

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 165
SEPTEMBER 27, 2012
CARL PERKINS: STATE SUPPORT FOR MULTIPLE PATHWAYS**

Background

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 from a national perspective.

Ms. Greene shared that multiple pathways have gained increased visibility due to the release of Harvard's *Pathways to Prosperity* report, and the focus on decreasing the skills gap. The multiple pathways approach extends beyond the classroom and leads from career exploration to successful entry into the workplace. There are many elements to multiple pathways and states are employing different forms of implementation.

Ms. Greene shared information about how several states are implementing multiple pathways initiatives. She emphasized that these states influenced systemic change through policies that remove barriers, incentivize behaviors, or require specific behaviors.

Purpose

Following Ms. Greene's presentation the Board expressed interest in exploring options for how the Board can use its authority under Perkins to support the multiple pathways approach to education. This agenda item includes background on Perkins funding guidelines, as well as details of how other states are utilizing their authority under Perkins to make systemic changes.

Board Action Requested: For discussion purposes only.

CARL PERKINS: STATE SUPPORT FOR MULTIPLE PATHWAYS

Background

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) set a new vision of career and technical education (CTE) for the 21st Century. It is the intent of Perkins IV to promote reform, innovation, and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. Perkins IV intends for CTE to prepare students for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-demand occupations in emerging professions. Perkins IV expects alignment of CTE with state and local efforts to improve secondary and postsecondary options to ensure students are both college-and career-ready.

Funding is allocated to states by formula through the U.S. Department of Education, Office of Vocational and Adult Education. There are three distinct categories of funds: Administrative, State Leadership, and Basic Grant.

Administrative funds are capped at five percent of the total state grant and can be used for the administration of the state plan. (These funds must be matched dollar-for-dollar with state funds.) These funds are used for the following activities:

- Developing the state plan.
- Reviewing a local plan.
- Monitoring and evaluating program effectiveness.
- Assuring compliance with all applicable federal laws.
- Providing technical assistance.
- Supporting and developing state data systems relevant to the provisions of the Act.

State Leadership funds are capped at 10 percent of the total state grant to carry out state level required and permissive activities, including:

- An assessment of the CTE programs carried out with the funds under the Act, including an assessment of how the needs of special populations are being met and how the CTE programs are designed to enable special populations to meet State adjusted levels of performance and prepare them for further education, further training, or for high skills, high wage, or high demand occupations.
- Developing, improving, or expanding the use of technology in CTE that may include:
 - Training for CTE teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance education;
 - Providing CTE students with the academic and career and technical skills that lead to entry into technology fields, including non-traditional fields; or
 - Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs.

- Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for CTE teachers, faculty, administrators, and career guidance and academic counselors.
- Supporting CTE programs that improve the academic and career and technical skills, of students participating in CTE programs by strengthening the academic and career and technical components of such CTE programs through the integration of coherent and relevant content aligned with challenging academic standards and relevant CTE to ensure achievement in the CTE subjects and the core academic subjects as defined in the Elementary and Secondary Education Act of 1965 (ESEA).
- Providing preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations. (*Not less than \$60,000 and no more than \$150,000 of state Leadership funds must be used for this purpose.*)
- 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, to enable students to achieve state academic standards, and career and technical skills, or complete CTE Programs of Study.
- Serving individuals in state institutions (*Not more than one - percent of the state's Perkins allocation is to be used this purpose.*)
- Supporting programs for special populations that lead to high skills, high wage, or high demand occupations.
- Providing technical assistance for eligible recipients.

Basic Grant funds comprise 85 percent of the state's allocation. These dollars are not retained at the state level, but are allocated to the local schools districts and community and technical college districts.

Reserve funds are an optional component of the Basic Grant dollars. Of the 85 percent of funds that must flow to the local level, up to 10 percent may be distributed to local eligible recipients in an alternative manner determined by the state, for uses in either the required or permissible uses, as outlined in the Act (Section 135). These funds are to be used to balance the needs of districts statewide that are rural, or that have a high number of CTE students or have a high percentage of CTE students.

While the Carl D. Perkins Act of 2006 provides support for both required and permissible uses of the funds, the state has discretion as to the focus or emphasis that they may determine necessary, within the parameters of the Act and the State Plan.

There are nine required uses of the Perkins funds and 19 permissive uses of the funds. The state must meet all nine required activities (through the aggregated activities of the local schools and colleges). All schools and colleges must meet the required activities, but do not necessarily have

to expend Perkins funds to do so. The required activities must be met, however, prior to using Perkins funds for permissive uses.

Required Uses

Funds must be used to:

- Strengthen CTE students' academic and career and technical skills through integrated sequences of courses that link core academic studies to CTE subjects.
- Link CTE at the secondary level to CTE at the postsecondary level through Programs of Study.
- Provide experiences in all aspects of an industry, which may include work-based learning.
- Develop, improve, or expand the use of technology in CTE.
- Provide professional development.
- Develop and implement evaluations of CTE programs, including how they meet the needs of special populations.
- Initiate, improve, expand, and modernize quality CTE programs.
- Provide services and activities that are of sufficient size, scope, and quality to be effective.
- Provide activities to prepare special populations enrolled in CTE for high skills, high wage, or high demand occupations that lead to self-sufficiency.

Permissive Uses

Funds may be used to:

- Increase stakeholder involvement in design, implementation, and evaluation of CTE programs.
- Provide career guidance and academic counseling.
- Develop local education and business partnerships for providing work-based experiences for students, adjunct faculty arrangements for qualified industry professionals, and industry experiences for teachers and faculty.
- Provide programs for special populations.
- Assist CTE student organizations.
- Provide mentoring and support services.
- To lease, purchase, upgrade or adapt equipment to strengthen and support skill achievement.
- Assist in teacher preparation programs that address integration of academics and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals from business and industry.
- Develop and expand postsecondary CTE delivery options.
- Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- Provide activities that support entrepreneurship education and training.

- Improve or develop new CTE courses.
- Develop and support small learning communities.
- Provide support for family and consumer sciences programs.
- Provide CTE programs for adults and school dropouts to complete secondary education or upgrade skills.
- Provide assistance with job placement.
- Support training and activities in nontraditional fields.
- Support training programs in automotive technologies.
- Support collaborative innovative initiatives to improve professional development, implement Programs of Study or provide technical assessments.

The Board is encouraged to evaluate the uses of Perkins funds each year to determine the most effective use of its available Federal funds. The follow-up report from the March monitoring visit by the Department of Education, Office of Vocational Adult Education included suggesting improvement strategies for focusing funds that strengthen local programs, services, and activities and to improve performance accountability:

1. *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. The Board might limit the level of program expenditures by placing a ceiling on certain allowable costs such as equipment or supplies.*
2. *The Board might consider using Reserve funds to effectively target a narrow set of priorities to address the needs of special populations, or particular program areas in need of enhancement throughout the state. (The districts eligible to receive Reserve funds is limited to those who are rural, have a high number of CTE students, or have a high percentage of CTE students.)*
3. *The Board might consider refining its definition of “size, scope, and quality” for approved programs, services, and activities, with “size” predicated on a minimum student participation level, while “scope” could be tied more closely with the concept of Programs of Study. In addition, the “quality” element could be more closely aligned to performance results that are a part of the state’s accountability system – perhaps linking “quality” with placement or graduation rates.*
4. *The set-aside of all or a portion of the State Leadership funds for grants to local school districts or community and technical college districts to be used for specific activities.*

Examples of Focused Funding

The following are examples of how some states are focusing expenditures of Perkins funds to enhance specific projects or programs:

Reserve Funds

- Implement the Math-in-CTE project to help focus on improving math skills. (N. Dakota)
- Fund grants to four regional areas at two-year campuses for Career Resource Coordinators who train area high school counselors and teaching staff on how to use the state supported Career Planning web site. This program focuses on the Programs of Study concept and promotes the awareness of careers available in the state, and what courses a student should take to prepare for them. (N. Dakota)
- Fund postsecondary to work with school districts for articulation/dual concurrent credit programs – College Career Pathways. (formerly Tech Prep) (Connecticut)
- Fund Competitive Innovation Grants for secondary districts (up to \$40,000) to replicate select model projects. (Connecticut)
- Nebraska Partnership for Innovation – each local recipient puts back to the state level a portion of their allocation to target specific issues such as statewide articulation agreements, technical assessments, data, etc.
- Georgia used reserve funds to form statewide professional development consortia. Locals served on the “board” to provide a system-wide approach to professional development, rather than leaving it to each local to do.
- Tennessee uses the reserve funds to provide competitive grants (ranging from \$5,000 to \$100,000) to prepare students for high skills, high wage, or high demand occupations and to support secondary-to-postsecondary linkages such as articulation agreements, dual credit, and distance learning.
- Arizona uses the reserve fund for five \$50,000 grants for rigorous Programs of Study implementation aligned with the 10 foundational components.
- Wisconsin’s two-year college system uses reserve funds for three grant opportunities for secondary/postsecondary consortia: career prep strategies; statewide Programs of Study; programs or strategies to improve graduation and retention performance outcomes for students of color.

Leadership Funds

- Funding for alternative teacher certification programs for both secondary and postsecondary teachers, specialized CTE administrator certification courses. (N. Dakota)
- Combine the Reserve and Leadership funds to support several state-level objectives: Career Prep funds to several consortia to continue activities formerly funded through Tech Prep; improving access and results for students of color; funds to support a Programs of Study website for all students. (Wisconsin)

Basic Grant Funds

- Ohio requires that districts use three percent of their Basic grant.
- California stipulates that no more than 10 percent of their basic grant can be used for permissive uses of the funds, 85 percent on required uses of the funds, and not more than five percent on administrative activities.
- Arkansas requires local recipients to expend funds on a dedicated list of state approved Programs of Study or on closing a performance measure gap.
- Tennessee required a specific percentage of each local grant to be spent on guidance and counseling.
- Arizona requires each local recipient to expend 10 percent of their grant to developing and implementing Programs of Study consortia.