



Proposed Legislative Language for the Reauthorization of the Carl D. Perkins Act

Principle 1: Increasing Equity in Access and Opportunity

Sec. 3

- Add the following definition: “AT-RISK.—The term ‘at-risk,’ when used with respect to a child, youth, or student, means a school-age individual who—
“(A) is at risk of academic failure, as demonstrated by an inability to read at grade level by the end of third grade, failure in English or math in sixth through ninth grade, a GPA of less than 2.0, two or more failures in ninth-grade courses, and failure to earn on-time promotion to the tenth grade; poor attendance, as demonstrated by missing 20 days or being absent 10 percent of school days; or has had two or more mild or more serious behavior infractions; or
“(B) has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or has been determined to be neglected in the past, is a gang member, or has dropped out of school in the past.”
- Change the current definition: “(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term ‘career guidance and academic counseling’ means guidance and counseling that—
“(A) provides access for students and school dropouts (and parents, as appropriate) to information regarding career awareness, opportunities, and planning with respect to an individual’s occupational and academic future; and
“(B) provides information to students and school dropouts with respect to career, job training, secondary and postsecondary options, including baccalaureate degree programs, and financial aid options, including assistance in completing applications for college, career, and aid.”
- Add the following definition: “INTEGRATED STUDENT SUPPORTS.—Integrated student supports are services, supports, and community resources that shall be offered that have been shown by evidence-based research to address key barriers to student achievement and engagement, support positive youth development, and increase student preparedness for success in college and the workforce.”
- Change the current definition of (29) SPECIAL POPULATIONS to include “school dropouts.”

Sec. 112(a)(2)(A)

- Provide states and LEAs with the flexibility to remove the 1 percent cap for serving individuals in correctional institutions and institutions that serve individuals with a disability.

Sec. 113(b)(2)

- Include disaggregation of data for dropouts and language that permits alternative education settings to establish additional performance indicators to be approved by the Secretary and
 - ♦ a description of the program provided at each setting and the population served;
 - ♦ the enrollment of such settings in the aggregate and disaggregated by each of the subgroups, including as a percentage of overall enrollment;
 - ♦ a description of the performance of each setting, based on the performance indicators described in section 113(b)(2)(a), including a description of the performance of each of the subgroups toward the goals approved by the Secretary; and
 - ♦ a description of the improvement actions undertaken at each setting.

Sec. 113

- Add: “(d) The State and district shall provide targeted technical assistance to programs not meeting established performance indicator goals and shall be based on effective, research-based practices identified through the activities identified in section 114.”

Sec. 114(d)(2)(B)(ii)

- Change to: “the preparation, qualifications, and placement (specifically program and populations served), of teachers and faculty of career and technical education (such as meeting State-established teacher certification or licensing requirements), as well as shortages of such teachers and faculty;”

Sec. 114(d)(2)(B)(v)

- Change to: “the participation of students, including school dropouts, in career and technical education programs, disaggregated by race, gender, at-risk status, and socioeconomic status;”

Sec. 114(d)(5)

- Change to: “DEMONSTRATIONS AND DISSEMINATION.—The Secretary is authorized to carry out demonstration career and technical education programs, to replicate model career and technical education programs, to disseminate best practices information, and to provide technical assistance upon request of a State, for the purposes of developing, improving, and identifying the most successful methods and techniques for providing career and technical education programs assisted under this Act and for the purposes of implementing effective practices and providing information to the State such that the State may provide targeted technical assistance to programs not meeting performance indicator goals.”

Sec. 122(c)(2)(B)

- Change to: “increases the percentage of teachers that meet teacher certification or licensing requirements and ensures that such teachers are equitably distributed across programs;”



Sec. 122(c)(14)

- Change to: “describes how students in alternative education programs have equal access to career and technical education programs;”

Sec. 122(c)(19)

- Change to: “describes how funds will be used to implement career and technical education programs for individuals in State correctional institutions, including juvenile delinquency programs;”

Sec. 124(b)(2)(A)

- Change to: “training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use and integrate technology, including distance learning and the use of technology to increase access for special populations and over-age and undercredited youth;”

Sec. 124(b)

- Add as a required use of funds: “providing career and technical education programs for school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Workforce Investment Act and the Elementary and Secondary Education Act.”

Sec. 124(c)(12)

- Change to: “providing career and technical education programs for adults to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;”

Sec. 135(c)

- Move the following from PERMISSIVE to REQUIREMENTS FOR USES OF FUNDS: “(4) to provide programs for special populations;”
- Move the following from PERMISSIVE to REQUIREMENTS FOR USES OF FUNDS: “(15) to provide career and technical education programs for school dropouts to complete their secondary school education and upgrade their technical skills;”

Sec. 135(c)(15)

- Change to: “to provide career and technical education programs for adults to complete secondary school education and upgrade their technical skills;”

Sec. 315

- Provide states and LEAs with the flexibility to expand the eligible population.



Principle 2: Increasing the Integration of Academics and Career and Technical Education

Sec. 3

- Change the current definition to: “AREA CAREER AND TECHNICAL EDUCATION SCHOOL OR PROGRAM.—The term ‘area career and technical education school or program’ means a school or program designed to provide students with both the knowledge and the skills necessary to succeed in college and career in—
 - “(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education and is available to all individuals;
 - “(B) a department, or departments, of a public secondary school exclusively or principally used for providing career and technical education in at least three different in-demand industry sectors or occupations and is available to all students;
 - “(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education in an in-demand industry sector or occupation to individuals who have completed or left secondary school;
 - “(D) a career academy or multiple career academies within a secondary school that provide youth with career and technical education experiences in one or more in-demand industry sector or occupations;
 - “(E) a juvenile delinquency program, which has meaning given the term in section 103 of the Juvenile Justice and Delinquency Prevention Act of 1974; or
 - “(F) the department or division of an institution of higher education that operates under the policies of the eligible agency and provides career and technical education in fields leading to degree or certificate completion and employment in at least three different in-demand industry sectors or occupations to both individuals who have completed secondary school and individuals who have left secondary school.”
- Change the current definition to: “CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—
 - “(A) offer a coherent and continuous program of study leading to agreed-upon competencies that are interdisciplinary and integrate—
 - “(i) rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions in in-demand industry sectors or occupations;
 - “(ii) provide technical skill proficiency through an industry-recognized credential, a certificate, or an associate degree, including those developed or endorsed by a national nonprofit organization;
 - “(iii) competency-based, work-based learning, or other applied learning opportunities that support the development of problem-solving and critical thinking skills, the ability to work collaboratively, communicate effectively using a variety of mediums, general employability skills such as professionalism and self-direction, technical and occupation-specific skills, and knowledge of the varying aspects and positions within an industry including entrepreneurship, of an individual; and
 - “(B) may include prerequisite courses, other than remedial courses, that meet the requirements of this Subparagraph.”



- Add the following definition: “CERTIFICATE.—The term ‘certificate’ means either an assessment-based program certificate or an occupation-specific certificate that is aligned with state standards of career and technical education or other standards developed by a state industry sector in an in-demand industry sector or occupation; provides for skills that can be validly and reliably assessed; and identifies clearly the specific skills that the certificate qualifies the receiving candidate to demonstrate.”
- Replace all current references in Perkins to “high skill, high wage, or high demand” with “in-demand industry sector or occupation.”
- Add the following definition: “IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.—
“(A) IN GENERAL.—The term ‘in-demand industry sector or occupation’ means—
“(i) an industry sector that—
“(a) has a substantial current or potential impact on the regional economy overall, including attracting or retaining businesses or quality jobs (including, at a minimum, jobs that lead to economic self-sufficiency and opportunities for advancement) in the region;
“(b) contributes to the growth of other supporting businesses, or the growth of other industry sectors within the region;
“(c) provides workers with jobs that have competitive, family-sustaining wages and benefits; and
“(d) includes occupations that provide opportunities for career advancement; or
“(ii) an occupation that—
“(a) has a significant presence in an industry sector;
“(b) has a shortage of available skilled workers;
“(c) pays competitive, family-sustaining wages and benefits that enable workers to achieve economic self-sufficiency, or can reasonably be expected to lead to a position with such wages and benefits;
“(d) provides opportunities for career advancement; and
“(e) has a significant impact in a region’s economy.
“(B) DETERMINATION.—The determination of whether an industry sector or occupation is an in-demand industry sector or occupation under this paragraph shall be made using State or regional business and labor market projections, including, but not limited to, the use of labor market information.”
- Add the following definition: “PROJECT-BASED LEARNING.—The term ‘project-based learning’ means applied learning in which students go through an extended process of inquiry in response to a complex question, problem, or challenge that provides students with the opportunity to learn key academic content, demonstrate critical thinking, collaborate with peers, and communicate using a variety of mediums.”
- Add the following definition: “WORK-BASED LEARNING.—The term ‘work-based learning’ means coordinated, sequenced, and scaled applied learning opportunities for students that are integrated with academic and technical coursework, including but not limited to semester-long service-learning projects, mentorships, job shadowing, school enterprises, internships, and apprenticeships, including virtual apprenticeships.”



Sec. 113(b)(2)(A)(i)

- Change to: “Student attainment of challenging college- and career-ready academic content standards ...”

Sec. 113(b)(2)(A)(ii)

- Change “student attainment of career and technical skill proficiencies” to: “student attainment and demonstration of the technical skills supported by career and technical education.”

Sec. 114(d)(2)(B)(vi)

- In NATIONAL ACTIVITIES, change to: “the curricular and programmatic integration of technology and digital learning with respect to career and technical education.”

Sec. 122(c)(1)(E)

- Change to: “the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, integrate in program delivery, and expand access to appropriate technology in career and technical education programs;”

Sec. 122(c)(1)(F)(ii)

- Change to “promote continuous improvement of the skills related to career and technical education;”

Sec. 135(c)

- Add the following to PERMISSIVE: “to expand the length of the school day, week, or year, to provide greater opportunities for career and technical education programs.”

Principle 3: Supporting Successful Transitions Between Secondary and Postsecondary Education

Sect. 113(b)(2)(A)

- Insert after (vi): “(vii) Student need for remediation at the postsecondary level.”

Sec. 122(c)(1)(A)

- After (iii), add: “how the eligible agency will ensure the dual or concurrent enrollment credit transferability to state institutions of higher education and, to the extent feasible, private institutions of higher education within the state;”



Sec. 122(c)(4)

- Change to: “describes efforts to facilitate, report, and evaluate the successful transition of career and technical education students, including specific efforts for at-risk students between middle and high school programs, where appropriate, and special populations, and of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education, including the transition between two-year and four-year institutions of higher education;”

Sec. 135(c)

- Move the following from PERMISSIVE to REQUIREMENTS FOR USES OF FUNDS:
“(2)(a) to provide career guidance and academic counseling, including increased access to counseling for at-risk students, which may include information described in section 118, for students participating in career and technical education programs, that—
“(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans;”
- Move the following from PERMISSIVE to REQUIREMENTS FOR USES OF FUNDS:
“(10) to develop initiatives that facilitate the successful transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—
“(A) articulation agreements between sub-baccalaureate degree-granting career and technical education postsecondary educational institutions and baccalaureate degree-granting postsecondary educational institutions ...”
“(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements.”

Principle 4: Strengthening Strategic Partnerships

Sec. 3

- Add new definition: “QUALIFIED INTERMEDIARY.—The term ‘qualified intermediary’ means an entity that has demonstrated expertise to build, connect, sustain, and measure partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve them, including connecting employers to classrooms, designing and implementing career and technical education programs, developing curricula and assessments, delivering professional development, and connecting students to internships and other work-based learning opportunities.”



- Remove the terms “ELIGIBLE INSTITUTION” and “ELIGIBLE RECIPIENT” and replace them with: “ELIGIBLE ENTITY.—The term ‘eligible entity’ means a consortium, with an articulation agreement that clearly defines the program goals, measures of performance, accountability measures, and responsibilities, consisting of—
 - “(A) a local educational agency providing education at the postsecondary level (including a public charter school that operates as a local educational agency);
 - “(B) at least one of the following—
 - “(i) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;
 - “(ii) an area career and technical education school providing education at the postsecondary level; or
 - “(iii) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.); and
 - “(C) other partners, such as community-based organizations, qualified intermediaries, employers, industry associations, labor organizations, public and private workforce partners, entrepreneurial and other institutions including research universities that play a critical role in economic development, historically black colleges and universities, and other minority-serving institutions.”

Sec. 114(d)(1)(B)

- Include in the ADVISORY PANEL MEMBERS representation from postsecondary institutions, integrated support service professionals, and community-based organizations with relevant expertise.

Sec. 121(a)(2)

- Change to: “consultation with the Governor and appropriate agencies, groups, such as qualified intermediaries and community-based organizations, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under this title;”

Sec. 122(b)(1)(A)

- Add: “(xiii) qualified intermediaries;” and “(xiv) community-based organizations.”



Sec. 122(c)(6)

- Change to: “describes how funds received by the eligible entity through the allotment made under section 111 will be allocated among each member of the entity, which must meet the requirements established in section 3 (definition of ELIGIBLE ENTITY), part A or part B, and among any consortia that will be formed from these eligible entities, how funds will be allocated among the members of the eligible entity or consortia meeting these requirements, including the rationale for such allocation;”

Sec. 122(c)(17)

- Change to: “describes the method for joint planning and coordination, and leveraging of funds, between programs carried out under this title with other federal programs, including, but not limited to, those funded under the Workforce Investment Act of 1998 and the No Child Left Behind Act of 2001;”

Sec. 124(b)(3)

- Change to: “professional development programs including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, work-based supervisors, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—”

Sec. 134(b)(5)

- Change to: “describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, intermediaries, community-based organizations, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;”

