**Strengthening Career and Technical Education Act for the 21st Century**

**Perkins Career and Technical Education Act Reauthorization Highlights**

Prospective Enactment: July 1, 2019 (One-Year Transitional Period)

**State and Local Autonomy**

* No federal/state negotiation of performance targets
* Secretary may intervene only when states do not demonstrate “meaningful progress”
* 15% set-aside for state leadership reserve **(currently 10%)**
* *Fewer restrictions on use of state leadership and local funds (e.g. “leadership activities that improve CTE” [state] and “improve CTE programs to meet the needs identified in the comprehensive needs assessment” [local])*

**Accountability and Transparency**

* Four-year state plans **(currently six)** require public hearings, 60-day comment process, and response to objections **(new)**
* State plans must set targets in advance and follow 30-day public comment process to revise **(new)**
* Annual state report must include disaggregated data for each indicator by CTE program/program of study and identification of performance gaps
* *Improvement plans required after one year of missed targets; sanctions after two* ***(currently three)***
* *Four-year local applications mirror state plans (see below)*
* *Revised postsecondary Core Indicators* ***(decreased from six to four)***
	+ *Student placement, two quarters after program completion, in further education or advanced training (mirrors 3P1)*
	+ *Student placement, two quarters after program completion, in military service, a service program, the Peace Corps, or employment (mirrors 4P1)*
	+ *Attainment of recognized postsecondary credentials during a program or within one year of program completion (mirrors 1P1)*
	+ *The percentage of CTE concentrators in CTE programs that lead to non-traditional fields (mirrors 5P1)*

**Collaboration**

* Stakeholder **(expanded)** and governor **(new)** involvement in state plan development
* Emphasis on consortia as an “eligible institution”
* *Local needs assessment every two years involving stakeholders* ***(new; see below)***

**Alignment with WIOA and ESSA**

* Emphasis on “in-demand” industry sectors and occupations, “recognized postsecondary credentials”, “rigorous academic standards”, work-based learning, and career exploration
* 21 additional definitions totaling 55 (CTE Participant, CTE Concentrator, Credit Transfer Agreement, Eligible Entity, Programs of Study, Special Populations, Work-based Learning, Career Pathways, etc.)

**Program Improvement**

* USDE innovation and modernization grant program
* *Required use of funds (“permissive” clauses eliminated; 5% limit on administrative costs maintained)*
	+ *Career exploration and development*
	+ *Professional development*
	+ *Reduction of expenses for special populations in CTE programs*
	+ *Integration of academic skills in CTE programs*
	+ *Implementation of programs and programs of study that impact levels of performance\**
	+ *Development and implementation of evaluations of Perkins-funded activities*

**Special Populations**

* Two new categories: homeless individuals and youth with active duty military parents
* State leadership funding requires support for special populations, non-trad fields, individuals in state institutions. Set aside for institutionalized populations is increased from 1% to 2%.
* State plan requires strategies for supporting and accommodating special populations

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**College-Specific Considerations**

**Areas of Emphasis:** Work-based learning, special populations, career exploration, in-demand fields, evaluation and assessment, consortia, innovation and modernization

**Programs of Study (new definition and emphasis):** “A non-duplicative sequence of secondary and postsecondary courses that incorporates challenging, state-identified academic standards and addresses academic and technical knowledge, as well as *employability skills*, which are aligned to the needs of industries in the state, region, or local area.”

* Program must progress in content specificity
* Program must have multiple “entry and exit points”
* Program must culminate in the attainment of a recognized postsecondary credential

**Special Populations (new categories):** 1.) Individuals with disabilities, 2.) economically disadvantaged families, 3.) those in non-traditional fields, 4.) single parents (including pregnant women), 5.) out-of-workforce individuals, 6.) English learners, **7.)** **homeless individuals (new)**; 8.) foster youth, **9.) youth with active duty military parents (new)**

**CTE Concentrator (new definition for accountability purposes):** A student who earns 12 cumulative credits in a single program area or completes a program that encompasses fewer than 12 credits.

**Biennial Local Needs Assessment:** Requires consultation with educators, administrators, workforce development boards, business and industry representatives, parents and students, representatives of special populations, social services agencies, tribal organizations, etc.

* Student performance on indicators (disaggregated by special populations and subgroups**\***)
* Appropriateness of size, scope, and quality of programs, and responsiveness to labor market needs
* Progress towards implementation of CTE programs and programs of study
* Improvement of staff/faculty recruitment, retention, and training (including underrepresented populations)
* Progress towards ensuring access and equity in CTE courses and POS

**\*Data Disaggregation:** Aligned with ESSA (race/ethnicity, gender, socioeconomic status, disability, English-language learners, homeless status, students with military parent[s], and students in foster care)

**Four-Year Local Application**

* Details of comprehensive needs assessment
* Description of CTE and POS course offerings
* Description of career exploration and guidance activities
* Activities to support and improve CTE and academic rigor
* Activities supporting special populations
* work-based learning opportunities
* dual-credit and K-12 programs
* staff/faculty recruitment and professional development
* Efforts to address disparities or performance gaps