



Governors' Principles for Reauthorization of the Carl D. Perkins Career and Technical Education Act

As Congress and the Administration consider reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins), governors offer the following principles to guide that work.

Governance, Alignment and Collaboration

- Governors should be the primary applicant for Perkins state grants as they are uniquely positioned to advance career and technical education in states by engaging state and local education and workforce agencies, the business community, higher education, state workforce boards and state boards of education to create a continuum of career and technical training and align career and technical education with their state's labor market.
- Governors and states should be granted authority to determine how career and technical education programs fit the demands of their state economies. Perkins should allow governors to collaborate with business leaders and industry sectors to fuel economic development by ensuring that targeted labor demands in states are being met through state-designed innovative delivery approaches.
- Governors support alignment of federal education and workforce training programs and believe that a reauthorized Perkins should facilitate collaboration across programs in other key federal legislation, such as the Higher Education Act, the Workforce Innovation and Opportunity Act and the Elementary and Secondary Education Act.

Leadership, Flexibility and Accountability

- Governors strongly support the Perkins state leadership set-aside and urge Congress to increase the percentage of Perkins funds that states can reserve to change the paradigm of college and career readiness through state-led, statewide career and technical education innovation that benefit all students.
- Congress should maintain and enhance Perkins flexibility to create career and technical education programs that meet each unique state situation, such as authorizing states to determine the allocation of funds between secondary and postsecondary institutions and allowing states to focus on the important transition from high school to college or career.
- Governors support the continued use of state-determined accountability systems. Federal policy should continue to recognize the critical state role of determining and setting performance standards that focus on student outcomes and employment to ensure the effectiveness of career and technical education programs.
- Governors and state workforce agencies have worked collaboratively to develop common measures that streamline the complex system of varying and incomparable performance measures in career and technical education and workforce training into core measures focused on student outcomes. Governors urge Congress to include the National Governors Association Common Measures, reflected in the Workforce Innovation and Opportunity Act, as part of the next reauthorization of Perkins.

Funding, Resources and Data

- Governors have prioritized their commitment to state career and technical education programs amidst declining federal Perkins funding. The federal maintenance of effort provision in Perkins must be redesigned to hold the federal government accountable for their declining support and provide more flexibility for states to dictate how they invest their own funds in career and technical education.
- Governors believe that vital formula funds to states under Perkins should be preserved and that states continue to have the authority to determine how grants are awarded to local and regional providers.
- Governors recognize the importance of reliable and useful data to measure student performance in career and technical education programs. Congress should allot additional federal resources to develop, maintain and support state data systems to comply with any new Perkins data collection requirements.