



# STRENGTHENING CAREER & TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT: Provisions of Perkins V Benefiting College in High School Programs

The Strengthening Career and Technical Education for the 21st Century Act, a reauthorization of the Carl D. Perkins Career and Technical Education Act (hereafter referred to as Perkins V) encourages states and local entities to consider dual and concurrent enrollment and early college high schools (otherwise known as college in high school programs) as critical pathways for postsecondary attainment in high-value career fields.

Schools around the country have demonstrated that college in high school programs can close the skills gap by propelling students to successfully earn highly-valuable portable college credentials and degrees. Numerous Congressional offices drafting the Act successfully advocated for provisions supporting college in high school programs as allowable uses of Perkins funds at the local, state, and national levels, as elements of state and local plans, and as an optional indicator in state accountability systems.

In addition, the new Perkins V law expands the scope within which college in high school programs are effective tools for career and technical education, recognizing that the restrictive view of the 2006 law that these programs are only transition tools for CTE students into baccalaureate programs is too narrow. College in high school programs are increasingly used to advance high school students into postsecondary CTE classes so that they can secure their degree or credential and move into the workforce expeditiously, and Perkins V will continue to support their growth appropriately.

**The major provisions of Perkins V that support college in high school programs are as follows:**

## Allowable Use of Funds

- **Local Use of Funds (Section 134):** Perkins V includes two allowable uses of funds for local recipients that directly impact college in high school programs. These replace an existing allowable use under Perkins IV that allowed dual or concurrent enrollment to be used to transition career and technical education students into baccalaureate degree programs. The two new provisions allow local recipients to use funds to:
  - ▶ Expand access for students to college in high school programs with a CTE focus; and
  - ▶ Reduce or eliminate out-of-pocket expenses for special populations (defined as students with disabilities, students who are low income, single parents, displaced homemakers, and English language learners) participating in these programs, to include fees, transportation, child care, and addressing mobility challenges.
- **State Leadership Activities (Section 124):** Allows states to use funds to establish, expand, and integrate opportunities for students to participate in college in high school programs at no cost to them or their families. This replaces an allowable use under Perkins IV that allowed states to use money for dual or concurrent enrollment programs that were designed to transition career and technical education students into baccalaureate degree programs.



- **National Activities (Section 113):** Perkins V includes two uses of funds at the national level, which would impact college in high school programs, including:
    - ▶ Ongoing national evaluation of Perkins programs, and the effectiveness of different delivery systems for career and technical education, which can include college in high school programs;
    - ▶ Authorizing research grants for innovative methods of delivering high-quality CTE programs of study, including dual and concurrent enrollment programs; and
    - ▶ Creating a competitive grant program for innovation and modernization of CTE, for which an allowable use of funds is the expansion of college in high school opportunities for students.
  - **Accountability (Section 112):** As part of their accountability systems, states are required to report on several indicators at both the secondary and postsecondary level. At the secondary level, states can choose to report the following as part of the indicator addressing program quality:
    - ▶ The percentage of students graduating from high school having attained a recognized postsecondary credential;
    - ▶ The percentage of students graduating from high school having attained postsecondary credits in the relevant career and technical education program earned through a college in high school program; or
    - ▶ The percentage of students graduating from high school having participated in work-based learning.
  - **Definitions (Section 7):** Adds dual or concurrent enrollment and early college high school programs to the definition of career and technical education, and aligns those definitions with the Every Student Succeeds Act (ESSA).
- ### Additional Supportive Provisions
- **State Plan (Section 122):** Requires states to discuss in their State Plans how they will make opportunities available for students to engage in college in high school programs, and make information about those programs available to students, particularly those from special populations. This provision is maintained from Perkins IV.
  - **Local Application (Section 133):** Requires the local recipients of funding to include in their application to the state how they will provide students the opportunity to participate in college in high school programs.

**“Schools around the country have demonstrated that college in high school programs can close the skills gap by propelling students to successfully earn highly-valuable portable college credentials and degrees.”**

— SCOTT SPRINGER, RETIRED PRINCIPAL, CAREER EDUCATION CENTER EARLY COLLEGE