Investing in equitable educational opportunities to create thriving and resilient communities
Desired Results

1. Increase Awareness of the critical role of mayors in developing a strong, equitable education pipeline in cities, starting from the early years to K-12, through postsecondary attainment and career pathways aligned with local workforce needs.

2. Hold robust discussions about city strategies to promote innovation ecosystems with an emphasis on Science, Technology, Engineering, and Mathematics (STEM).

3. Dive deep into conversations on municipal leadership to provide strong ecosystems of support for students during afterschool and the summer months to support academic achievement, and for those pursuing postsecondary education and beyond.

4. Educate EPAN members on new federal and other funding streams for building robust educational programs.

5. Strengthen relationships between and among EPAN members to include deep conversations about governance structures to support mayoral education agendas.
Leveraging the Role of EPAN members
Discussion questions:

1) What value add does your position bring to the mayor and/or the City?
2) What have you been able to accomplish?
3) Without this position, would the mayor have been able to achieve his/her vision for education/children?
Positioning Young People for Success: City Strategies to Address the Whole Child along the Prek-12 Pipeline
Lynn Heemstra
Executive Director
Our Community’s Children

lheemstr@grcity.us
GRAND RAPIDS
MICHIGAN

Population: 198,829
23.9% children 0-18
25.1% live in poverty

Shared city-school office has been in existence since 1998
Whole child ….Whole community

**A Key Strategy: A Youth Master Plan**

- A collective vision for action...a blueprint
- Intentional Youth Engagement
- Input from all City and County child initiatives
- Leadership Stakeholders
- Community meetings
- Defined indicators and outcomes for PreK through age 21+
MISSION and VISION

• **Mission:** Offer *comprehensive, innovative, data-driven* programs, from cradle to college and career, to help children succeed in school and life.

• **Vision:** Improve academic achievement, workforce readiness, and health and wellness of Orlando’s youth, especially disadvantaged youth, to “move the needle” on *academic performance, juvenile crime,* and *child health* in Orlando.
Operational Structure

Promising practices scaled-up to 9 middle schools and 5 high schools serving youth ages 13 to 25.

Promising practices scaled-up to 17 neighborhood centers citywide serving children/youth ages 5 to 25.

Cradle-to-career investments expanded to a second neighborhood.

Cradle-to-career investment in evidence-based children’s programs in Orlando’s most disadvantaged neighborhood. 1,500 children/youth, birth to age 25.

Total Served: 12,000, 85% Low Income
Examples of Promising Practices

Examples in Parramore:

• Childcares subsidies and parenting education. 320 children served last year. (Result: 270% increase in preschool attendance since 2006)

• Youth employment/youth development programs. 113/329 youth served last year. (Result: 66% decrease in juvenile arrests, 73% drop in teen births since 2006)

• Student Advocate program, summer learning loss prevention, tutoring, college assistance. 555 youth served last year. (Result: 77% attained 2.0+ GPA; 100%/91% of middle/high students promoted to next grade level; 100% high school seniors graduated/accepted into post-secondary, 55 youth in college).

Examples scaled up citywide:

• 21st Century Community Learning Centers established at 8 sites

• Teachers deployed to 25 sites to prevent summer learning loss

• 80 AmeriCorps members deployed to schools to support academic success

• Robust investment in STEM and cultural arts programming at 25 sites

• Late night hours/extended youth programming at neighborhood centers in high crime areas
## Funding

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>City General Revenues</td>
<td>$6.6 million</td>
</tr>
<tr>
<td>Grants and Fundraising*</td>
<td>$2.7 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9.3 million</strong></td>
</tr>
</tbody>
</table>


Funds are jointly administered by City government and 2 non-profit organizations.
If 100 Oakland Students Start the 9th Grade Together...

67 will graduate high school

46 will start college

15 will graduate college within five years.

WE CAN DO BETTER.
OUR VISION: We as a community will ensure every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of their choice.

Our Goal: Dramatically increase the number of college graduates from Oakland
The Oakland Promise
Supporting Students Cradle to Career

Aligned Citywide Outcomes

- Hope: College as Expectation
- Kindergarten Readiness
- 3rd Grade Literacy
- 8th Grade Algebra
- High School Graduation
- College Enrollment
- College Graduation
- Career Success

Oakland Promise & Early Childhood Education Initiatives

- Brilliant Baby
- Pre-K Initiative
- K2College
- Future Centers
- College Scholarships & Completion

Future Centers image
POTENTIAL ANNUAL IMPACT AT SCALE

1,500
College Savings Accounts
Opened for Children ages 0-10

3,000
Children attending quality preschool

4,500
Elementary school students awarded starter scholarship & building college-bound identity

10,000
HS Students receiving College Access Supports

1,000
Students enrolled in college with scholarships and persistence supports

1,000
Oakland Students Graduating from College each year

>20,000 students and families served
Afterschool and Summer Learning: Citywide Strategies for Closing the Opportunity Gap
Municipalities Currently Support Afterschool and Summer Learning in Many Ways

- Park and Recreation Departments
- Police Departments/Juvenile Courts
- Libraries
- Mayor’s Youth Councils
- Arts Commissions
- Museums
- Community Policing/ Police Athletic Leagues
- Fire, Public Works, Health and Environment Departments
- Workforce Investment Boards
Cities have good reason to support afterschool & summer learning

- Increased student engagement/graduation
- College Readiness
- Workforce development
- Economic development
- Keeping corporations in their city with an educated, skilled workforce to pull from
- Youth unemployment
- Capture excitement of millennials
- Cities as places of innovation
Citywide approaches are spreading
City-level Action Steps to Promote Afterschool

- Broaden access
- Assess local resources
- Improve quality
- Align in-school with afterschool learning
- House intermediary
- Develop governance structures
- Align city resources
- Finance citywide systems
- Galvanize philanthropic investment
- Encourage family and youth engagement
- Build partnerships
- Build public will
Citywide Afterschool System Building Resources

Find them at www.wallacefoundation.org
Governance Structures for City Afterschool Systems: Three Models

Public Agency
- Led by mayor, superintendent or other city agency lead
- Organizational home is mayor’s office, school district or other city agency (e.g. libraries or parks and recreation)
- City examples: Nashville, New York City, Philadelphia, Grand Rapids, Oakland

Network
- Organizations designate single lead or leadership team
- No single organizational home; several organizations share management and oversight
- City examples: Denver, Louisville, Omaha, Saint Paul

Nonprofit
- Led by non-profit board of directors or someone designated by the board
- Organizational home is a single purpose or multiservice non-profit
- City examples: Baltimore, Jacksonville, Boston, Fort Worth, Providence, Palm Beach County

Community leaders can attract partners
City agencies can anchor systems during political transitions
Staffing, leadership, and infrastructure is already in place
Non-hierarchical
Decision making involves a wider group
Relies on collaboration among networked organizations
Accountable to a board of directors
Many non-profits re-grant funds to programs
Single purpose: focus is afterschool
Multiservice: afterschool is part of a larger strategy
Summer Learning Recruitment Guide

A website and written guide for school districts that want to recruit students for voluntary summer learning programs offers eight keys to success.

Click on the link now!


Sample tweet:

Calling (X City) summer learning programs! Need help recruiting students? At @leagueofcities mtg learning re: new @WallaceFdn @summerlearning recruitment guide. Check out great tool with tips to get more kids in programs. http://bit.ly/2sHjfpv
Sample Tools to Promote Summer

Sample Copy for Recruitment Flyer, Postcard and Website
When creating your recruitment flyer, postcard and website, make sure motivating language and key details are front and center. TEMPLATE

Sample Robocall Scripts
Don’t underestimate the value of a good robocall. Parents are used to getting information from schools this way. TEMPLATE

Talking Points for Conversations with Parents and Students
Principals, teachers and guidance counselors are trusted messengers. These talking points and FAQ can help them speak to parents and students about summer. TEMPLATE

Sample Copy for Invitation to Students to In-School Events
This simple invitation delivers an important message for students: Your summer program is a mix of fun and learning. TEMPLATE

Sample Copy for Postcard to Students
This short postcard delivers a motivating message directly to students. TEMPLATE

Text Messages to Promote Registration
Here are three succinct text messages to use during the registration process. TEMPLATE

Sample Copy for Confirmation Letter
After a parent registers his or her child, a letter confirming the student has a spot in the program needs to go out. TEMPLATE

Sample Copy for Flyer for Events for Parents and Students
Key messaging should be front and center in event invitations. This sample copy for a flyer is a good place to start. TEMPLATE

Talking Points for Phone Calls to Parents
A phone call home is a powerful way to communicate. These talking points make it easy. TEMPLATE

Emails to Promote Registration
Use these emails to notify parents when registration begins, remind them when it’s in full swing, and alert them when it’s winding down. TEMPLATE
Working families depend on their communities’ afterschool and summer program infrastructure to develop young people’s skills to prepare them for the workforce and strengthen our cities’ economy.
Resources to Elevate Afterschool and Summer Learning Opportunities

Jen Rinehart

November 2018
MORE YOUTH THAN EVER BEFORE....

10.2 MILLION

...ARE IN AFTERSCHOOL PROGRAMS
FOR EVERY CHILD IN A PROGRAM,
2 ARE WAITING TO GET IN.
Students who regularly participate in quality afterschool programs:

- Develop strong social skills
- Make better decisions
- Are excited about learning
- Improve work habits and grades
- Have higher graduation rates
- Improve school day attendance
- Explore career paths and gain workforce skills

More than 70% of students in STEM afterschool programs express more interest in and knowledge about careers in science. They also build essential skills, such as perseverance and critical thinking.

After going to afterschool programs:

- 65% of students improve their homework completion and class participation.
- Nearly 60% of students improve their behavior in class.

1 in 2 students improve their math and reading grades.
Federal Funding Update

• **21st CCLC** – $10 million increase to $1.22 billion

• **Title I Grants to Local Education Agencies**: $15.860 billion, $100 million more than FY2018 funding.

• **Title IV Part F Full Service Community Schools**: $17.5 million, level with FY2018.

• **Title IV Part A Student Support and Academic Enrichment Grants**: $1.170 billion (increased by $70 million)

• **Child Care and Development Block Grant (CCDBG)**: $5.276 billion, increased by $50 million on top of the historic increase provided in FY2018.

• **Career, Technical, and Adult Education** - $1.263 billion for career, technical and adult education programs, an increase of $70 million over FY2018,

• **Corporation for National and Community Service (CNCS)**: $1.083 billion for CNCS, an increase of $19 million over fiscal year 2018

• **Opioids & Mental Health**: $3.8 billion in Health and Human Services for programs addressing opioids and mental health, an increase of $206 million over FY2018.
**ESSA**

<table>
<thead>
<tr>
<th>Title I Funds ($15.860 B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Indicators</td>
</tr>
<tr>
<td>• College and Career Readiness</td>
</tr>
<tr>
<td>• Chronic Absenteeism</td>
</tr>
<tr>
<td>• School improvement funds</td>
</tr>
<tr>
<td>• School Report Cards</td>
</tr>
<tr>
<td>• Needs Assessments</td>
</tr>
<tr>
<td>• Title II Funds ($2.056 B)</td>
</tr>
<tr>
<td>• Comm. Schools ($18 M)</td>
</tr>
<tr>
<td>• Title IV A Funds ($1.170 B)</td>
</tr>
<tr>
<td>• 21st CCLC (IVB) ($1.222 B)</td>
</tr>
</tbody>
</table>

**CTE**

<table>
<thead>
<tr>
<th>Funding Level: $1.263 B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State plan consultation</td>
</tr>
<tr>
<td>• Local uses of funds – includes youth serving organizations</td>
</tr>
<tr>
<td>• Employability skills</td>
</tr>
<tr>
<td>• Middle grades eligible (5th and up)</td>
</tr>
<tr>
<td>• Non-traditional groups, STEM, CS</td>
</tr>
<tr>
<td>• Innovation grants</td>
</tr>
</tbody>
</table>

**CCDBG**

<table>
<thead>
<tr>
<th>Funding Level: $5.276 B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lead agency coordination with networks</td>
</tr>
<tr>
<td>• Quality - PD and TA</td>
</tr>
<tr>
<td>• Licensing/Health/Safety</td>
</tr>
<tr>
<td>• Standards/QRIS</td>
</tr>
<tr>
<td>• Grants</td>
</tr>
<tr>
<td>• Consumer Education Database</td>
</tr>
<tr>
<td>• Health, Wellness, SEL</td>
</tr>
</tbody>
</table>
An overwhelming majority of adults recognize the benefits of after-school and summer learning programs, according to a new national public opinion survey. It finds that the public values these programs more than ever and wants elected officials to invest in after-school and summer learning.

The public values after-school
89% of adults overall agree that after-school programs are important to their community.

Support for after-school and summer programs continues to grow.
The percentage of individuals who strongly agree that after-school programs are "an absolute necessity" for their community has risen over the last decade.

The public is opposed, with a majority strongly opposed, to eliminating federal funds for after-school programs.
70% of adults oppose eliminating federal funding for after-school programs, 52% strongly oppose it.

Opposition to eliminating federal funds for after-school programs cuts across party lines.
79% of Democrats are opposed to the elimination of federal funds for after-school programs.
62% of Republicans are opposed to the elimination of federal funds for after-school programs.

Endnotes:
1. All data, analysis, information, and images in this Afterschool Alliance and The Polling Report are by Lake Research Partners and the National Summer Learning Association. The findings and views expressed in this report do not necessarily reflect the views of the National Summer Learning Association or its members.
Through the years, support has remained high for some type of organized activity or safe place for children and teens to go after school every day that provides opportunities to learn.
Americans agree afterschool and summer programs are an absolute necessity for their community.

- **YES**: 72
- **NO**: 14
- **NOT SURE**: 14
Since 2006, there has been a 17-point increase among likely voters strongly believing afterschool programs are an absolute necessity to their communities.
Americans overwhelmingly believe funding needs to be increased across the continuum of education. People are as supportive of increasing funding for afterschool programs as K-12.

Please indicate if you think public funding for each of the following should be increased, decreased, or kept the same:

<table>
<thead>
<tr>
<th>Afterschool Programs*</th>
<th>Afterschool and summer programs*</th>
<th>K-12 education</th>
<th>Early childhood education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>Decreased</td>
<td>Increased</td>
<td>Decreased</td>
</tr>
<tr>
<td></td>
<td>Kept the same</td>
<td></td>
<td>Kept the same</td>
</tr>
</tbody>
</table>

- **Afterschool Programs***: 63% increased, 20% decreased, 6% kept the same.
- **Afterschool and summer programs***: 58% increased, 21% decreased, 9% kept the same.
- **K-12 education**: 60% increased, 8% decreased, 21% kept the same.
- **Early childhood education**: 53% increased, 8% decreased, 28% kept the same.

*Split Sampled
In our national poll, 70 percent of respondents said that they are opposed to eliminating all federal funds for afterschool and summer learning programs.

- **Strongly oppose**: 52%
- **Somewhat oppose**: 18%
- **Somewhat favor**: 8%
- **Strongly favor**: 8%
People want government to set aside specific funds to be used for afterschool programs regardless of whether it is their local or state government.
In our national poll, 59 percent of respondents said that they are more likely to vote for an elected official if that person supported public funding for afterschool and summer learning programs.

- Much more likely: 26%
- Somewhat more likely: 33%
- Somewhat less likely: 4%
- Much less likely: 4%
Appropriated funding has increased over the past three years. However, increases to funding are annually decreasing.
We cannot expect the trend of increases to continue
This is Afterschool Communications Tools
From Afterschool to Tech Team

This is afterschool.
Inspiring future careers.

afterschoolalliance.org
When kids have no place to go after school businesses lose up to $300 billion per year.

Afterschool is changing that.
From Afterschool to Engineer

This is afterschool. Building a strong Tennessee workforce.
In Missouri, more than 78,000 students are chronically absent.

Afterschool is changing that.

This is afterschool. Improving school attendance and engaging students.
moafterschool.org
“Afterschool is so important to small, rural communities like our town. It gives our children a safe place to go and parents do not have to worry about them. There need to be more afterschool programs just like mine all over the country!”

Harli Jo McKinney
Youth Ambassador, class of 2018
Stratford, Oklahoma
Robert Cobb is giving back. With help from an afterschool program in Chattanooga, Tenn., he’s become the first in his family to go to college and now mentors students in the afterschool program he once attended.
Thank you!
STEM as a Driver for City Innovation
50+ Cities
200+ Local Partners
$100m+ Local Investment
300,000+ Students
Cities respond to NLC’s Commitment Challenge

| Commitment Making Cities               |  | Commitment Making Cities               |  | Commitment Making Cities               |
|----------------------------------------|  |----------------------------------------|  |----------------------------------------|
| Akron, Ohio                            |  | Grand Rapids, MI                       |  | Peoria, Ill.                           |
| Austin, Texas                          |  | Groton, Conn.                          |  | Portland, Ore.                         |
| Baltimore, Md.                         |  | Groton City, Conn.                     |  | Providence, R.I.                       |
| Charleston, S.C.                       |  | Henderson, N.Y.                        |  | San Antonio, Texas                     |
| Charlotte, N.C.                        |  | Kansas City (Kan. & Mo.)               |  | San Diego, Calif.                      |
| Chattanooga, Tenn.                     |  | Las Vegas, Nev.                        |  | Syracuse, N.Y.                         |
| College Park, Md.                      |  | Long Beach, Calif.                     |  | Tampa, Fla.                            |
| Corpus Christi, Texas                  |  | Mobile, Ala.                           |  | Tempe, Ariz.                           |
| Denver, Colo.                          |  | Manhattan, Kan.                        |  | Waco, Texas                            |
| Erie, Pa.                              |  | Norfolk, Va.                           |  | Walnut Creek, Calif.                   |
| Fort Collins, Colo.                    |  | New Haven, Conn.                       |  | Washington, D.C.                       |
| Fremont, Calif.                        |  | New London, Conn.                      |  | West Palm Beach, Fla.                  |
| Glendale, Calif.                       |  | Oklahoma City, Okla.                   |  | West Sacramento, Calif.                |
Categories for City Commitment

- Entrepreneurship
- Localizing the benefits of research and development
- STEM education and workforce development in school, afterschool, or during the summer
- Innovation-based economic development

https://www.nlc.org/program-initiative/city-innovation-ecosystems
Nearly 1,600 youth

148 educators

11 state afterschool networks

160 informal STEM programs

HIGHER QUALITY LINKED TO BETTER OUTCOMES

Program Quality:
- Lower
- Average
- Higher

Change in STEM Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Lower</th>
<th>Average</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Interest</td>
<td></td>
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</tr>
<tr>
<td>STEM Career Interest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>STEM Career Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM Activities</td>
<td></td>
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<td></td>
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</tbody>
</table>

* indicates significant difference between lower and higher quality programs.
She Can

STEM Summer Camp

She can fly. She can engineer. She can build. She can soar.
Women in Aviation

• 125,871 total pilots at airlines
  – 1903 female captains
  – 6755 total females

*International Society of Women Airline Pilots (ISA) December 2017 numbers
She Can Girls Aviation STEAM Camp

• Programming Elements
  • Daily STEAM-focused design challenges
  • Field trips to meet professionals in different types of aerospace fields
  • Flight training on simulators and a discovery flight with an instructor
  • Tracking progress and building confidence through personalized flight log books
Building Strong Cities: Creating Equitable Postsecondary Education and Career Pathways
Resource: State Fact Sheets

www.edexcelencia.org/research/college-completion/united-states
<table>
<thead>
<tr>
<th>Traditional student profile</th>
<th>Post-traditional student profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-ready</td>
<td>May need academic prep or remediation</td>
</tr>
<tr>
<td>Enroll in a college or university full-time</td>
<td>Enroll at a community college and part-time</td>
</tr>
<tr>
<td>Enroll the fall after high school graduation</td>
<td>Delay initial postsecondary enrollment while entering the workforce</td>
</tr>
<tr>
<td>Live on-campus</td>
<td>Live off-campus with their parents or with their own dependants</td>
</tr>
<tr>
<td>Complete a bachelor degree in four years</td>
<td>Take more than four years to complete a degree</td>
</tr>
<tr>
<td>Parents have college degree</td>
<td>First in family to enroll</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>Latino or African American</td>
</tr>
<tr>
<td>Do not work while enrolled</td>
<td>Many work 30 hours or more a week</td>
</tr>
<tr>
<td>Make college choices based on financial aid, academic programs offered, &amp; institutional prestige</td>
<td>Make college choices based on cost of attendance, location, &amp; accessibility</td>
</tr>
</tbody>
</table>

*Using a Latino Lens to Reimagine Aid Design and Delivery*  *Excelencia in Education (March 2013)*
“The College Promise for 21st Century Cities”
National League of Cities
Dr. Martha J. Kanter, Executive Director
College Promise Campaign
November 16, 2018
College Promise Growth in Cities has quintupled in the last 3 years!

College Promise
The “Free College” Movement

www.collegepromise.org
WHAT IS A COLLEGE PROMISE?

The “College Promise” Value Proposition

➢ A 21st Century promise to fund 1-4 years of college, making higher education as universal, free, and accessible as public high school was in the 19th and 20th Centuries.

➢ A promise to prepare students for the 21st Century workforce and the pursuit of the American Dream without the burden of exorbitant college debt.

➢ A commitment to fund a college education for every eligible hardworking student advancing on the path to earn a college degree or certificate.

➢ A commitment to redesign scholarships that incorporate evidence-based educational interventions and incentives with sustainable financing mechanisms for the 21st Century.

www.collegepromise.org
KEY FEATURES OF THE COLLEGE PROMISE

Place-based
- College, City, Region, State

Guaranteed Financial Support

Performance-based

Financially Sustainable

Cross-sector Leadership

Evidence-based

www.collegepromise.org
The College Promise Movement

Why is this resonating with more than 250 cities and towns and 23 states, with >30 states preparing ‘college promise’ legislation?

To increase college access, affordability, completion, and regional prosperity to:
- Lift students’ aspirations.
- Optimize local, state and federal funds.
- Leverage evidence and performance-based educational interventions and incentives.
- Produce better educated and career-prepared Americans
- Grow economic, social and civic prosperity

www.collegepromise.org
100 years ago we made high school available for everyone.

This is an update.
PERKINS

AN OPPORTUNITY TO “ReTHINK CTE”

SHARON LEE MILLER, DIRECTOR, DIVISION OF ACADEMIC AND TECHNICAL EDUCATION
RICHARD PETTEY, POLICY ADVISOR TO THE ASSISTANT SECRETARY
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
OBJECTIVES FOR THE PRESENTATION

- Define the opportunities/levers in the new legislation.
- Get you excited to take part in the CTE planning process to “ReThink CTE” in your local community.
- Share the Department’s plan and timeline for assisting States with State plan development.
How Perkins Funds Flow To States

Congress

U. S. Department of Education

Eligible Agency
(State Board for Career And Technical Education)

State Administrative Agency

Via formula
HOW PERKINS FUNDS FLOW TO LOCAL RECIPIENTS

State Administrative Agency

- 5% of Funds for State Administration
- 10% of Funds for State Leadership

85% of Funds for Local Recipients
- State may reserve 10% of the 85%
- Remaining funds split as determined by the State

Secondary Recipients (National Average - 62% of Funds)

Postsecondary Recipients (National Average - 38% of Funds)
Expand opportunities for every student to explore and follow a career pathway to earn credentials of value and meet local workforce needs.
GOALS FOR PERKINS V

- Aligning CTE Programs to Labor Market Demand
- Fostering Collaboration among Key Stakeholders
- Strengthening the CTE Teacher and Faculty Pipeline
- Expanding the Reach and Scope of Guidance and Counseling
- Promoting Innovative Practices
- Supporting State and Locally-Driven Continuous Improvement
LEVERS OF OPPORTUNITY

**Aligning CTE Programs to Labor Market Demand**
- State and local collaboration with workforce boards
- Opportunity to submit WIOA combined plans
- *Comprehensive local needs assessment*
- Use of the reserve

**Fostering Collaboration Among Key Stakeholders**
- *Extensive collaboration in State plan development*
- Involvement of the Governor’s office
- Timeframe for public hearings
- Consultation with adult education agency on split of funds
- Statewide industry or sector partnerships to develop and implement POS
LEVERS OF OPPORTUNITY

- **STRENGTHENING THE CTE TEACHER AND FACULTY PIPELINE**
  - One of four required State leadership activities
  - *Included as part of local needs assessment*

- **EXPANDING THE REACH AND SCOPE OF GUIDANCE AND COUNSELING**
  - *Lowering the grades for participation to middle school*
  - Special populations recruitment
  - Informing parents and students about programs

- **PROMOTING INNOVATIVE PRACTICES**
  - Fostering programs of study
  - *Work-based learning, including apprenticeships*
  - Dual and concurrent enrollment programs and early college high schools
  - Pay for Success
LEVERS OF OPPORTUNITY

- SUPPORTING STATE AND LOCALLY-DRIVEN CONTINUOUS IMPROVEMENT
  - Common student definitions and measurement approaches
  - State-determined levels of performance
  - Disaggregation of data
  - Program quality indicators
  - Public reporting of data
  - Program improvement plans
What is the right secondary/postsecondary “split of funds” given today’s environment?

How can “reserve” funds best be used to spark innovation and incentivize “high-quality?”

How do you define/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 do we build the pipeline of teachers necessary to deliver the critical pathways local communities need?

What is your state’s level of commitment to career pathways and CTE programs of study?

What is the best role for employers in program development and delivery?
TIMELINE

- October 23, 2018: Issued Perkins V State Plan Guide for Public Comment (Comments due 12/24)

- November 8, 2018: Issued Perkins V Consolidated Annual Report for Public Comment (Comments due 1/7)


TECHNICAL ASSISTANCE PLANS

- Topical Webinars
- On-site Technical Assistance Visits
- Next Steps Workgroup Calls
- Perkins V Data Quality Institute
A Final Note

- OCTAE Resources
  - Work-based learning toolkit
  - Stackable credentials toolkit
  - Apprenticeship guidebook

- Visit our Perkins Collaborative Resource Network at: cte.ed.gov
STAY CONNECTED

- Cte@ed.gov mailbox
Topics

Every Student Succeeds Act

Higher Education Act

Full Service Community Schools
The Rising Majority

Over 50% of public school students are from low-income families and/or are students of color.

Source: 
- Poverty: https://nces.ed.gov/programs/digest/d17/tables/dt17_204.10.asp?current=yes
- Race: https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp?current=yes

Latino enrollment in public schools increased by 115% from 1995 to 2015.

Total U.S. public school enrollment increased by 3.1% between 1995 to 2015.

Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.
The Rising Majority

Total U.S. Two-or-more race public-school enrollment increased by 48% between 2010 to 2015

Source: Poverty: https://nces.ed.gov/programs/digest/d17/tables/dt17_204.10.asp?current=yes
Race: https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp?current=yes

Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.
The Rising Majority

Total U.S. white public-school enrollment decreased by 15% between 1995 to 2015

Source: Poverty: https://nces.ed.gov/programs/digest/d17/tables/dt17_204.10.asp?current=yes
Race: https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp?current=yes

Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.
ESSA Equity Dashboards

- Do historically underserved students count in school ratings?
- Will schools be identified for support if historically underserved students consistently underperform?
12 red states exclude ESSA subgroups in calculating some, or all, school ratings.
16 states do not identify schools with consistently underperforming subgroups as required under ESSA.
Higher Education Act

Issues at hand...

• Inequitable access
• Inequitable completion
• Costs
• Complexity of financial aid
• Accountability
• For-profits
• Inadequate high school preparation
Politics at hand...

House: PROSPER Act vs Aim Higher Act

Senate: ????

USED: Borrower Defense and Gainful Employment Regulations
Comprehensive Support

21st Century Community Learning Centers
• FY 2019: $1.22 billion

Title IV Student Support and Academic Enrichment Grants
• FY 2019: $1.17 billion

Full-Service Community Schools
• FY 2019: $17.5 million
• Authorization: $50 million (Sec. 7134; SUPPORT for Patients and Communities Act)
www.all4ed.org/perkins
Resources

https://all4ed.org/essa/essa-in-your-state

www.all4ed.org/federal-flash