Perkins V: An Overview of the New Law and the State Planning Process

Eric Wolf, Deputy Director for Policy and Programs
Stacy Wyman, Perkins Grant Administrator

February 7, 2019
1. Who Are We?

2. State Planning for Workforce Development – TAP and Perkins V


4. Next Steps for Creating a State Plan

5. Resources for You

Today’s agenda...
Who we are

Eric Wolf, Deputy Director for Policy and Programs

- Background:
  - 4 years at State Workforce Board, previously counsel to Senate Higher Education and K-12 Education Committees
  - Leads state policy team on career-connected learning, TAP, WIOA implementation

Stacy Wyman, Perkins Grant Administrator

- Background: Higher Education + Federal Grants Management + Compliance
  - Managed 16 community college CTE programs + 5 apprenticeships
  - Director of Corporate Training + Workforce Education
  - Managed $348 m. in federal + state funding
  - Has lived through Perkins III, Perkins IV, WIA, + WIOA
The Workforce Board

- Laser-focused on employment and economic outcomes for workers/jobseekers and employers.
- Tri-partite with a dual-customer focus: business and workers.
  - 2/3 of seats held by Business and Labor; remaining seats held by major service providers (OSPI, SBCTC, ESD).
  - Advisory members from targeted populations, chief local elected officials, DSHS, Commerce.
- Created by the Legislature in 1991:
  - Merged the functions of four previously existing state Boards.
  - The Workforce Board is the state’s admin agency for the Carl Perkins award for CTE and is responsible for oversight, compliance and monitoring the $21 M. grant.
The Board’s Main Roles

- Independent Program Performance Evaluator
- Advocate for Innovation and Continuous Improvement
- Foster Multiple Pathways to Economic Self-Sufficiency
- Consumer Protection for Private Career School Students
- Uniting the State’s Talent Pipeline Behind a Strategic Plan
The Board is an **Independent Third Party Evaluator** of the State’s Workforce System

The Board:

- Tracks the performance of the state’s largest workforce programs to ensure a high-quality workforce training system
- Oversees **16 workforce programs** as defined in state statute
- Sets performance standards for education programs eligible for federal and state training dollars
- The Workforce Board supports the continuous improvement of the state’s workforce system.
- The Board offers policy reform recommendations to the Governor, Legislature, and Congress.
- Periodically, the Board administers and evaluates innovative pilot projects or other “learning laboratories” to glean best practices that can be brought to scale on a regional or statewide basis.
The Board has been a **long-time policy advocate of fostering multiple pathways** through education and training to economic self-sufficiency.

**SYSTEM CHALLENGES**
- Career Exploration Opportunities
- Comprehensive Career Guidance
- Career-Connected Learning (internships, job shadows, mentoring, apprenticeships, pre-apprenticeships, etc.)
- Navigation Services
- Articulated, Stackable Credentials
State Workforce Development Planning

Engages multiple partners and stakeholders, including the State Board for Community and Technical Colleges
"The Board shall develop a state comprehensive plan for workforce training and education for a ten-year time period... operating agencies represented on the Board shall have operating plans... consistent with the state plan."

-RCW.28C.18.080
What programs are part of *Talent and Prosperity for All*?

<table>
<thead>
<tr>
<th>TAP Partner Workforce Development Programs</th>
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<tbody>
<tr>
<td>• Temporary Assistance for Needy Families (TANF)/WorkFirst</td>
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<td>• Trade Adjustment Act</td>
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<td>• Veterans Employment and Training</td>
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<td>• Unemployment Insurance Services</td>
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<td>• SNAP Employment &amp; Training</td>
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<td>• Senior Community Services Employment</td>
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<tr>
<td>• Community Development Block Grant</td>
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<tr>
<td>• Community Services Block Grant</td>
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<tr>
<td>• Carl Perkins Act (secondary and post-secondary)</td>
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<tr>
<td>• Worker Retraining Program</td>
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<td>• Training Benefits Program</td>
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<td>• Apprenticeship</td>
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<td>• Private Vocational Schools</td>
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<tr>
<td>• Second Chance Act</td>
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<tr>
<td>• Job Skills Program</td>
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<td>• Customized Training Program</td>
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- **WIOA Title I:** Employment & Training Programs  
  • Disadvantaged Adult  
  • Youth  
  • Dislocated Workers
- **WIOA Title II:** Basic Education for Adults
- **WIOA Title III:** Wagner-Peyser Act Unemployment Insurance Services
- **WIOA Title IV:** Vocational Rehabilitation
Washington was one of 30 states that elected to organize a broader “combined” strategic plan, ensuring a wider array of partners, including TANF.

Washington engaged more partner programs in the development of TAP than any other state!
Federal – State – Local Actors in Workforce Development

Federal
- Department of Labor (Titles I & III)
- Department of Education (Titles II & IV, Perkins)
- Department of Health and Human Services (TANF, others)
- Others (Commerce, VA, Agriculture)

State
- Workforce Board
- Agencies (ESD, OSPI, SBCTC, DSHS & DVR, DSB, Commerce)

Local
- Local Workforce Development Councils
- Nonprofits
- Training Providers
A state strategic plan is required by state law: 10-year plan, updated every 4 years.

The plan is a **blueprint for workforce development strategies** across the system, and looks at system as a whole to align pathways.

Local workforce councils create local plans aligned to the state plan, approved by the state Workforce Board.
Visit http://wtb.wa.gov/LocalWorkforcePlans.asp to find your local WDC plan or contact your local director.
2016 was our state’s first edition of *Talent and Prosperity for All*, the first combined strategic plan under WIOA

2018 was an opportunity to make updates to the plan

The second edition of *Talent and Prosperity for All* will be due to the federal departments approximately April of 2020
For the first time, WA’s State Perkins Plan will be combined with the State’s Workforce Development Strategic Plan, Talent and Prosperity for All (“TAP”).

The State’s new Perkins Plan will describe how Washington will implement Perkins V. It will also be submitted to the U.S. Dept. of Education in May of 2020.

These plans are NOT written in a vacuum! Your input + feedback is important. Today is just the beginning of the conversation.
Any questions so far?
A Quick Overview of Perkins V

Workforce Training and Education Coordinating Board
The Dept. of Education asks states to rethink CTE

Why reTHiNK CTE?

SO students have more pathways and better preparation for what comes next.
Why reTHINK CTE?

Auto Shop 1980

7,136,000 unfilled jobs open in United States

85% of the jobs today’s learners will do in 2030 haven’t been invented yet

Auto Shop, 2022

By 2020, 2/3 of jobs will require some post-secondary education

1/4 of high schools don’t offer CTE courses

$1.5 TRILLION in college debt
The way things were...

*Never, ever, think outside the box.*

The way things could be!

- Think BOLD.
- Think BIGGER.
- Think outside the Box.
- Envision 21st Century Career and Technical Education
“Our vision is that states and their local partners will expand opportunities for every student to explore, choose, and follow a vertically-integrated program of study or pathway to earn credentials of value.”

Scott Stump, Assistant Secretary for Career, Technical, and Adult Education United States Department of Education
The New Vision for CTE - Systems and Policy Alignment

- Create career pathways that integrate the K-12 and postsecondary phases of learning and align with your state’s plan under the Every Student Succeeds Act.

- Ensure strong collaboration with state and local workforce boards and align your state’s workforce plan under the Workforce Innovation and Opportunity Act.

- Incorporate business-driven local needs assessments and continue deepening state and local industry or sector partnerships as your efforts to develop, implement, and update CTE programs of study.
Policy Alignment

Perkins

ESSA

V

WIOA
ESSA

- State ESSA Plan must demonstrate that their “challenging academic standards” are aligned with state CTE standards. States must align these standards to the entrance requirements for credit-bearing coursework for higher education in the state.

- ESSA requires that every student receives a “well-rounded Education” (formerly known as core academic subjects). CTE is now included as part of the statutory definition for a “well-rounded education”.

- State ESSA plans must be developed in coordination with the state’s Carl D. Perkins Act (Perkins) State Plan.

- Perkins V aligns the terms "evidence-based" and "career pathways" with the definitions provided under the ESEA (and WIOA).
**WIOA**

- One of the new components in Perkins V requires that the State’s Perkins plan include the strategic goals and vision the state has for meeting the state's workforce needs.
- Largely aligns with WIOA’s list of barrier populations

<table>
<thead>
<tr>
<th>Displaced Homemakers</th>
<th>Youth in/Formerly in Foster Care</th>
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<tbody>
<tr>
<td>Low-Income Individuals</td>
<td>English Language Learners</td>
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<tr>
<td>Indians, Alaska Natives, Hawaiians</td>
<td>Migrant/Seasonal Farmworkers</td>
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<tr>
<td>Individuals with Disabilities</td>
<td>Individuals within 2 Years of Exhausted TANF Eligibility</td>
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<tr>
<td>Older Individuals</td>
<td>Single Parents/Pregnant Women</td>
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<tr>
<td>Ex-Offenders</td>
<td>Long-Term Unemployed</td>
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<tr>
<td>Homeless Individuals</td>
<td>Veterans</td>
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<td>“Other Groups”</td>
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Greater alignment with WIOA and ESSA Plans

- In definitions, planning, performance evaluation and approval processes
- New definitions of “special populations” within Perkins that aligns with WIOA’s focus populations
- Uses WIOA’s definition of a “recognized postsecondary credential”
- The Perkins Plan cycle is aligned with the WIOA Plan cycle, with encouragement from the federal level to combine the planning processes where possible
- The new Perkins V method of setting performance targets looks similar to the process pioneered in ESSA — high-degree of state-level stakeholder engagement, hands-off federal approach
Perkins V – Significant Changes

- Systemically embeds **personalized teaching and learning strategies** into course offerings, programs and approaches of states, school districts and community colleges.

- Programs of Study must **align with industry**.

- **Employers must be consulted** as part of the state plan development process.

- A **new required set-aside for recruiting special populations into CTE programs**.

- Reduces the minimum number of CTE fields offered from **five to three**.
Every two years, locals, (school districts and community colleges), must conduct a comprehensive needs assessment that includes a description of how CTE programs are aligned to state, regional, or local in-demand industry sectors or occupations.

Increased expectations for disaggregating data, data validation, and reporting for the performance indicators.

Strengthening CTE teacher and faculty pipeline is now one of four required State leadership activities.

Systemically embeds personalized teaching and learning strategies into course offerings, programs and approaches of states, school districts and community colleges.
Community colleges must use Perkins funds to develop and implement programs that enable students to acquire college credit while in high school. Examples include:

- Competency-Based Curricula
- College in the High School
- Early College High School
- Dual or Concurrent Enrollment
- Credit Transfer Articulation Agreements
- Work-Based Learning
- Apprenticeships
Ok – 60 second mental break!

“Here’s where you give me non-comprehending nods of approval.”
⁻ Requires set-aside for recruiting special populations into CTE as part of the state leadership funds. It also changes the definition, includes special populations in the development and content of state plans, includes them in the local application and needs assessment, and requires their consultation.

⁻ Increased engagement in the State Perkins Plan - and local plan – planning process: BEdA, workforce, business, labor, and the Governor
This definition is the primary unit of analysis for Perkins V’s accountability framework.

(a) At the secondary level, a concentrator is defined as a student who completes at least two courses in a single program or program of study.

(b) At the postsecondary level, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.
“CTE Programs of Study” formally defined

- Coordinated, non-duplicative sequence of academic + technical content at the secondary + postsecondary level
- Incorporates challenging State academic standards (incl. ESSA) that addresses both academic + technical knowledge + skills
- Aligns with the needs of industries in the State, regional or local economies
- Begins with all aspects of an industry or career cluster and leads to more occupationally-specific instruction -
- Incorporates multiple entry + exit points

- Provides and incorporates industry-recognized credentials

- And culminates in the attainment of a recognized postsecondary credential (as defined by the State.)
FIVE REQUIRED USES

1. Preparation for non-traditional fields, programs for special populations
2. Individuals in state institutions
3. Recruiting, preparing or retaining CTE teachers/faculty
4. Technical assistance
5. Reporting on effectiveness of funds
now TWENTY-FIVE PERMISSIBLE USES
such as -

- Integration of recognized postsecondary credentials and work-based learning into programs of study

- Support for integrating employability skills into CTE programs

- Supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective teachers
States could decide to increase the allowable reserve fund from 10% to 15% to spur local innovation and implement Programs of Study. Funding allocations are determined by the Workforce Board.
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, a service program, the Peace Corps or are placed or retained in employment.

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.
State’s Perkins V State Plans now determine state performance targets without federal negotiation - but - the Workforce Board and OCTAE must approve. State Plan and targets must undergo a 30-day public comment process.
# Local Application—not local plan

## Required components

1. **Comprehensive Needs Assessment**
2. **Consultation with Specific Stakeholders**
3. **At least one Program of Study must be implemented, tied to a Local Needs Assessment**

## More “Musts”

4. How local recipient will collaborate with local workforce partners
5. How local recipient will improve academic + technical skills of CTE students
6. How local recipient will prepare special populations for HS/HW OR in-demand occupations

**NOTE!** - by replacing the term “local plan” with “local application;” this suggests that while funding may be allocated to an eligible recipient via formula, the **funds are not a guarantee.**
7. Must describe how eligible recipient will provide Work-Based Learning.

8. Must describe how the CTE programs that provide opportunities for students to gain postsecondary credit while in high school.

9. Must address how eligible recipient will support the recruitment, preparation, retention, and professional development for CTE educators.

10. Must describe the processes local eligible recipients will use to identify and address performance gaps—and—any corrective actions that will be taken.

11. Must be able to adequately demonstrate CTE programs funded under Perkins V are of sufficient size, scope and quality.

12. Allocation of resources must be aligned with the results of the Local Needs Assessment.
### TAP 2020 Planning Timeline

#### ACCOMPLISHING TAP 2020: BOARD DECISION POINTS

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<tr>
<th>Date</th>
<th>Decision Points</th>
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<tr>
<td>January</td>
<td>State Workforce Board Meeting to review TAP 2020 planning timeline.</td>
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<tr>
<td>March</td>
<td>TAP 2020 State Workforce Board Meeting to discuss TAP 2020 implementation.</td>
</tr>
<tr>
<td>April</td>
<td>TAP 2020 State Workforce Board Meeting to approve TAP 2020 implementation.</td>
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#### TAP 2020 State Workforce Board Meeting Topics

- Review and approve the TAP 2020 planning timeline.
- Discuss TAP 2020 implementation strategies.
- Approve the TAP 2020 implementation plan.
- **CareerBridge.wa.gov:** 6,500 WA education programs--certificates to masters degrees; and apprenticeships. Performance results on 3,500.

- **Workforce Training Results:** Tracks performance /taxpayer ROI on 12 of state’s largest workforce programs

- **Workforce System Poster (matrix):** At-a-glance poster of state’s workforce system, employment & earnings results.

- **A Skilled and Educated Workforce:** Biennial collaboration between Workforce Board, WSAC, and SBCTC to identify gaps between degree production and employer demand.
Perkins V: The Official Guide

Available at https://www.acteonline.org/perkins-implementation/
Questions?

Find out more about what we do at:
www.wtb.wa.gov

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THANK YOU

to the
State Board
for Community and Technical Colleges
and
the Workforce Education Deans