

The Perkins CTE Reauthorization



Overview: The reauthorization of the Carl D. Perkins Career and Technical Education Act (CTE) provides Congress with a critical opportunity to reinforce the importance of effective, high quality CTE programs in schools that are aligned with college-and-career-readiness standards, as well as the needs of employers, industry, and labor. AESA believe there are provisions in the current Perkins Act that must be sustained in any reauthorization, but we also believe changes must be made to the legislation in order to build upon our highly-qualified, prepared workforce.

Last week, the House passed bipartisan legislation to reauthorize the Perkins CTE Act called the *Strengthening Career and Technical Education for the 21st Century Act* (HR 5587). The Senate is still working on a draft of their reauthorization proposal.

AESA priorities for Perkins reauthorization include:

- Reducing the paperwork requirements for Perkins funding,
- Requiring funding streams for secondary and post-secondary programs to remain separate,
- Supporting greater efforts to engage business and industry sectors in our CTE programs,
- Streamlining the accountability system in Perkins to incorporate meaningful state-developed indicators,
- Encouraging districts to direct greater funding to providing career planning and counseling to all students, and
- Ensuring the Secretary's authority to promulgate regulations and require changes to State accountability systems is limited.

AESA Talking Points on HR 5587:

- The House bill addresses the paperwork burden by allowing districts to fill out a simple, easy-to-complete local application. This is a radical departure from current law and a major win for school leaders and school personnel.
- The House bill allows states to continue to determine the allocations that secondary and post-secondary institutions receive with no set-asides for post-secondary institutions.
- Instead of a lengthy local plan, on a biennial basis, districts would conduct a needs that ensures business/industry, higher education partners, and other key stakeholders review the local plan to ensure the district is directing its limited resources towards a program of study aligned and targeted toward relevant economic priorities.
- Districts would have access to and take into consideration critical labor market information that will detail current, intermediate, or long-term labor market projections when determining whether to maintain, develop, or eliminate programs of study.
- The House bill also streamlines the accountability system in Perkins and aligns performance measures with those set by each state under ESSA. Districts must report on CTE graduation rates, post-secondary outcomes, and academic proficiency. However, states have the discretion to choose another factor, such as the attainment rate of an industry-recognized credential, the rate of dual-enrollment, or the rate of students participating in work-based learning, to use as a fourth indicator. This flexibility ensures that states can use a metric that prioritizes their state policy and investments in CTE and aligns with what they may already require districts to track and report.

Note: When meeting with Senate staff, please emphasize the AESA priorities for CTE reauthorization listed above or the elements of the House bill that you like.