



# Deep Dive into Senate Perkins Reauthorization Bill

*Kimberly Green, Executive Director, Advance CTE*

*Kathryn Zekus, Senior Associate for Federal Policy,  
Advance CTE*

*July 10, 2018*

# Agenda



- Housekeeping items
- Carl D. Perkins Career and Technical Education Act (Perkins) reauthorization background and context
- Walk through the Senate bill
- Resources & Next Steps

# Background

- 2006 Act lasted through Fiscal Year 2012
- Some reauthorization activity in late 2013/early 2014
- 2014-2015: The Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA) required attention from Hill staff
- September 2016: House passed H.R. 5587 by 405-5 vote
- May 2017: Introduction of “Strengthening Career and Technical Education for the 21st Century Act” (H.R. 2353) & Committee markup/approval
- June 2017: Full House approved H.R. 2353 by a voice vote
- Fall 2017: House & Senate Dear Colleague Letters urge reauthorization



# Context

- After long stall, bipartisan negotiations at Senate HELP committee level led to bill's introduction
- Leads:
  - Alexander (R-TN), Murray (D-WA)
  - Enzi (R-WY), Casey (D-PA)
- White House involvement
- Bill draft released Wednesday, June 20
- Chairman's Mark released Sunday, June 24
- Committee markup Tuesday, June 26



# Structure

- Largely maintains existing structure of Perkins IV
  - Current governance structure maintained
  - Three funding streams remain:
    - Title I – Basic State Grant
    - Section 114 – National Activities
    - Section 117 – Tribally Controlled Postsecondary CTE Institutions
- Fed-to-state and state-to-local formulas remain
- 6-year authorization period
- Enactment date is July 1, 2019
- One year transition beginning July 1, 2019

# Purpose



- Generally the purposes remain the same, with one addition:
- New purpose #8: focuses on increasing the employment opportunities for unemployed or underemployed

# Authorization Levels



- Bill provides for a 6-year authorization
  - \$1,229,568,538 for FY 2019
  - \$1,246,782,498 for FY 2020
  - \$1,264,237,452 for FY 2021
  - \$1,281,936,777 for FY 2022
  - \$1,299,883,892 for FY 2023
  - \$1,318,082,266 for FY 2024
- Increase is about 10.5% over the course of the Act above current funding levels (\$1.192 billion)

# Hold Harmless

- New provisions that replace current law Hold Harmless
- New baseline – or foundational grant – at FY18 levels
- If funding is reduced, ratable reduction for all states
- If funding is increased, same distribution as current law

# Maintenance of Effort

- Similar to House bill with one major difference
  - Allows states to reset their baseline once
  - Baseline adjustment must be not less than 95% of current baseline (House bill was 90%)
  - Retains House bill's expanded language about what, if the eligible agency chooses, can be left out of the calculation of MOE

# Distribution

- 10% for state leadership
  - Expansion of correctional institutions set aside – from 1% to 2% (of total state grant)
  - \$60,000 - \$150,000 for non trad
  - 0.1% to \$50,000 on recruitment of special pops to CTE
- 5% for state administration
  - \$250,000 for small states
- 15% (up from 10%) for reserve fund, may also be spent on areas with disparities or gaps in performance among population groups

# Key Updates on Definitions



- 55 definitions total, current law has 34
- New definitions linked to WIOA
- New definitions linked to ESSA
- Other important new/updated definitions

# Accountability: Who Is Included



- Secondary CTE Concentrator Definition:  
a student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study; and

# Accountability: Secondary Indicators

- Graduation rate
- Academic Attainment
- Placement in the 2<sup>nd</sup> quarter after exit in postsecondary education or advanced training
- Placement in the 2<sup>nd</sup> quarter after exit in military service, national service program, or employment
- Percentage of concentrators in programs that lead to non-traditional fields
- Not less than one indicator of program quality:
  - Attainment of recognized postsecondary credentials
  - Attainment of postsecondary credit in the CTE program
  - Participation in work-based learning
  - Any other measure that is statewide, valid, and reliable, and comparable

# Accountability: Who Is Included



## Postsecondary CTE Concentrator Definition:

- a student enrolled in an eligible recipient who has—
  - earned at least 12 cumulative credits within a career and technical education program or program of study; or
  - completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

# Accountability: Postsecondary Indicators

- Placement in the 2<sup>nd</sup> quarter after completion in education or training activities, advanced training,
- Placement in the 2<sup>nd</sup> quarter after completion in military service, national service program or employment
- Attainment of a recognized postsecondary credential
- Percentage of concentrators in programs that lead to non-traditional fields

# Accountability: Process for Setting Targets

- States no longer negotiate performance levels with the feds
- Eligible agencies consult with stakeholders to develop “State Determined Levels of Performance”
- All four years of targets included in state plan
- Secretary still has authority to approve performance levels as part of the state plan review
- Data disaggregation and reporting requirements remain – disaggregation by program of study/cluster is added

# Accountability: State Determined Levels of Performance Requirements

- 6 in total, 2 similar to current law:
  - Expressed in numerical or percentage form
  - States must “continually make progress toward improving the performance of all career and technical education students,” including subpopulations
- 4 new:
  - Subject to 60-day public comment process
  - Take into account how levels compare to other states AND consider characteristics of actual (vs anticipated) concentrators when they enter the program
  - If adjusted, be higher than average of two most recently completed program years
  - Take into account how levels advance state plan goals

# Accountability: Revising State Determined Levels of Performance

- Adjustments can be made prior to third year and in the case of unanticipated circumstances—but not during an improvement plan
- Must still meet all six of the requirements for state determined levels of performance, including public comment
- The only way that a state's adjusted levels could be lower than those initially set in the four-year state plan is if there is an improvement in data or measurement approaches (and the state is not in an improvement plan)

# Accountability: Improvement Plans & Sanctions

- Ability of feds and states to withhold funds for missing 90% of targets or failing to implement an improvement plan is shortened to after 2 years (instead of 3)
- When under such an improvement plan, the state may **not** adjust its performance levels.

# State Plan Timeline



## Transition plan

July 2019 -  
June 2020

↓

## 4-year state plan

---

PY1: July 1,  
2020 -June  
30, 2021

PY2: July  
2021 -  
June 2022

PY3: July  
2022 -  
June 2023

PY4: July  
2023 -  
June 2024

↓

## 4-year state plan

**Submit second 4-year state plan to cover July 2024 through  
June 2028**

# State Plan



- More expanded consultation language with specific groups, and new 30-day public comment period
- Governor consultation and sign-off expanded
- 14 plan elements instead of 20, but many are extensive

# State Plan Contents

- Summary of workforce development activities and CTE alignment with employer needs
- Strategic vision and goals for preparing an educated and skilled workforce
- Strategy for any joint planning, alignment, coordination, and leveraging of funds between the state's CTE programs and the state's workforce development system, as well as with other federal programs
- Description of CTE programs that will be supported
- Criteria and process for how the state will approve eligible recipients for funds
- Support the recruitment and preparation of educators

# State Plan Contents

- State use of state leadership funds
- How funds will be distributed between secondary/postsecondary
- Description of the state's program strategies for special populations
- Procedures state will adopt for determining levels of performance
- How the state will address disparities or gaps in performance
- How the state will involve numerous stakeholders
- Assurances
- A description of the public comment process

# State Plan Development/Submission

Develop a 4-year state plan in consultation with stakeholders (defined in section 122(a)(c)(1)).

- Meet with the Governor during state plan development. Consultation from other State agencies with CTE authority.

State determined performance targets out for 60-day public comment (section 113(b)(3)(B)).

- Respond to public comments; incorporate into state plan.

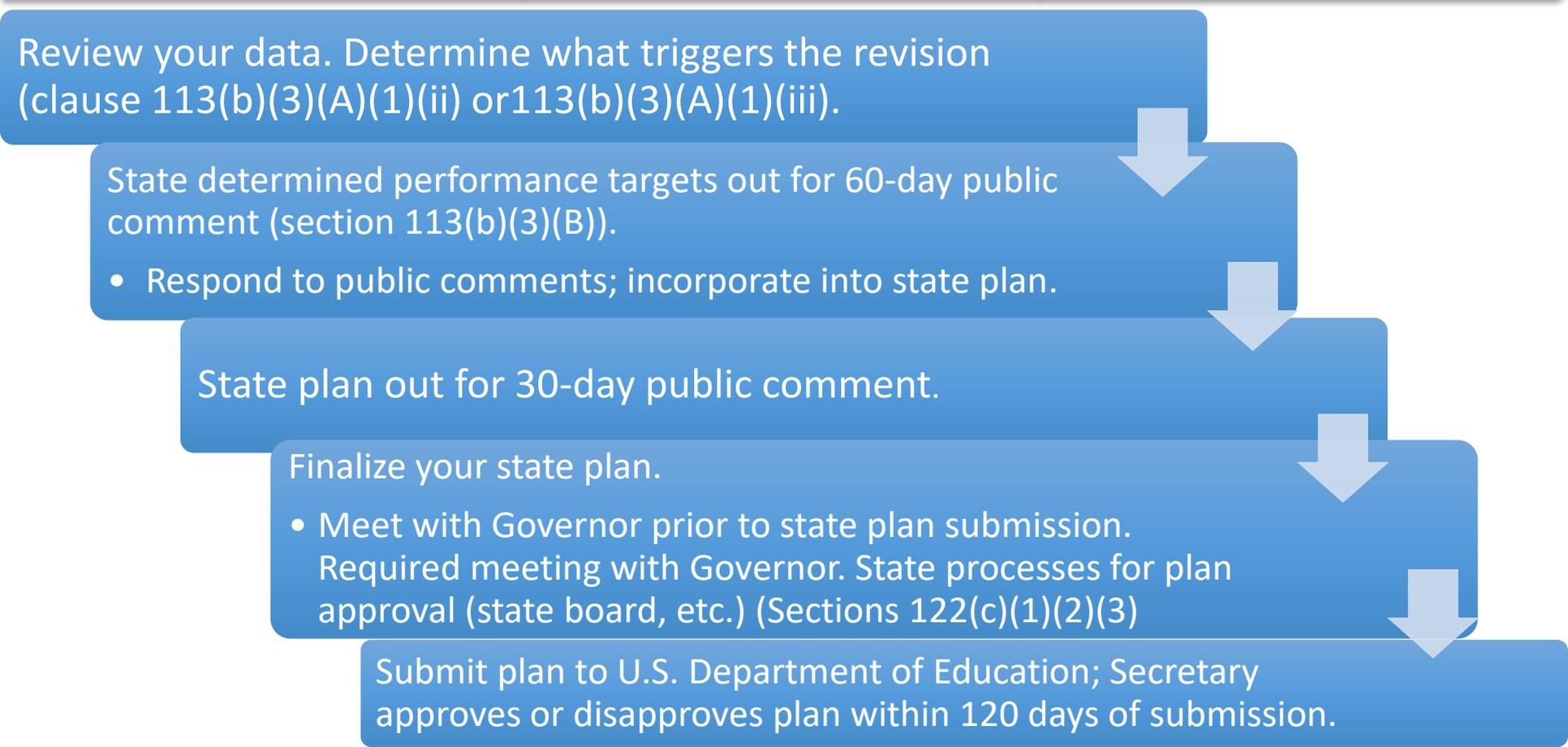
State plan out for 30-day public comment.

Finalize your state plan.

- Meet with Governor prior to state plan submission. Required meeting with Governor. State processes for plan approval (state board, etc.) (Sections 122(c)(1)(2)(3))

Submit plan to U.S. Department of Education; Secretary approves or disapproves plan within 120 days of submission.

# Timeline for Revising State Determined Levels of Performance



# State Leadership - Required



- Support for preparation for non-traditional fields in current and emerging professions and programs for special populations
- Support for individuals in State institutions
- Support for recruiting, preparing, or retaining of CTE instructional personnel
- Support for technical assistance for eligible recipients
- Report on the effectiveness of funds in achieving goals

# State Leadership - Permissive



- A very long list with 25 items that vary in scope and feasibility
- Ends with “other State leadership activities that improve career and technical education”

# Local Application Contents



Must address:

- Results of the needs assessment
- Courses and activities to be supported, including at least 1 state-approved program of study
- Career exploration/career guidance and counseling to be provided
- Activities for special populations
- Work-based learning opportunities

# Local Application Contents



- Programs providing an opportunity for students to gain postsecondary credit while still in high school
- How the eligible recipient will coordinate with the state and postsecondary educational institutions to support the educator recruitment, preparation, retention, and training
- How the eligible recipient will address disparities or gaps in performance among subpopulations

# Needs Assessment



- At least once every two years
- List of groups to consult with regularly
- Key areas
  - Student performance (including subpopulations)
  - Size, scope and quality of programs
  - Labor market alignment
  - Programs/Programs of study implementation progress
  - Improving educator recruitment, retention and training
  - Strategies for special populations

# Local Uses of Funds



- New requirement that funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment
- Maintains that funds must support CTE programs that are of sufficient size, scope, and quality to be effective

# Local Uses of Funds

1. Provide career exploration and career development activities (6 uses)
2. Provide professional development for educators (9 uses)
3. Provide the skills necessary for students to pursue high skill, high wage or in-demand occupations or sectors; provide support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE (2 uses)
4. Support the integration of academics into CTE (2 uses)
5. Support implementation of programs resulting in increased student achievement (20 uses)
6. Evaluation activities

# National Activities



- IES Director is given significant role
- “National assessment” significantly revised
- No specific “national research center” required
- Department must still conduct and disseminate research and evaluation through grants
- New competitive innovation and modernization fund grant

# Title II/III

- Below 7<sup>th</sup> grade restriction lifted – replaced with “middle grades”
- New GAO Study on Programs of Study aligned to high-skill, high-wage occupations
- Amendments to Wagner-Peyser

# Resources

- Stay informed: Read Legislative Updates:  
<http://blog.careertech.org/?series=legupdates>
- Advance CTE Perkins Page:  
<https://careertech.org/Perkins>
- Advance CTE Members-Only Federal Policy Resources:  
<https://careertech.org/members-only-federal-resources>

## The Value and Promise of Career Technical Education Fact Sheet

Below are some of the top findings from *The Value and Promise of Career Technical Education*.

### CTE Delivers for Students

- Students in CTE programs and their parents are three times as likely to report they are "very satisfied" with their and their children's ability to learn real-world skills as part of their current education compared to parents and students not involved in CTE.
- 86% of parents and students want real-world, hands-on opportunities as part of their high school experience.

**91%**

of parents of students in CTE believe their child is getting a leg up on their career, compared to only 44% of prospective parents.

**82%**

of CTE students are satisfied with their ability to learn real-world skills in school, compared to only 51% of non-CTE students.

**80%**

of parents of students in CTE are satisfied with their ability to participate in internships, compared to only 30% of prospective parents.

- Seventy-seven percent of CTE students are satisfied with their ability to earn credits towards a certification, compared to only 44% of students not enrolled in CTE programs.
- Nearly 70% of CTE students are satisfied with their ability to engage with employers, compared to only 32% of prospective CTE students.

### College and Career are Important Goals to Parents and Students

**93%**

of parents and students say "finding a career that I/my child feels passionate about is important.

**85%**

of parents and students (involved with CTE or not) say getting a college degree is important, and as many agree (87%) it's important to have a job that pays well.

**2%**

of CTE students who say they "don't know" what they will do after high school, compared to 8% of non-CTE students.

# Thank you!



## **Kathryn Zekus**

Senior Associate, Federal Policy,  
Advance CTE

[kzekus@careertech.org](mailto:kzekus@careertech.org)

Follow us @CTEWorks