

Every Student Succeeds Act (Public Law No: 114-95)

Key Provisions Impacting Career and Technical Education

CTE for Direct Student Services

Direct Student Services—Title I, Sec. 1003A(c)(3)(ii) [pg. 17]:

“(c) LOCAL USE OF FUNDS.—A local educational agency receiving an award under this section—
... (A) enrollment and participation in academic courses not otherwise available at a student’s school, including—
... (ii) career and technical education coursework that—
 (I) is aligned with the challenging State academic standards; and
 (II) leads to industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);

CTE Alignment in Accountability

State Plans—Title I, Sec. 1111(b)(1)(D)(i) [pg. 23]:

“(1) Challenging State Academic Standards—
... (D) ALIGNMENT.—
 (i) IN GENERAL.—Each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

Additional Indicators of Student Success

State Plans—Title I, Sec. 1111(c)(4)(B)(v) [pg. 35]:

“(B) INDICATORS.—
... (v)(I) For all public schools in the State, not less than one indicator of school quality or student success that—
 (aa) allows for meaningful differentiation in school performance;
 (bb) is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and
 (cc) may include one or more of the measures described in subclause (II).
 (II) For purposes of subclause (I), the State may include measures of—
 (III) student engagement;
 (IV) educator engagement;
 (V) student access to and completion of advanced coursework;
 (VI) postsecondary readiness;
 (VII) school climate and safety; and
 (VIII) any other indicator the State chooses that meets the requirements of this clause.

CTE Indicators on State/Local Report Cards

State Plans—Title I, Sec. 1111(h)(1)(C)(xiv) [pg. 48-49]:

“(h) REPORTS.—

(1) ANNUAL STATE REPORT CARD.—

... (C) MINIMUM REQUIREMENTS.—Each State report card required under this subsection shall include the following information:

... (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State’s public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

Effective Transitions for Students

Local Educational Agency Plans – Title I, Sec. 1112(b)(10) [pg. 53]:

“(b) PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—

... (10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities,

Academic/CTE Integration

Local Educational Agency Plans – Title I, Sec. 1112(b)(12) [pg. 54]:

“(b) PLAN PROVISIONS.—

... (12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and

CTE in Schoolwide Program Plan

Schoolwide Programs—Title I, Sec. 1114(b)(7)(A)(iii)(II) [pg. 63]:

“(b) SCHOOLWIDE PROGRAM PLAN.—

... (7) includes a description of—

... (A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

... (iii) address the needs of all children in the school, but particularly the needs

of those at risk of not meeting the challenging State academic standards, through activities which may include—

... (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Dual/Concurrent Enrollment in Schoolwide Program

Schoolwide Programs—Title I, Sec. 1114(e) [pg. 64]:

“(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

Dual/Concurrent Enrollment in Targeted Assistance Schools

Targeted Assistance Schools—Title I, Sec. 1115(f) [pg. 66]:

“(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

Alternative Routes to Certification

State Uses of Funds—Title II, Sec. 2101(c)(4)(B)(iv) [pg. 119]:

“(c) STATE USES OF FUNDS.—

(B) Types of State Activities—

... (iv) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State demonstrates a shortage of educators), principals, and other school leaders, for—

(I) individuals with a baccalaureate or master's degree, or other advanced

degree;
(II) mid-career professionals from other occupations;
(III) paraprofessionals;
(IV) former military personnel; and
(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become highly effective teachers, principals, or other school leaders.

Local Use of Funds—Title II, Sec. 2103(b)(3)(C) [pg. 126]:

“(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
... (3) may include, among other programs and activities—
... (C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with a record of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

Academic/CTE Professional Development

Formula Grants to States—Title II, Sec. 2101(c)(4)(B)(xviii) [pg. 121-122]:

“(c) STATE USES OF FUNDS.—
... (4) STATE ACTIVITIES.—
... (B) TYPES OF STATE ACTIVITIES.—The activities described in this subparagraph are the following:
... (xviii) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.

Local Use of Funds—Title II, Sec. 2103(b)(3)(O) [pg. 128]:

“(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
... (3) may include, among other programs and activities—
... (O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and

Language Instruction for English Learners and Immigrant Students

Subgrant Activities—Title III, Sec. 3115(d)(3)(A) [pg. 159]:

“(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—
... (3) Providing to English learners—
(A) tutorials and academic or career and technical education; and

Substantial Increase in Immigrant Children Activities—Title III, Sec. 3115(e)(1)(C) [pg. 160]:

“(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

(1) IN GENERAL.—

... (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

Safe and Healthy Relationships

State Uses of Funds—Title IV, Sec. 4104(b)(3)(B)(iv) [pg. 172]:

“(b) STATE ACTIVITIES.—

... (3) supporting local educational agencies in providing programs and activities that—

... (B) foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108, which may include—

... (iv) disseminating best practices and evaluating program outcomes relating to any local educational agency activities to promote student safety and violence prevention through effective communication as described in section 4108(5)(C)(iv); and

Activities to Support Safe and Healthy Students – Title IV, Sec. 4108(5)(C)(iv) [pg. 179]:

“Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—

... (5) may include, among other programs and activities—

... (C) programs or activities that—

... (iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;

CTE Access Through Technology

State Use of Funds—Title IV, Sec. 4104(b)(3)(C)(iii) [pg. 172]:

“(b) STATE ACTIVITIES.—

... (3) supporting local educational agencies in providing programs and activities that—

... (C) increase access to personalized, rigorous learning experiences supported by technology by—

... (iii) developing or using strategies that are innovative or evidence-based (to the extent the State determines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102));

Career Guidance and Counseling

Activities to Support Well-Rounded Educational Opportunities – Title IV, Sec. 4107(a)(3)(A) [pg. 176]:

“(a) IN GENERAL.—

... (3) may include programs and activities, such as—

(A) college and career guidance and counseling programs, such as—

- (i) postsecondary education and career awareness and exploration activities;
- (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and
- (iii) financial literacy and Federal financial aid awareness activities;

21st Century Community Learning Centers

Purpose—Title IV, Sec. 4201(a)(2) [pg. 182]:

“(a) PURPOSE.—

... (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

State Application—Title IV, Sec. 4203(a)(14)(A)(iii) [pg. 187]:

“(a) IN GENERAL.—

... (14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that—

- ... (iii) for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

Local Activities—Title IV, Sec. 4205(a)(14) [pg. 191]:

“(a) AUTHORIZED ACTIVITIES.—

... (14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Indian, Native Hawaiian, and Alaska Native Education

Indian Education Allowed Activities—Title VI, Sec. 6115(b)(6) [pg. 251]:

“(6) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006, including

programs for tech-prep education, mentoring, and apprenticeship;”

Improving Educational Opportunities for Indian Children—Title VI, Sec.6121(c)(9) [pg. 254]:

“(c) GRANTS AUTHORIZED.—The Secretary shall award grants to eligible entities to enable such entities to carry out activities that meet the purpose of this section, including—

... (9) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill career;

CTE in Well Rounded Education Definition

Definitions—Title VIII, Sec. 8101(52) [pg. 298]:

“(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.