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
- 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