



# Afterschool Alliance

AFTERSCHOOL FOR ALL

October 28, 2015

The Honorable Michael Enzi  
Committee on Health, Education, Labor, and Pensions  
U.S. Senate

The Honorable Bob Casey  
Committee on Health, Education, Labor, and Pensions  
U.S. Senate

Dear Senator Enzi and Senator Casey:

Thank you for your bipartisan leadership in working to reauthorize the *Carl D. Perkins Career and Technical Education Act*, and for the opportunity to offer recommendations. We applaud your bipartisan approach to update this legislation and the agreed upon principles for reauthorization you have worked to develop. The Afterschool Alliance is a non-profit organization that works to ensure that all children and youth have access to quality afterschool and summer learning opportunities to provide them the skills they need to be successful in school and in life. Our network of more than 26,000 afterschool partners is expanding learning opportunities for students nationwide and tapping school and community partnerships to provide strong, effective programs that offer high school students career exploration, workforce skills and 21<sup>st</sup> Century skills development.

Our recommendations found below are aligned around your principle to “support the expansion of public/private collaborations with secondary and post-secondary programs,” focusing on the need to increase and further develop aligned partnerships to make career and technical education (CTE) programs successful while reflecting student and industry needs. We separate our comments into 3 categories: 1) integration of select elements in the *Community Partnerships in Education Act (S. 580)*; 2) integration of select elements in the *Afterschool Partnerships Improve Results in Education Act (S. 2785, 111<sup>th</sup> Congress)*, and 3) integration of the recommendations of the STEM Ed Coalition.

1. Recommendations based on the *Community Partnerships in Education Act (S. 580)*:
  - a. Incentivize states to include community partners and intermediary organizations in the development of their plans for CTE programs, by adding explicit language in the bill text which includes “community based organization” in the state plans, local plans and funding.
  - b. Require CTE providers to demonstrate consideration and involvement of such entities in their programs, and
  - c. Ensure CTE providers develop and implement data-sharing agreements with partnering agencies and community-based organizations.



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2. Recommendations based on the *Afterschool Partnerships Improve Results in Education* (ASPIRE) Act (S. 2785 111<sup>th</sup> Congress):
  - a. Authorize competitive matching grants to partnerships, composed of a state or local educational agency (LEA) and at least one college or nonprofit, community, tribal, business, labor, or career technical student organization, for the development of national model afterschool interdisciplinary education programs in CTE for secondary school students.
  - b. Give grant and sub grant priority to programs targeting a high percentage of impoverished, struggling, or rural students and their families.
  - c. Allow CTE program activities to take place after school, before school, or at any other time that the school is not in session, in order to effectively complement and reinforce school-day activities.
3. We support the recommendations made by the STEM Education Coalition in response to this call for comments noting that afterschool programs can respond nimbly to industry and community workforce needs. Specifically:
  - a. Provide comprehensive opportunities to expand the capacity and diversity of the STEM workforce pipeline, including targeted initiatives to promote the inclusion of underrepresented minorities, women, and other high-need populations in STEM fields. Children from these populations participate in afterschool programs in large numbers and hence these settings provide a strategic opportunity to engage them.
  - b. Provide robust and dedicated funding for effective in-depth professional development for STEM CTE educators, including informal educators.
  - c. Include informal education as a core strategy for enhancing and improving STEM education within CTE programs so that informal educators and programs are considered as critical partners for STEM education improvement efforts.
  - d. Increase flexibility on the use of CTE-funded equipment and laboratory spaces for informal learning opportunities outside of regular school hours.

We have included below the specific areas of the law where some of these important changes could be inserted into the text to have their intended impact. We would look forward to working with you to integrate these updates into the law. We recognize Perkins law dates from the 1980s when far fewer out of school time providers were able to offer career readiness skills in manufacturing, engineering, software design, robotics, and other fields; however, today community based afterschool and summer learning organizations are leaders in providing young people with those skills. It is time to update and streamline these kinds of programs into the law by integrating funding, facility space, data sharing, and goals and outcomes to bring the law in line with the reality of the full spectrum of partners operating in CTE in the 21<sup>st</sup> century.

Sincerely,

Jodi Grant  
Executive Director



*Explicit designation would be noted in the below areas of the law*

1. Change 120 STATE 684 (“6”) to include “supporting partnerships among secondary schools, post-secondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, **community based non-profit providers**, and intermediaries”
2. Change 120 STAT 716 (“b, 1”) Plan development to include consultation with (xiii) out of school time providers working in career readiness, internships and mentoring
3. Change 120 STAT 718 (“1”) to include: “How funds will be used to improve or develop new career and technical education courses” **or to partner with other community based non-profit providers to supply such courses and experiences.**
4. Change 120 STAT 724 (“2, C”) to include “encouraging schools to collaborate **directly or indirectly through community based non-profit providers** with technology industries to offer voluntary internships and mentoring programs”.
5. Change 120 STAT 725 (“6”) to include “supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships **including with community based non-profit providers**, to enable students to achieve State academic standards and career and technical skills, or complete career and technical programs of study”
6. Change 120 STAT 735 (c) Permissive
  - a. (1) to say funds may be used “ to involve parents, businesses, **community based non-profit providers** and labor organizations as appropriate, in the design , implementation and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs”
  - b. (3) for local education and business (including small business partnerships) and **partnerships with community based non-profit providers** for (A) (B) (C).
7. Change 120 STAT 744 Sec 315 Limitation for Certain students- from 7<sup>th</sup> grade **to 6<sup>th</sup> grade** to allow all middle school students to be served with career experiences and counselors
8. (Any partnerships with outside entities will be kept to the same performance measures)