# Draft Questions for Perkins Reauthorization

U.S. Department of Education

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# Innovate



- Could the law create an innovation fund, similar to i3, to identify, develop, test, and scale up new practices and delivery systems?
- What should be the priorities for an innovation fund, perhaps technology-based approaches or STEM-focused strategies?

# Incentivize



- Are there any other models we ought to consider—such as grants to consortia?
- Could business and industry and non-for-profit organizations play a key role in any new consortia that are formed?
- Should States be given the flexibility to award funds to locals competitively?
- How shall we reach agreement with states on a common set of student definitions and measurement approaches for fewer, clearer performance indicators?
- Could performance-based funding models—such as those tried out in Montana—play a more central role in a reauthorized bill?

# Articulate



- Should states and local programs be required to offer dual or concurrent enrollment in every federally funded program?
- Should state and local programs be required to award academic credit for CTE courses—such as is offered in New York State?
- How can articulation agreements be more transformed from “just a paper exercise” to a true lever for secondary, postsecondary, and employer collaboration?

# Support



- How can we address the pedagogical needs of CTE teachers to effectively and systematically teach academic skills and to use cutting edge technologies?
- How can we assure that states, local programs have the most up-to-date college and career information based on local/regional labor market data and trends so students can make informed decisions about college and careers?
- And, how can we make parents true partners in the career development and preparation of their children?