

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 168
JANUARY 24, 2013**

**CARL D. PERKINS: RECOMMENDATIONS REGARDING THE U.S. DEPARTMENT
OF EDUCATION'S
*BLUEPRINT FOR TRANSFORMING CAREER AND TECHNICAL EDUCATION***

The Carl D. Perkins Career and Technical Education Act of 2006 is due to sunset July 1, 2013. While reauthorization is not imminent, the Department of Education's Office of Vocational and Adult Education (OVAE) has begun the reauthorization process by providing a blueprint for reform. This blueprint proposes significant amendments to the current legislation.

One of the Workforce Board's statutory responsibilities is to *provide policy advice for any federal act pertaining to workforce development that is not required by state or federal law to be provided by another state body.* (RCW 28C.18.050(3))

At the January 2013 meeting, the Board will have the opportunity to consider and take action on recommendations regarding the Perkins Blueprint. The draft recommendations are based on comments and concerns expressed by a workgroup, convened in November 2012. The workgroup consisted of representatives from the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, business and industry, labor, and the Washington Workforce Association. The workgroup was tasked with providing input for these recommendations.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, One of the functions of the Workforce Board is to provide advice regarding federal workforce development policy; and

WHEREAS, The staff of the Workforce Board and an interagency and business and labor workgroup have discussed and developed recommendations regarding the Perkins Blueprint; and

WHEREAS, This process has identified recommendations that represent a consensus among workgroup members

THEREFORE, BE IT RESOLVED, That the Workforce Board adopts these recommendations regarding the U.S. Department of Education's proposal for Perkins reauthorization, *Investing in America's Future, A Blueprint for Transforming Career and Technical Education*:

- *Perkins reauthorization should provide states with the latitude to incorporate strategic industry clusters that have already been identified within current workforce initiatives.*
- *Perkins reauthorization should expand business and industry collaboration to a statewide platform to increase participation and to include pre-apprenticeships and apprenticeships, providing more students with work-based learning opportunities.*
- *Perkins reauthorization should recognize other opportunities in addition to dual credits to bridge equity gaps, such as stackable certificates that may provide advanced placement, rather than dual credits.*
- *Perkins reauthorization should give education providers the flexibility to use these funds to provide wraparound support services to career and technical education students.*
- *Perkins reauthorization should provide greater specificity as to partnership roles, to avoid diluting funding resources.*
- *Perkins reauthorization's definition of private sector match should be expanded to include such things as advisory committee participation and professional or program development.*
- *The Administrative Blueprint should recognize the Workforce Investment Boards' connection to the employer community that can serve as a bridge for collaboration and partnership with secondary and postsecondary.*
- *Perkins reauthorization should support a common set of metrics that overlap federal funding streams, to ensure that funds are expended to reach common goals.*

- *Perkins reauthorization should not use competitive grants to award federally funded Perkins grants to local school districts and colleges.*
- *Perkins reauthorization should give states the flexibility to determine geographically where consortia can improve collaboration, equity in program access, and where they can strengthen CTE programs of study. The state should have the flexibility to structure consortia in regards to funding, location, demographics, and program delivery.*
- *Perkins reauthorization should not utilize basic grant funds to incent high performance.*

**Carl D. Perkins: Recommendations Regarding the U.S. Department of Education's
*Blueprint for Transforming Career and Technical Education***

Blueprint Basics

The Administration's Blueprint focuses on four principles: Alignment, Collaboration, Accountability, and Innovation. The following is a summary of the Administration's Blueprint and offers Washington state's comments (**in bold**).

Effective Alignment between CTE and Labor Market Needs

The Blueprint aims to effectively align career and technical education (CTE) and labor market needs to equip students with 21st Century skills and prepare them for in-demand occupations in high-growth industry sectors. The Blueprint empowers each state to identify the in-demand occupations in high-growth industry sectors on which CTE programs should focus.

Perkins reauthorization should provide states with the latitude to incorporate strategic industry clusters that have already been identified within current workforce initiatives.

High quality CTE programs should offer a streamlined and structured sequence of courses that span secondary and postsecondary education; lead to an industry certification or license and a postsecondary certificate or degree; and enable graduates to gain employment in a high-growth industry upon completion.

Secondary and postsecondary instructors should work together to teach integrated academic, career and technical content, to enable students to better grasp the materials, and to demonstrate connections to real-life career scenarios and choices. It will be critical to map competencies and determine at which level which competencies will be taught – thus aligning instruction and eliminating gaps and redundancy. While such alignment and collaboration is taking place to some degree, this practice should be incorporated in school districts and colleges across the entire state.

Local education agencies, postsecondary institutions, and employers should collaborate to offer students opportunities to participate in work-based learning and to accelerate completion of their studies through dual or concurrent credits. ***Perkins reauthorization should expand business and industry collaboration to a statewide platform to increase participation and to include pre-apprenticeships and apprenticeships, providing more students with work-based learning opportunities.*** It should be noted that students benefit from both work-based learning and work-site learning – there is a significant difference between the two. Students should have the opportunity to participate in paid work-experience or earn education credit for such experience, where possible.

Dual credits, concurrent credits, and articulations are beneficial to all students. However, small and/or rural school districts may not have the range of course offerings or may lack the means to offer dual credit opportunities, creating access inequities.

Perkins reauthorization should recognize other opportunities in addition to dual credits to bridge equity gaps, such as stackable certificates that may provide advanced placement, rather than dual credits.

By funding only programs of study, many programs that target special populations may be eliminated.

Perkins reauthorization should give education providers the flexibility to use these funds to provide wraparound support services to career and technical education students.

Strong Collaboration and Partnerships

Consortia. The Blueprint aims to strengthen collaboration among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs. Establishing consortia collaboration among secondary and postsecondary institutions eliminates siloed funding. While the Blueprint identifies required consortia partners and potential partners, it does not clarify the role of partners, particularly in regards to the expenditure of the funds to support activities of partners outside of the secondary and community and technical college systems.

Perkins reauthorization should provide greater specificity as to partnership roles, to avoid diluting funding resources.

Private-sector Match. In CTE today, employers, industry, and labor partners – who have the best understanding of current, near-term, and future labor market needs – do not have adequate opportunities to participate in the design and implementation of CTE programs. Because the current Act does not set parameters for meaningful private-sector participation, it has led to inconsistent levels of involvement and a proliferation of CTE programs that are not aligned with existing and emerging in-demand occupations in high growth industry sectors.

The Blueprint establishes a required match to encourage collaboration between key stakeholders within a consortium. Such match could be met with cash or in-kind resources, such as equipment, training facilities, entrepreneurial start-up capital, and technical assessment. *Perkins reauthorization's definition of private sector match should be expanded to include such things as advisory committee participation and professional or program development.* Joint advisory committees should be utilized when possible to ease the burden of serving on multiple committees for the same program, which is problematic in rural districts or in communities where there are smaller pools of available participants.

The Administrative Blueprint should recognize the Workforce Investment Boards' connection to the employer community that can serve as a bridge for collaboration and partnership with secondary and postsecondary.

Meaningful Accountability and Rewards Based Upon Clear Metrics

Common Definitions. The Blueprint aims to provide meaningful accountability for improving academic outcomes and building technical and employability skills in CTE programs, based upon common definitions and clear metrics for performance.

The Blueprint requires states to distribute Perkins funding to local consortia through within-state competitions, use uniformly defined participation and performance indicators to measure performance, and award performance-based funding to local programs that produce exceptional results, including success in closing participation and performance gaps between student subgroups.

Being able to provide national data by using common and clear definitions would enhance performance accountability data. Accountability needs to be measurable. It would be problematic to have indicators that can be measured only with the use of a student's social security number.

Perkins reauthorization should support a common set of metrics that overlap federal funding streams, to ensure that funds are expended to reach common goals.

Within-state Competitions. The Blueprint introduces competition as the basis for awarding funds within states to consortia. Local consortia would apply for funding to develop CTE programs of study aligned with the high-growth industry sectors and in-demand occupations identified by the state. The state would award funding to the consortia that best demonstrate the ability to provide high quality programs for all CTE students, regardless of backgrounds.

While competition can provide innovation and collaboration, it can also increase the gap between small and rural districts – those that have effective programs, but may not be as “sexy” as an aerospace or engineering program. Small consortia do not have the same ability to develop proposals as larger consortia.

Perkins reauthorization should not use competitive grants to award federally funded Perkins grants to local school districts and colleges.

Funding by consortia will require states to develop a clear rubric, using weighted criteria in the grant review and funding determination to provide a level playing field for both small and large consortia.

Perkins reauthorization should give states the flexibility to determine geographically where consortia can improve collaboration, equity in program access, and where they can strengthen CTE programs of study. The state should have the flexibility to structure consortia in regards to funding, location, demographics, and program delivery.

Rewarding High-performing Programs. The Blueprint asks states to reward effective programs using within-state performance-based funding. To qualify for the rewards, local consortia would have to meet criteria established by the state, which would include improving

student outcomes and success in closing participation and performance gaps between student subgroups.

Perkins reauthorization should not utilize basic grant funds to incent high performance.

Utilizing basic grant funds to incent high performance reduces the basic grants funds available to districts.

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CARL D. PERKINS: STATE SUPPORT FOR MULTIPLE PATHWAYS

In July the Board invited guest speaker, Kim Green, Executive Director for the National Association of Career and Technical Education Consortium, to talk about multiple pathways for education and careers from a national perspective.

Ms. Green shared information about how states are implementing multiple pathways initiatives. She emphasized that some states influence systemic change through state Perkins policies that remove barriers, incent behaviors, or require specific behaviors. The Board followed up her presentation with a discussion about using its authority under Perkins to support multiple pathways.

In August 2012 the U.S. Department of Education's Office of Vocational Adult Education (OVAE) issued the following improvement strategies after completing their Perkins monitoring visit in March.

Strategy #1: The Workforce Board is encouraged to carefully evaluate the uses of Perkins funds each year to determine the most effective use of its available Federal Funds. For example, the Workforce Board could require eligible recipients to address particular needs by expending a percentage of its grant award in narrowly defined areas such as curriculum development or programs designed to increase the performance levels for economically disadvantaged students. Conversely, the State could limit the level of program expenditures by placing a ceiling on certain allowable costs such as equipment or supplies. The flexibility to use system-wide "funding floors and ceilings" should be predicated on annual performance data and the desire to strengthen local programs, services, and activities.

Strategy #2: The Workforce Board is encouraged to review the potential benefits of the reserve fund permitted under section 112 of Perkins IV for both secondary and postsecondary eligible recipients. The reserve fund could be effectively targeted in ways not readily available to the Workforce Board as they distribute funds under sections 131 and 132 of Perkins IV. For example, the Board could focus its reserve funds for a narrow set of priorities to address the needs of special populations or use the reserve to target funds to particular program areas in need of enhancement throughout Washington. In addition, the use of reserve fund at the postsecondary level should be aligned more closely to statewide efforts giving the state more leverage to strengthen career and technical education programs, services, and activities for postsecondary students endeavoring to complete associate degrees.

At the September Board meeting Terri Colbert presented background information on Perkins funding, including required and permissive uses of the funds. The Office of Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC) receive Perkins funds, based on a 44/56 percent split, respectively. These funds include Administrative, State Leadership, and Basic Grant dollars. Both systems utilize the 10 percent reserve to enhance funding for districts that are rural, or serve a high number or high percentage of career and technical education students.

During November's Board meeting, OSPI and SBCTC shared information about how their respective systems use Perkins funds to support career and technical education programs.

- OSPI uses Perkins Reserve funds for projects such as:
 - ✓ Equivalency Crediting
 - ✓ CISCO Networking
 - ✓ Biomedical
 - ✓ CASE – Curriculum for Agriculture Science Educators
 - ✓ Jobs for Washington's Graduates
 - ✓ 21st Century Skills
 - ✓ Math & Science Integration
 - ✓ High Demand Grants
- The SBCTC uses Perkins Leadership funds for projects such as:
 - ✓ Best Practices replication grants
 - ✓ Industry-based professional development grants

Panelists representing the two systems detailed specific programs funded with Perkins. These projects included:

- Washington Career Pathways website for Programs of Study (Pierce College)
- Leadership training (Boot Camp) for postsecondary (Grays Harbor College)
- 21st Century Skills cross-mapping (Everett School District)
- Alternative Learning - Pierce County Skills Center (Bethel School District)

In September the Board adopted the goals, objectives, and strategies for High Skills, High Wages (HSHW) 2012, focusing on multiple pathways for education and careers. Goal 1 aims to establish multiple pathways that better connect education to first careers. The four objectives and their strategies below provide the workforce system with guidance to achieve the goal:

1. Improve availability and quality of career and education guidance for students in middle school, high school and postsecondary institutions.
 - a. Enhance career guidance for students.
 - b. Partner with employers to help students explore careers and workplaces.
2. Identify, assess, and certify skills for successful careers.
 - a. Increase workplace and life skills development for students.
 - b. Increase the use of industry-based skill standards, assessments, and credentials.

3. Expand Programs of Study that bring together a sequence of career-focused courses that start in high school and extend through college.
 - a. Expand the use of Programs of Study.
 - b. Improve the transfer of credits earned in a student's Program of Study.
4. Increase work-integrated learning.
 - a. Increase the number and types of workplace experiences available to students and out-of-school youth.
 - b. Bring more work experiences into the classroom by engaging employers and workers.¹

With the intent to promote the multiple pathways strategies of High Skills, High Wages 2012, Workforce Board staff will work with OSPI and SBCTC agency staff to implement the following steps that enhance the connection between Perkins funded activities and the objectives and strategies in Goal 1 of HSHW 2012:

1. The Workforce Board, OSPI, and SBCTC will continue to promote Perkins investments of State Leadership and Reserve funds that address the objectives and strategies of Goal 1 of HSHW 2012.
2. In the annual local Perkins Planning document, districts/colleges will indicate steps that they will take during the year to address one or more of the objectives in Goal 1 of HSHW 2012.
3. In the annual end-of-year Perkins reports to the Workforce Board, OSPI and SBCTC will address what steps were implemented at the agency and the system levels to make progress in meeting the objectives and strategies in Goal 1 of HSHW 2012.
4. To ensure that the activities of the secondary and postsecondary systems are being shared, an annual presentation by representatives from OSPI and SBCTC will be made to the Board. This presentation will focus on those Perkins funded activities that promoted progress in reaching the objectives in Goal 1 of HSHW 2012.

Board Action Requested: For Discussion Only.

¹ High Skills, High Wages Washington's 10-Year Strategic Plan for Workforce Development, September 2012.