

# Perkins V

## *Strengthening Career and Technical Education for the 21st Century Act*

### SEC. 2. PURPOSE.

The purpose of this Act is to develop more fully the academic **knowledge** and **technical and employability** skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs **and programs of study**, by—

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or **in-**demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs **and programs of study**, services, and activities;
- (5) providing technical assistance that—
  - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
  - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.; **and**
- (8) **increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.**

## **SEC. 134. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.**

(a) Local Application Required.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

The following is an overview of SEC 134. as seen below:

- (b) Contents: States how the comprehensive needs assessment (and the District Advisory Committee) has informed the selection of CTE programs and activities to be funded and any program of study that will be developed and lists all other Perkins V narrative questions as required in the 4-year application.
- (c) Comprehensive Needs Assessment: states all the evaluation sections that must be completed as part of the Comprehensive Needs Assessment to inform the advisory committee and eventually the application.
- (d) Consultation: shows in conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), what body of stakeholders at a minimum must be included in the District Advisory Committee.
- (e) Continued Consultation: states that the body of stakeholders described in subsection (d) continues throughout the life of Perkins V and gives areas in which this committee may be used in continued consultation.

(b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
  - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
  - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
  - (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems

described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

- (A) career exploration and career development coursework, activities, or services;
  - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
  - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) a description of how the eligible recipient will—
- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
  - (B) prepare CTE participants for non-traditional fields;
  - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
  - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.
- (c) Comprehensive Needs Assessment.—
- (1) In general.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
    - (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
    - (B) not less than once every 2 years, update such comprehensive local needs assessment.
  - (2) Requirements.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
    - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
      - (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
      - (xi) enable results to be disaggregated within each State, local educational agency, and school by— (I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status, except that such disaggregation shall not be required in the case of a State, local educational agency, or a school in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;
    - (B) A description of how career and technical education programs offered by the eligible recipient are—
      - (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
      - (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described

in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
  - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
  - (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
    - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
    - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
    - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
- (d) Consultation.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—
- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
  - (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
  - (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
  - (4) parents and students;
  - (5) representatives of special populations;
  - (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.
- (e) Continued Consultation.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—
  - (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
  - (2) ensure programs of study are—
    - (A) responsive to community employment needs;
    - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
    - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
    - (D) designed to meet current, intermediate, or long-term labor market projections; and
    - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
  - (3) identify and encourage opportunities for work-based learning; and
  - (4) ensure funding under this part is used in a coordinated manner with other local resources.

### **SEC. 135. LOCAL USES OF FUNDS.**

The following section describes that overall the funding should be of sufficient size, scope and quality to be effective and used to develop, coordinate, implement or improve CTE programs as identified in the comprehensive needs assessment described in section 134(c).

It goes on to give the following six objectives that are required for use of the funds: career exploration and development; professional development; providing CTE skills and education necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations; support the integration of academics in CTE courses; developing CTE programs and programs of study; and developing and implementing the comprehensive needs assessment and core indicator review required yearly and by-yearly. Under each of the six required uses of these funds it lists "may include" permissive activities.

(a) General Authority.—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

(b) Requirements for Uses of Funds.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
  - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
  - (B) readily available career and labor market information, including information on—
    - (i) occupational supply and demand;
    - (ii) educational requirements;
    - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
    - (iv) employment sectors;
  - (C) programs and activities related to the development of student graduation and career plans;
  - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
  - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
  - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
  - (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
  - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

- (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
  - (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
  - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
  - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
  - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
  - (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
  - (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
  - (4) support integration of academic skills into career and technical education programs and programs of study to support—
    - (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
    - (B) CTE participants at the postsecondary level in achieving academic skills;

- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
- (A) a curriculum aligned with the requirements for a program of study;
  - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
  - (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
  - (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
  - (E) a continuum of work-based learning opportunities, including simulated work environments;
  - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
  - (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
  - (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
  - (I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
  - (J) expanding opportunities for students to participate in competency-based education programs;

- (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
  - (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
  - (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
  - (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
  - (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
  - (P) making all forms of instructional content widely available, which may include use of open educational resources;
  - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
  - (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
  - (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
  - (T) other activities to improve career and technical education programs; and
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
- (c) Pooling Funds.—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection (b)(2).