Comprehensive Needs Assessment](#) required of Title I schools in school improvement. The Division of Career and Technical Education is coordinating with Title I to align requirements.*

The CNA must cover:

- Evaluation of student performance on accountability measures
- How the offered programs are of sufficient size, scope, and quality to meet the needs of students
- How the offered programs are aligned to labor market information/demand
- Progress towards implementation of programs of study
- How the recipient will improve recruitment, retention, and training of CTE personnel
- Progress towards equitable access, including:
  - addressing barriers special populations face to access and performance,
  - providing programs designed to enable special populations to meet accountability measures;
  - providing activities to prepare special populations for high-skill, high-wage, or in-demand jobs, leading to self-sufficiency.

CTE Concentrators: Perkins IV left it to states to define; South Dakota's definition currently is students in grades 9-12 who have earned two credits in a single approved CTE program. Federal law (Perkins V) now defines it as a secondary student who has completed at least two *courses* in a single CTE program or program of study. The SD DOE will work with stakeholders to refine the state's definition of courses in a single CTE program to ensure the data is capturing those students who have truly focused in a particular [career cluster](#).

Funding: Can fund programs down to 5<sup>th</sup> grade (vice 7<sup>th</sup> grade under Perkins IV). SD DOE will work with stakeholders to set parameters around how and what middle school programs will be approved.

Program Application: Will no longer be required annually. SD DOE will determine, in consultation with stakeholders, appropriate intervals and reporting needs. Program applications and budgets will be tied to the needs identified through the Comprehensive Needs Assessment.

Public Reporting: South Dakota will publicly report performance levels at the state and district level (similar to the state's [ESSA Accountability Report Card](#)).

Perkins V: Summary of Key Changes

Reportable Student Subgroups:

	ESSA	Perkins IV	Perkins V	Member of "Special Populations?"
Race and Ethnicities	✓	✓	✓	
Gender	✓	✓	✓	
Individuals with Disabilities	✓	✓	✓	✓
English Learners	✓	✓	✓	✓
Economically Disadvantaged	✓	✓	✓	✓
GAP/Non-GAP*	✓		?	
Military Connected	✓		✓	✓
Foster Care	✓		✓	✓
Homeless	✓	✓	✓	✓
Migrant	✓	✓	✓	
Single Parents		✓	✓	✓
Out-of-Workforce Individuals**		✓	✓	✓
Non-traditional Enrollees		✓	✓	✓

\* As defined under South Dakota's ESSA State Plan; see <https://doe.sd.gov/reportcard/documents/GapGroupB.pdf>

\*\* Replaces "displaced homemaker" category under Perkins IV; no South Dakota secondary students fell into this category under Perkins IV.

Accountability: Secondary

Perkins V #	Perkins IV #	Perkins IV	Perkins V	Perkins V Definition
1S1	4S1	Four-Year Graduation Rate	Same	% of CTE Concentrators graduating within four years of entering 9 <sup>th</sup> grade.
1S2	3S1	Secondary School Completion	Extended Graduation Rate	% of CTE Concentrators graduating within a state-determined # of years after entering 9 <sup>th</sup> grade. ( <i>Note: under Perkins IV, this included GED earners. Under Perkins V, this rate can only include graduates.</i> )
2S1	1S1	ELA Proficiency	Same	% of CTE concentrators proficient on the statewide ELA assessment.
2S2	1S2	Math Proficiency	Same	% of CTE concentrators proficient on the statewide math assessment.
2S3	N/A	N/A	Science Proficiency	% of CTE concentrators proficient on the statewide Science assessment.
3S1	5S1	Postsecondary Placement	Similar, with expansion of options ( <i>as noted in italics</i> ) and added requirement on when measured.	% of CTE concentrators who are in: postsecondary training, advanced training, military service, <i>Americorps, Peace Corps</i> ; or are employed. Measured two quarters after exiting secondary education.
4S1	6S2	Nontraditional Completion (with slight change of definition).	Nontraditional Program Enrollment	% of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields
5S1	N/A	N/A	Program Quality	One of three: CTE concentrators who graduated having: 1. Attained a recognized postsecondary credential; 2. Attained postsecondary credits in their cluster; or 3. Participated in work-based learning.
N/A	2S1	Technical Skill Attainment	N/A	N/A

### (Some of) What's Not Changing?

CTE Course Standards: SD DOE will continue its regular revision cycle of course standards. For information, click [here](#).

Funding: (see more information below)

- 85% of the state's Perkins allocation will still be distributed to local entities as formula grants.
- Entities must still reach the \$15,000 threshold for secondary and \$50,000 threshold for postsecondary to operate a program.

Teacher Certification: CTE teacher certification requirements will not change; see details [here](#).

DCTE Support: We are here to help. Find a contact [here](#).

### Glossary of Jargon

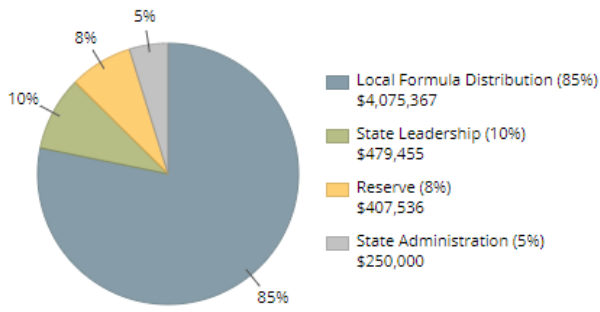
Name	P. IV	P. V	Definition
Comprehensive Needs Assessment; Local Needs Assessment; Needs Assessment; CNA		✓	Assessment of needs to determine program offerings and progress; see above. Note: A similar requirement with the same name exists for schools in school improvement under ESSA.
FAUPLs (Federally-Agreed-Upon Performance Levels)	✓		Target rates of performance under each accountability indicator; as negotiated with US ED annually.
State-Determined Levels of Performance		✓	Target rates of performance under each accountability indicator; the State sets four-year trajectories that are then approved by US ED.
LMI (Labor Market Information)		✓	Information collected and published by the South Dakota Department of Labor and Regulation on the state of the labor market. Used as part of the CNA to determine program offerings. For more, visit the <a href="#">Labor Market Information Center</a> and the <a href="#">Hot Careers page</a> .
Perkins IV			Federal law governing CTE funding; in place from 2006-2019.
Perkins V			Federal law governing CTE funding; passed in 2018 and effective July 1, 2019.
Special Populations	✓	✓	Student groups that may experience inequity in accessing CTE programs and in outcomes. See above.
Recognized Postsecondary Credential	✓	✓	Under Perkins IV, existed as Industry-Recognized Credentials. South Dakota will continue to use the term Industry-Recognized Credential but will update its <a href="#">approved list</a> .

### South Dakota Perkins Funding Splits

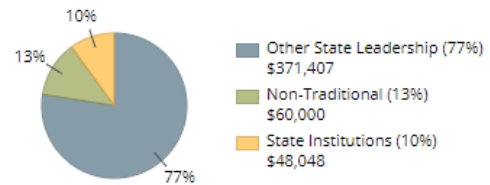
(Note: The left side of the graphic will remain unchanged; distributions under the right side are subject to change).

Estimated FY 2018 Title I Allocation: \$4,804,822

Distribution of FY 2018 Total Title I Allocation



Distribution of FY 2018 Funds Set-Aside for State Leadership



Distribution of FY 2018 Funds Set-Aside for Local Formula Distribution

