

U.S. Dept. of Education Perkins Blueprint 2012	Perkins Act of 2006
<b>Effective Alignment Between CTE and Labor Market Needs</b>	
<p>CTE programs must offer a streamlined and structured sequence of courses that span secondary and postsecondary education, lead to an industry certification or license and a postsecondary certificate or degree, and enable graduates to gain employment in a high-growth industry upon program completion. (Page: 5)</p>	<p>Sec. 2(1). Purpose: A purpose of the Act is to prepare students for high skill, high wage, or high demand occupations in current or emerging professions, but there is no link to “high-growth” industries.</p> <p>Sec. 122(c)(1)(A)(i-iv). State Plan: The State plan must include a description of Programs of Study that (i) incorporates secondary education and postsecondary education elements; (ii) includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and (iv) leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.</p> <p>Sec. 122(c)(1)(I)(i-iii). State Plan: The State plan must include information about how funds will be used to improve or develop new CTE courses (i) at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards; (ii) at the postsecondary level that are relevant and challenging; and (iii) that lead to employment in high skill, high wage, or high demand occupations.</p> <p>Sec. 122(c)(18) State Plan: The State plan must include information that describes how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields.</p> <p>Sec. 124(b)(4). State Leadership Activities: States are required to use funds to support CTE programs that improve the academic and CTE skills of students by strengthening the integration of academic and career and technical components of CTE programs.</p> <p>Sec. 135(b)(2). Local Uses of Funds: Funded programs are required to link secondary and postsecondary CTE by offering at least one Program of Study.</p>

	<p>Sec. 135(c)(10). Local Uses of Funds: Funds may be used to develop initiatives that facilitate the transition of subbaccalaureate CTE students into baccalaureate degree programs, including articulation agreements and dual/concurrent enrollment programs.</p>
<p>In collaboration with its workforce and economic development agencies, each state would identify in-demand occupations in high-growth industry sectors on which CTE programs in their region would focus. (Page: 6)</p>	<p>Sec. 2(1). Purpose: A purpose of the current legislation is to prepare students for high skill, high wage, or high demand occupations in current or emerging professions, but there is not specification that these need to be areas of high-growth.</p> <p>Sec. 122(c)(1)(F)(iii). State Plan: The State plan must include information about the criteria that it will use to approve funds for eligible recipients, including the extent to which the local plan will identify and address current or emerging occupational opportunities.</p> <p>Sec. 122(c)(1)(H). State Plan: The State plan must include information about how programs will prepare students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations.</p> <p>Sec. 122(c)(5) State Plan: The State plan must include information that describes how the eligible agency will actively involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of CTE programs.</p> <p>Sec. 122(c)(16) State Plan: The State plan must include information that describes how CTE relates to State and regional occupational opportunities.</p> <p>Sec. 135(c)(12). Local Uses of Funds: Funds may be used to improve and develop new CTE courses, including those that prepare individuals academically and technically for high skill, high wage, high demand occupations and dual/concurrent enrollment opportunities to attain postsecondary credit.</p>
<p>All consortia applying for state subgrants are required to establish or adopt secondary-postsecondary articulation agreements for each funded CTE program. (Page: 7)</p>	<p>Sec. 122(c)(1)(C). State Plan: The State plan must include information about how it will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.</p>
<p>State leaders would be expected to create statewide articulation agreements and encouraged to support policies that maximize the award of college credit to students who complete registered apprenticeship programs and industry-based training. (Page: 7)</p>	<p>Sec. 124(c)(2) and Sec. 124(c)(3)(A). State Leadership Activities: Funds may be used to create statewide articulation agreements, but this is not a requirement.</p>

<p>CTE programs would be expected to create opportunities for students to develop or strengthen 21st-century skills, which would prepare students for postsecondary education and training, thriving careers, and active citizenship. (Page: 7)</p>	<p>Sec. 3(5)(a). Definitions: 'Career and technical education' means organized educational activities that offer a sequence of courses that provides individuals with coherent and 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.</p> <p>Sec. 135(b)(1). Local Uses of Funds: States are required to use funds to strengthen academic and technical integration through coherent sequence of courses such as Programs of Study.</p> <p>Sec. 135(b)(3). Local Uses of Funds: States are required to use funds to provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>
<p><b>Strong Collaborations and Partnerships</b></p>	
<p>Fund only consortia of LEAs, postsecondary institutions, and their partners. (Page: 8)</p>	<p>Sec. 135(c)(1). Local Use of Funds: Funds may be used to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed in effective participation in such programs.</p>
<p>States must meet a private sector match requirement in order to receive Perkins funds. (Page: 8)</p>	<p>Not in current legislation.</p>
<p><b>Meaningful Accountability and Rewards Based Upon Clear Metrics</b></p>	
<p>States would be required to distribute their Perkins funding to local consortia through within-state competitions. (Page: 9)</p> <p>To ensure a smooth transition, state would be required to provide appropriate up-front technical assistance to consortia to ensure equitable opportunities to access Perkins funds. (Page: 9)</p>	<p>Sec. 131(a). Distribution of Funds to Secondary Education Programs: Currently, funds are distributed through formula funding as outlined in part C of section 131. Consortia receive formula funding and funds are distributed separately to secondary and postsecondary entities.</p> <p>Sec. 122(c)(15) State Plan: The State plan must include information that describes how the eligible agency will provide LEAs, area CTE education schools, and eligible institutions in the State with technical assistance.</p>
<p>States would use common definitions for participation and performance indicators. States would be required to incorporate CTE data into their state longitudinal data systems. Local consortia and states would be required to disaggregate program data to identify</p>	<p>Sec. 112(a)(3)(F). Within State Allocation: States may use their administrative funds to support and develop State data systems, however, the Act does not require that these be statewide longitudinal data systems that have the capability to link between systems.</p>

student participation and performance gaps by sex, race, ethnicity, socio-economic status, disability, and English proficiency at both the secondary and postsecondary levels. (Page: 9)

Local consortia and states would be required to focus on closing identified gaps by developing improvement plans to bridge participation and outcome disparities where they exist. (Page: 9)

Sec. 113(c). Accountability Report: State reports to the Secretary shall include data disaggregated for each of the indicators of performance by the categories of students identified in ESEA and the categories of students defined as "special populations" that are served, and shall identify and quantify any gaps or disparities in performance between any such category and all students served by the state.

Sec. 122(c)(1)(G). State Plan: The State plan must include information about how programs at the secondary level will prepare students, including special populations, to graduate from high school.

Sec. 122(c)(1)(H). State Plan: The State plan must include information about how programs will prepare students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations.

Sec. 122(c)(2)(E) State Plan: The State plan must include information that describes how comprehensive professional development will provide the knowledge and skills needed to work with and improve instruction for special populations.

Sec. 122(c)(9)(A-C) State Plan: The State plan must include information that describes its program strategies for special populations, including a description of how individuals who are members of the special populations (A) will be provided with equal access to activities assisted under this Act; (B) will not be discriminated against on the basis of their status as members of the special populations; and (C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage, or high demand occupations.

Sec. 122(c)(13) State Plan: The State plan must include information that describes how it will report data relating to students participating in CTE in order to adequately measure the progress of the students, including special populations, and how the eligible agency will ensure that the data reported to the eligible agency from LEAs and eligible institutions under this title and the data the eligible agency reports to the Secretary are complete, accurate, and reliable.

Sec. 124(c)(15). State Leadership Activities: States may use funds to develop and enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes. However, the Act does not require that these systems be statewide longitudinal data systems that have the capability to link between systems.

Sec. 134(b)(6). Local Plan: Each local plan should provide assurances that the eligible recipient will provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs.

	<p>Sec. 134(b)(8)(A-C). Local Plan: Each local plan should describe how the eligible recipient will review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; provide programs that are designed to enable special populations to meet the local adjusted levels of performance; and provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p> <p>Sec. 134(b)(9). Local Plan: Each local plan should describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.</p> <p>Sec. 134(b)(10). Local Plan: Each local plan should describe how funds will be used to promote preparation for non-traditional fields.</p> <p>Sec. 135(b)(9). Local Use of Funds: States are required to use funds to provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p> <p>Sec. 135(b)(6). Local Use of Funds: States are required to use funds to develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.</p> <p>Sec. 135(c)(9). Local Uses of Funds: States may use funds to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including through the use of distance education.</p>
<p>States would be asked to reward effective programs using within-state performance-based funding. (Page: 12)</p>	<p>Sec. 124(c)(10). State Leadership Activities: States may award incentive grants to eligible recipients that exceed established levels of performance.</p>

<b>Increased Support for Local Program Implementation and Innovation</b>	
<p>States would be required to meet conditions in order to receive state formula grants, such as (1) connecting CTE data to state longitudinal data systems, (2) allowing rigorous CTE courses to be counted for academic credit, (3) improving career counseling systems, and (4) reducing state policy barriers to the transformation of CTE. (Page: 13)</p>	<p>Sec. 134(b)(11). Local Plan: Local plans should describe how career guidance and academic counseling will be provided to CTE students, including linkages to further education and training opportunities.</p> <p>Sec. 135(b)(5). Local Use of Funds: States are required to use funds to provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.</p> <p>Sec. 135(c)(2). Local Uses of Funds: States may use funds to provide career guidance and academic counseling that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students, including adult students who are changing careers or updating skills.</p>
<p>CTE Innovation and Transformation Fund would incentivize innovation at the local level and supportive system reform at the state level. The fund would comprise approximately 10 percent of the total Perkins funding. (Page: 13)</p>	<p>Sec. 135(c)(19). Local Uses of Funds: States may use funds to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives.</p>
<p>The U.S. Secretary of Education could award a portion of the CTE Innovation and Transformation Fund to implement policy and programmatic changes designed to considerably increase CTE access, expand state investments in CTE, and take actions to boost performance and outcome levels significantly. (Page: 14)</p>	<p>Not in current legislation.</p>