



National Alliance for Partnerships in Equity

H.R. 5587 - Strengthening Career and Technical Education for the 21st Century Act Provisions Related to Equity in CTE

Prepared on 7/1/16

Section 3 – Definitions

- CTE Concentrator.—The term ‘CTE concentrator’ means—
 - at the secondary school level, a student served by an eligible recipient who has—
 - completed 3 or more career and technical education courses; or
 - completed at least 2 courses in a single career and technical education program or program of study; or
 - at the postsecondary level, a student enrolled in an eligible recipient who has—
 - earned at least 12 cumulative credits within a career and technical education program, program of study, or career pathway; or
 - completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
- Retains current definitions for
 - Displaced Homemaker
 - Individual with a Disability
 - Nontraditional Fields
 - Support Services
- Changes LEP definition to English Learner
 - a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary School Act of 1965 (20 U.S.C. 7801); or
 - an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
 - whose native language is a language other than English; or
 - who lives in a family environment in which a language other than English is the dominant language.
- Special population definition-
 - Adds homeless individuals and youth with an active military parent to the special populations definition
 - Modifies individuals from economically disadvantaged families, including youth who are in or have aged out of the foster care system;
 - maintains the other five members (students with disabilities, single parents, displaced homemakers, students preparing for nontraditional fields and English Learners)
- Universal Design for Learning.—The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—
 - provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
 - reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (From HEA)

Section 112 – Within State Allocation

- Increases reserve fund from 10% to 15% and adds 2 purposes, one being “in order to—(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include practices and strategies that prepare individuals for nontraditional fields
- Increases fund for serving individuals in State institutions from 1% to 2%
- Changes State Leadership set-aside for nontraditional from “services” to “assist eligible recipients in providing services”. Amount stays the same - \$60,000 - \$150,000.

Section 113 – Accountability

- Changes the nontraditional measure at the secondary level to: “The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields”; and at the postsecondary level to: “The percentage of CTE concentrators in non-traditional fields.”
- Repeals the requirement for states to negotiate performance measures with the Secretary. States set their own measures and include them in the State Plan. Secretary has the authority to not approve a State Plan if measures are not rigorous enough.
- Data disaggregation required for race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disability, English learners, migrant students, homeless students, student with a parent in the active military, single parents, displaced homemakers, and students pursuing nontraditional careers.

Section 114 – National Activities

- Adds individuals with expertise in addressing inequities in access to, and in opportunities for academic and technical skill attainment and representatives of special populations to the national independent advisory panel that advises the Secretary on the National Evaluation of CTE.
- Increases oversight of the IES on the national evaluation of CTE
- National activities funded through a granting mechanism – eliminates contracts or cooperative agreements
- Eliminates the national research center
- Includes a new Innovation Grant – \$7-8 million
 - Funds consortia of at least 2 institutions
 - 50% matching requirement
 - Funds must benefit students, including special populations
 - 12 uses of funds including using funds to improve CTE concentrator employment outcomes in nontraditional fields
 - Evaluation disaggregates data results by race and special population (not gender)

Section 118 -- Occupational and Employment Information

- Eliminates the whole section

Section 121 – State Administration

- No changes

Section 122 – State Plan

- State plan reduced from 6 year plan to a 4 year plan (aligned with WIOA)
- Combined plan with WIOA or single State plan

- Simplify plan contents from 20 items to 10 items –
 - the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals
 - provide equal access to activities assisted under this Act for special populations
 - improve outcomes for CTE concentrators, including those who are members of special populations
 - professional development that prepares CTE teachers and specialized instructional support personnel, and paraprofessionals to provide appropriate accommodation for students who are members of special populations, including through the use of principles of universal design for learning
 - provide assurances that the eligible agency will use the funds to promote preparation for high-skill, high-wage, or in-demand occupations and nontraditional fields;
 - provide assurances that the eligible agency will use the funds provided to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities.
- The Secretary has the authority to disapprove State plans within 90 days of receipt.

Section 123 – Improvement Plans

- Removed sanctions at the state and local level
- Retains 90% performance as the threshold before improvement plans are triggered
- State and Local Improvement plan language remains relatively the same

Section 124 – State Leadership Activities

- Can be provided directly or through a grant process
- 7 required uses of funds-
 - Retains “providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.”
 - serving individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities
 - professional development that prepares CTE teachers and specialized instructional support personnel, and paraprofessionals to provide appropriate accommodation for students who are members of special populations, including through the use of principles of universal design for learning
- Permissible uses of funds include
 - awarding incentive grants for
 - Exemplary performance by eligible recipients exceeding the local adjusted level of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement
 - eligible recipient’ progress in closing achievement gaps among subpopulations who participate in programs of study
 - providing career and technical education services for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting
 - support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer

science), particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations

- support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations

Section 134 – Local Application for CTE Programs

- contain a description of the results of the comprehensive needs assessment
- information on approved programs of study including a description of how the eligible recipient will—provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency; and prepare CTE participants for nontraditional fields
- conduct a comprehensive needs assessment every two years, and annual update, that shall include
 - an evaluation of the performance of the students served by the eligible recipient with respect to State and local adjusted levels of performance established pursuant to section 113, including an evaluation of performance for special populations
 - an evaluation of strategies needed to overcome barriers that result in lowering rates of access to, or lowering success in, career and technical education programs for special populations
 - a description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, and career, academic, and guidance counselors, including individuals in groups underrepresented in such professions
 - consult with representatives of special populations and representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, in conducting the needs assessment

Section 135 – Local Uses of Funds

- Required uses of funds include:
 - provide professional development for teachers, principals, school leaders, administrators, and career and guidance counselors with respect to content and pedagogy that supports the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs
 - supports the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs
 - plan and carry out elements that support the implementation of programs of study and student achievement of the local adjusted levels of performance established under section 113, which may include—
 - supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science) for students who are members of groups underrepresented in such subject fields
 - develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report
- No permissible uses of funds as in current law
- Allows for pooling of funds to implement programs of study
- Administrative costs capped at 5% as in current law

Section 211 – Fiscal Requirements

- Maintenance of effort reduced from 100% to 90%
- MOE computed excluding competitive or incentive-based programs, capital expenditures, special one-time project costs and cost of pilot programs
- The Secretary shall reduce funds in exact proportion for failing to meet MOE
- The Secretary may waive the funds reduction due to exceptional or uncontrollable circumstances in the state

Section 219 – Study on Programs of Study Aligned to High-Skill, High-Wage Occupations

- GAO study to evaluate the strategies, components, policies, and practices used by eligible agencies or eligible recipients receiving funding under this Act to successfully assist—
 - all students in pursuing and completing programs of study aligned to high-skill, high-wage occupations; and
 - any specific subgroup of students (race, gender, economically disadvantaged, students with disabilities, English Learners, migrants, homeless, foster child, child of an active military parent) in pursuing and completing programs of study aligned to high-skill, high-wage occupations in fields in which such subgroup is underrepresented; and
 - any challenges associated with replication of such strategies, components, policies, and practices
- Study conducted under consultation with
 - students and parents;
 - eligible agencies and eligible recipients;
 - teachers, specialized instructional support personnel, and paraprofessionals, including those with expertise in preparing CTE students for nontraditional fields;
 - special populations; and
 - representatives of business and industry
- Study submitted to House Ed and Workforce Committee and the Senate HELP Committee