



PERKINS REAUTHORIZATION

#NPS18

Senate Activity

- ❑ Senate HELP Committee members Mike Enzi (R-WY) and Bob Casey (D-PA) were leading Senate efforts
- ❑ In 2015, the HELP Committee announced eight bipartisan principles to guide their work
- ❑ Staff-level negotiations lasted most of spring 2016
- ❑ Politics from ESSA implementation stalled negotiations
- ❑ Committee draft was released in September 2016 but was not supported by either party
- ❑ Key issue for the impasse: disagreements over **Secretarial authority**

House Activity

- ❑ Six Perkins-related hearings from fall 2013 to 2017
- ❑ Led to introduction of “Strengthening Career and Technical Education for the 21st Century Act” (H.R. 5587) in 2016
- ❑ Full House approved bill by a 405 – 5 margin in September 2016
- ❑ In 2017, the bill was reintroduced with minor changes as H.R. 2353
- ❑ Full House approved bill by voice vote on June 22



Emerging Themes Across Efforts

- Devolution of federal oversight/authority
- Linkages to other federal education and workforce development programs
- Stronger focus on programs' labor market alignment
- Streamlining/refocusing state and local planning
Formalizing processes to drive funding decisions (e.g. comprehensive needs assessment)
- Heightened attentiveness to equity issues as a result of election and ESSA implementation

Needs Assessment

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

CTE Concentrator Definition

- H.R. 2353 secondary definition problematic due to two very distinct student populations
- (A) at the secondary school level, a student served by an eligible recipient who has—
 - (i) completed three or more career and technical education courses; or
 - (ii) completed at least two courses in a single career and technical education program or program of study; or
- Concerns around the appropriateness of the definition:
 - For validity of performance measures
 - For comparability with research and current federal and state data systems
- 2017 House bill did limit applicability of clause (ii) of the definition – excluded non-trad and program quality

Administration Priorities

- Authorizing funding for “fast-track” programs that prepare high school graduates for infrastructure jobs
- Direct the majority of funds for CTE State Grants to high schools
- Authorize activities to promote and expand apprenticeships
- Promote higher quality in CTE programs in high schools by limiting CTE offerings to science, technology, engineering, and math (STEM) fields and other high-demand fields

Administration Priorities

- Promote the use of evidence-based research in design and implementation of CTE programs. Federal funds should only support effective programs
- Allow States to use program funds to support regional activities across districts and in partnership with local businesses and other stakeholders
- Change distribution of funds within States to target funds more heavily towards disadvantaged students
- Increase the minimum secondary subgrant award from \$15,000 to \$50,000

Panel Discussion

- Mimi Lufkin
Executive Director
National Alliance for Partnerships in Equity
- Stephen Parker
Legislative Director, Education & Workforce
Committee
National Governors Association

