Perkins V is Law: Now What?

MAY 24, 2019

BERNADETTE HOWARD AND RICHARD C. SEDER
State Four-Year Plan: How Bold?

INCREMENTAL CHANGES AND/OR HIGH-LEVERAGE CHANGE TO ACHIEVE THE AMBITIOUS RESULTS FOR ALL STUDENTS THAT WE SAY WE ARE COMMITTED TO SERVING?

WHAT DOES OUR SYSTEM NEED TO LOOK LIKE AND HOW DOES IT NEED TO OPERATE IN ORDER TO PROVIDE EQUITABLE ACCESS & OUTCOMES THROUGHOUT THE STATE TO ALL LEARNERS?
Current Performance of Our Schools

Source: Carnegie Foundation for the Advancement of Teaching
a growing chasm

Current Performance of Our Schools

Our Aspirations

Source: Carnegie Foundation for the Advancement of Teaching
The Scale of Our Challenges are Greater Than the Capacities of Any One of Us to Solve

REQUIRES REVISITING THE DESIGN AND OPERATIONALIZATION OF OUR SYSTEMS
Designing a System

- **System** is an interacting and interdependent set of structures, processes, norms, and relationships designed to work together towards accomplishing a clear purpose.
  - “The whole is greater than the sum of its parts.”
  - A system is distinct from a having a collection of components or parts.
- HI-OSDCTE, HIDOE, UHCCS, WDC, industry (and others) to create a system that is designed to achieve improved learner outcomes.
  - Alignment between Perkins, WIOA, ESSA, HEA, and state-level programs towards common purpose.
  - Create *operational definitions* so that we all mean the same things we when use the same words.
System or Collection of Pieces?

- If a system is an interacting and interdependent set of structures, processes, norms, and relationships rather than a collection of parts designed to accomplish a clear purpose; then what are these?
  - Football team
  - Toaster
  - Kitchen
  - Database of customer names
  - Tools in a toolbox
  - Marriage 😊
Aligning to Clear, Common Purpose

- To develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study (Perkins V).

- The publicly-funded workforce system is a network of core programs and partner agencies that provide a range of employment, education, training, and support services to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy (WIOA).
Defining (Refining) System Purpose

- Systems are built around clear, understandable purpose. Will be needed for the Perkins V Four-Year Plan:
  - B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
Aligning to Clear, Common Purpose

- Hawai‘i Career Pathway System Vision: Ensure all residents have access to high-quality educational programs and services leading to sustainable employment and self-sufficiency, and ensuring a competitively skilled workforce for employers.

- The Hawai‘i Career Pathway System provides an organizing tool for all educational levels—kindergarten through college—to provide a context for exploring career options and a framework to link learning to the skills and knowledge needed for future success.
Hawai‘i P-20’s Pathways Alignment

Hawai‘i Education to Career Pathways Alignment

Academic Pathways (Grades 6-16)
- Credentials
- AA/AAS
- BA/BS

Workforce Continuum
- Low/Semi-skilled Jobs
- Middle-skilled Jobs
- Advanced-skilled Jobs

College + Career Pathways Outcomes
1. Aligned, integrated, and sustained career pathways for all students.
2. A system that produces learners who can adapt to a changing workforce.
3. Increased number of skilled professionals with a degree or certificate that holds value to employers and leads to a living-wage career.
System Improvements are Systemic, Systematic, Equitable

- **Systemically** – affecting the entire educational and workforce development system in and across the State of Hawai‘i.

- **Systematically** – total process is carried out in a rational, organized way, with appropriate attention to all factors that affect each stage of the process.

- **Equitable** – providing every learner across Hawai‘i similar opportunities to receive a high-quality CTE program and achieve improved educational and workforce outcomes.
### Expanded List of Special Populations

<table>
<thead>
<tr>
<th>Perkins IV</th>
<th>Perkins V</th>
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<tbody>
<tr>
<td>Individuals with disabilities</td>
<td>Individuals with disabilities</td>
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<tr>
<td>Individuals from economically disadvantaged</td>
<td>Individuals from economically disadvantaged</td>
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<tr>
<td>families, including foster children</td>
<td>families, including low-income youth and adults</td>
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<td></td>
<td>Youth who are in, or have aged out of, the foster</td>
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<td></td>
<td>care system</td>
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<td>Individuals preparing for nontraditional fields</td>
<td>Individuals preparing for nontraditional fields</td>
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<td>Single parents, including single pregnant women</td>
<td>Single parents, including single pregnant women</td>
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<td>Displaced homemakers</td>
<td>Out-of-workforce individuals</td>
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<td>Individuals with limited English proficiency</td>
<td>English learners</td>
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<td></td>
<td>Homeless individuals</td>
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<td></td>
<td>Youth with a parent who is a member of the armed</td>
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<td>forces and is on active duty</td>
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</table>
What are we wanting to achieve?

SYSTEMS ARE BUILT AROUND CLEAR, UNDERSTANDABLE PURPOSE. WILL BE NEEDED FOR THE PERKINS V FOUR-YEAR PLAN.
Assistant Secretary Scott Stump’s Example Questions

- What is the right “split of funds” between secondary and postsecondary programs given today’s environment?
- How can “reserve” funds be used to incentivize “high-quality” CTE programs?
- How do you define and approve high-quality CTE programs?
- How can work-based learning, including “earn and learn programs” such as apprenticeships, be the rule and not the exception?
- How can you build the pipeline of teachers necessary to develop the pathways local communities need?
- What is the best role for employers in the development and delivery of CTE programs?
- How can you ensure that all students, regardless of background or circumstance, have access to high-quality CTE programs?
Our Aim: High-Leverage Improvement

- Dramatic improvements through large changes in behavior...
- Low-cost efforts...
- While minimizing negative unintended consequences.

Changes in Behavior

- Few
  - Tweaks
  - High-Leverage

- Many
  - Firefighting
  - Disaster

Unintended Consequences
Transition Year Work & Needs Assessment to Inform State Four-Year Plan

- Review and revise the definitions of size, scope, and quality of programs.
  - Integration of academic skills and support into CTE programs and programs of study.
- Career exploration, guidance, counseling, and career development activities through an organized, systematic framework.
  - Non-credit programs
  - Middle grades
Funding.

- Revisit 50-50 split
- State-level reserve to spur local innovation
- Targeted or prioritized funding
- Eligible institutions and consortia; pooling funds
- Integration with other funds ("braiding")
Secondary accountability metric for CTE program quality. Must choose one of the following:

- Student attainment of recognized postsecondary credentials
- Student attainment of postsecondary credits in their CTE program/program of study
- Percentage of students participating in work-based learning
Transition Year Work & Needs Assessment to Inform State Four-Year Plan

- Human Capital:
  - Recruitment & retention of CTE teachers, faculty, and administrators.
  - Professional development.
    - Not one-day or short-duration workshops
    - Must be long-term, job-embedded, intensive, collaborative, evidence-based
We don’t have to accomplish all of the work this year!

The Four-Year Plan can identify the work to be done over three, four, or five years.

Create a system that will serve Hawai‘i for the next 15 years.
DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.
- Meet with the Governor during state plan development.
- Consult with other State agencies with CTE authority.

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.
- Secretary approves or disapproves plan within 120 days of submission.

DEVELOP

SET TARGETS

REVIEW

FINALIZE

SUBMIT

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC COMMENT.
- Respond to public comments and incorporate into state plan.

FINALIZE YOUR STATE PLAN.
- Meet with Governor prior to state plan submission.
- Governor has 30 days to sign state plan.
- Activate state processes for plan approval (state board, etc.).

Graphic courtesy of AdvanceCTE
<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>STATE PLAN DEVELOPMENT</th>
<th>CONSULTATION</th>
<th>DATA</th>
<th>STAKEHOLDER ENGAGEMENT</th>
<th>PUBLIC COMMENT</th>
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<tbody>
<tr>
<td>Apr 2019</td>
<td>Submit transition plan to U.S. Department of Education</td>
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<td>definition (Program Year 2017)</td>
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<td>May 2019</td>
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<td>Engage with stakeholders (those required in Sec. 122(c) at a minimum) on state determined levels of performance</td>
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<td>Jun 2019</td>
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<td>Consult with key players on state determined levels of performance</td>
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<td>Jul 2019</td>
<td>• Draft state determined levels of performance</td>
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<td>• Gather public comment on state determined levels of performance</td>
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<td></td>
<td>• Compile and review stakeholder feedback and consultation</td>
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<tr>
<td>Aug 2019</td>
<td>Draft state plan based on stakeholder engagement and consultation</td>
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<td>Gather public comment on state determined levels of performance</td>
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<td>Sept 2019</td>
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<td>Debrief on stakeholder engagement, public comment, vet plan with key players, meet with Governor</td>
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<td>Oct 2019</td>
<td>• Update state plan based on public comment on state determined levels of performance</td>
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<td></td>
<td>• Respond to comments on state determined levels of performance</td>
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<td>Nov 2019</td>
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<td>Dec 2019</td>
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<tr>
<td>Jan 2020</td>
<td>Incorporate public comments into state plan and finalize</td>
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<td>Gather public comment on draft plan</td>
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<tr>
<td>Feb 2020</td>
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<td>Submit state plan to State Board for approval</td>
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<tr>
<td>Mar 2020</td>
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<td>Submit state plan to Governor for opportunity to sign</td>
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<tr>
<td>Apr 2020</td>
<td>Submit to U.S. Department of Education</td>
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Comments & Questions