

## **Carl D. Perkins Career and Technical Education Act Reauthorization**

On July 31, 2018, President Trump signed into law the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act*, which reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006. The final bill is the result of over two years of discussion with practitioners and negotiation between the House and Senate. The Act makes a number of important improvements, including:

### **Increased State and Local Control**

- Under the new law, states will no longer negotiate with the Secretary of Education to determine their expected levels of student performance. Instead, states will solicit the input of educators, employers, tribes, labor organizations, parents and others to determine for themselves what outcomes they want to see for CTE students. School districts will negotiate with their own state agencies.
- States and school districts will have the option to adjust their levels of performance after two years, including to revise those levels downward, as long as the revisions go no lower than the average of the actual performance of the prior two years.
- Applications, improvement plans, and programs will all be based on local needs, not Washington, D.C. guesses about how to prepare Alaskans for the workforce.

### **Streamlined Accountability**

- School districts will only report on and be held accountable for the progress of CTE Concentrators, defined as secondary students taking two CTE courses within a single program or program of study, or postsecondary students that have earned 12 credits in a single CTE program or program of study or completed a program of fewer than 12 credits.
- States and school districts must “continually make meaningful progress toward improving the performance of all CTE concentrators. This does *not* require “continuous progress” akin to NCLB’s failed AYP system. States will define “meaningful progress”.
- The Act maintains current law that if a state agency or school district fails to meet at least 90% of the state-determined level of performance for any core indicator for *all* students (not each subgroup), the State agency shall develop and implement a program improvement plan for that indicator.
- Previously, the Secretary could withhold funds if there was no improvement within one year of implementing an improvement plan. Under the new law, funds can only be withheld if the state does not implement an improvement plan, or if the state fails to meet at least 90% of the state determined level of performance for the identified core indicator for two consecutive years after being identified for improvement, for a total of three consecutive years. Under the Act, the Secretary may not withhold funds from school districts; only states may decide whether or not to do that.

### **Local Application**

- The Act removes the required local plan and replaces it with a streamlined local application that has nine requirements instead of the twelve under the previous law.

### **Local Uses of Funds**

- The Act reduces the required uses of funds for eligible recipients from nine requirements to six.
- The Act also eliminates the list of 20 permissible local uses of funds and incorporates illustrative permissible options.

### **Decreased Paperwork Burden**

- Schools will only report on CTE Concentrators instead of every student who takes a CTE class.

### **Tribal Sovereignty**

- This Act, like the Every Student Succeeds Act, recognizes the sovereignty of Indian tribes and tribal organizations by adding them as eligible entities to receive Perkins grants and by requiring the

Secretary, states, and school districts to consult with them in developing regulations, state plans, and local applications.