

Coordinating ESSA, Perkins V and WIOA to address rapidly evolving education and workforce needs



Three Federal Statutes, One State Plan

Too many American workers are not prepared for the changing economic landscape in the South.

Labor market economists predict technology will continue to change the American workforce. Employers will need fewer low-skilled workers to do the jobs that machines will soon be able to do. Instead they will need more workers to fill middle-skills jobs, ones that require more education — more than high school but less than college completion. While states across the nation will face this increasing need for workers with middle-skills, these challenges will be greatest for states in the South where, for decades, low-skilled jobs have been available for many undereducated workers. Simultaneously, American businesses nationwide will find it increasingly hard to fill the positions they have open for highly educated workers, especially in high tech and STEM fields.

Moreover, labor market economists expect the pace of technology advancement to increase over the next decade. The McKinsey Global Institute estimates that by

2030, industries worldwide will need as much as 14 percent of the workforce to perform a job function *totally different* from the one they now perform.

Increasingly, employers will need workers with knowledge and skills that enable them to use technology and machines on their jobs, to think critically and creatively, solve problems, work in teams and learn continuously.

Inside

A Means to Address the Challenge	3
Four Strategies to Align State Plans	4
Needs and Goals	4
Governance	6
Programs and Services	8
Improvement, Equity & Accountability	12
Steps to Get Started	16
Appendices	17
References	18

Public education and workforce training programs in America face a new challenge. They need to keep up with these fast-paced changes to prepare each person to contribute to the workforce. American workers need a foundational secondary education culminating in a high school credential. They also need job training, industry credentials and postsecondary education to enable them to participate in labor markets today — *and to anticipate skills they will need in future markets so they can take advantage of emerging opportunities and lead future innovations.*

The education and workforce challenge facing America affects more than today's working adults. Today's elementary and secondary students are likely to follow the educational path their parents followed, ending their studies about where their parents did. States need to ensure that schools, districts and workforce development systems help each student achieve at high levels and master skills needed in fast-evolving workplaces. If states do not address this issue head-on,

- businesses will find it ever harder to fill positions for skilled and creative workers;
- existing employment and wage gaps will grow, between those with secondary and postsecondary credentials and those without;
- overall workforce productivity will drop;
- states will experience drops in workers' earnings, resulting in stagnating or falling tax revenues;
- more citizens will live in poverty and need to access public services;
- states and jurisdictions will decline in economic vitality and attractiveness to business developers; and
- the quality of life and opportunities for individuals without sufficient education will decline.

These are long-term issues that require creative solutions, collective efforts and the will to succeed.

Questions for My State

- › How is technology changing the ways businesses get things done and the tasks workers do in my state?
- › What kinds of knowledge, skills, education and credentials do people need to participate in current labor markets and to be ready for future industry innovations?

This report was prepared by Kimberly S. Anderson, senior policy researcher at SREB, with leadership from Joan M. Lord, vice president for education data, policy research and programs, and Dale Winkler, vice president for school improvement. Beth Brinly, vice president of workforce innovation, Maher & Maher, and Alisha Hyslop, director of public policy, Association for Career and Technical Education, provided valuable insight and feedback during the development of the report.

A Means to Address the Challenge

Three recently reauthorized federal laws support public education, training and services from kindergarten through adulthood and lifelong learning.

The Every Student Succeeds

Act of 2015 (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act. ESSA

- funds K-12 education;
- aims to prepare high school graduates for postsecondary education and careers; and
- emphasizes rigorous academics, a well-rounded education and equitable educational opportunities for all children.

Read the legislation [here](#).

The Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V)

is the latest reauthorization of the Carl D. Perkins Career and Technical Education Act. Perkins V

- funds CTE primarily in secondary schools, community and technical colleges, and area CTE schools;
- aims to prepare youth and adults for postsecondary education and careers; and
- emphasizes technical knowledge, employability skills and rigorous academic content.

Read the legislation [here](#).

The Workforce Innovation and Opportunity Act of 2014 (WIOA)

reauthorized the Workforce Investment Act of 1998. WIOA

- funds education, job training and support services for youth and adults;
- aims to prepare individuals for success in the workforce, meet the needs of employers and promote economic growth, prosperity and participation in civic life; and
- emphasizes workforce training aligned with secondary and postsecondary education.

Read the legislation [here](#).

Now is the time to align state plans for these three federal funding streams

Though states have received funds through these statutes for decades, the current versions require states to coordinate their work, so they have a unified plan for raising achievement and fostering career development from childhood to workforce. Aligning efforts will enable states to accomplish the following:

- Shape disparate programs and services into a coherent system,
- Concentrate educators' efforts, making them more efficient,
- Provide individuals with smoother transitions to and through their education and careers, and
- Converge state plan development cycles so state leaders can coordinate their plan development processes to align their work.

This will allow states to allocate their resources more efficiently, bringing better outcomes for more individuals and industries. States can stage their work to align their ESSA, Perkins V and WIOA plans a year at a time as they submit plans, until all three are fully aligned.

Questions for My State

- How does work in K-12, CTE and workforce development currently converge?
- What timeline did leaders in K-12, CTE and workforce development set for developing or updating their current plans?

2019 STATES CAN

- › Update state **ESSA** plans
- › Submit a one-year **Perkins V** transition plan or a five-year plan for 2019-2023 — alone or combined with the **WIOA** plan
- › Update **WIOA** plans

2020 STATES CAN

- › Update state **ESSA** and **Perkins V** plans
- › *Or* if a one-year **Perkins V** transition plan was submitted, submit a **Perkins V** four-year plan for 2020-2023 — alone or combined with **WIOA** plan
- › Submit new **WIOA** plans (required)

Four Strategies to Align State Plans for ESSA, Perkins V and WIOA

1 **NEEDS AND GOALS:** Point everyone in the same direction to focus on the state's most pressing needs



ESSA, Perkins V and WIOA each require state and local leaders to develop plans for their funding based on assessments of the needs of their state, regions, communities, businesses, students, participants, and educators. For low-performing schools or programs, state plans must include strategies for improvement based on an analysis of the factors affecting the weak or failing performance. Table 1 in the appendix lists requirements for needs assessment in each statute.

Leaders of the work funded by these three statutes can select, from all their programs' needs, a limited number of **shared needs**. Identifying shared needs enables state leaders and educators to focus their efforts on the challenges they all face — ones they can tackle together.

The statutes empower states to set their own long-term goals for their work, within broad parameters. The statutes permit states to focus their work on providing rigorous academics, closing gaps in achievement and credential completion, and preparing workers who are skilled and ready to meet the needs of business and industry. Table 2 in the appendix lists each statute's requirements for statewide goals.

Questions for My State

- › How clearly have leaders identified challenges that K-12 schools, CTE programs and schools, and workforce development programs all need to address?
- › What are the established goals for work under each statute, and to what extent do they together present a coherent vision for how programs and services will support individuals from childhood through adulthood in preparing for long-term career success?

States leaders can also establish one or a few **common goals** for special emphasis, from the ones they established for ESSA, Perkins V and WIOA. When all educators in K-12 education, CTE and workforce training contribute toward common state priorities, they are more likely to keep them in focus and meet them. **The common goals become the anchor for the rest of the work outlined in this report.**

COMMONALITIES IN GOALS

Preparing an educated and skilled workforce

- Perkins V and WIOA require states to establish a goal for preparing individuals to successfully participate in the workforce.
- While ESSA does not require this type of goal, it allows for it by empowering states to establish goals beyond those the statute requires.

Meeting the skilled workforce needs of employers

- Perkins V and WIOA require states to establish a goal for preparing a workforce that meets the needs of industry.
- While ESSA does not require this type of goal, it allows for it by empowering states to establish goals beyond those the statute requires.

TAKE ADVANTAGE OF COMMONALITIES IN NEEDS AND GOALS

States can

- select, from the plans already written for work under ESSA, Perkins V and WIOA, a few shared needs and common goals, so each sector can clearly and significantly help the state improve in areas that need to be addressed *across* the sectors; and
- establish a definition of college and career readiness that all three statutes address.



For example

A state might, upon review of its data in K-12 education, CTE and workforce programs, identify the shared need to prepare more individuals for certain in-demand STEM fields and to improve outcomes for individuals living in poverty. Based on these needs, the state might set a common goal for work under all three statutes, to improve the achievement of students and participants living in poverty and their rates of completion of recognized postsecondary credentials in the in-demand STEM field. (Five SREB states have set a goal related to college and career readiness. See SREB's regional report [here](#).)

2 GOVERNANCE: Oversee the work collaboratively to improve coherence and efficiency



While ESSA, Perkins V and WIOA all call for state leaders to coordinate their work among K-12, CTE and workforce development, to date state leaders have not fully coordinated governance of their federal grants and have missed opportunities to leverage their funds, expertise and efforts for their collective benefit.

The work involved in administering the funding of these federal grants overlaps in four ways: the entities funded, populations served, priorities states establish, and shareholders that state and local leaders engage in planning and carrying out their programs. Taking advantage of these four potentials for alignment in the governance of the statutes enables state leaders to more efficiently guide the work and support it at the local level, while also reducing confusion and redundancy.

COMMONALITIES IN GOVERNANCE

Entities funded	<p>STATE</p> <ul style="list-style-type: none"> The K-12 state education agency can be funded under all three statutes. Institutions of higher education and workforce development agencies may be funded under Perkins V and WIOA. <p>LOCAL</p> <ul style="list-style-type: none"> Local education agencies (typically districts) receive ESSA and Perkins V grants. Institutions of higher education must receive grants under Perkins V and may receive WIOA funds through training agreements with local workforce development boards.
Populations served	<ul style="list-style-type: none"> Students in K-12 settings are served under ESSA and Perkins V. Students in postsecondary settings are served under Perkins V and WIOA. Adults are served under Perkins V and WIOA.
Authority to establish priorities	<p>All three statutes give states the authority to set priorities for the work carried out by the state and local providers as they seek to meet the state's long-term goals.</p>
Engagement of shareholders	<p>All three statutes require the involvement of five groups of shareholders in planning and implementation:</p> <ul style="list-style-type: none"> Elected leaders Relevant state agencies Educators Parents and community members Business and industry

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR GOVERNANCE

Opportunities include the following.

- **Shape Local Plans:** Collaboratively develop ways to structure guidance for local providers to use when applying for funding, to prompt them to plan thoughtfully for addressing the state's common goals.
- **Support Local Efforts:** Jointly examine applications for local funding and determine how staff in the multiple state entities can collaborate to provide coherent services that help all local grantees strengthen efforts to meet the common goals.
- **Integrate Shareholder Perspectives:** Convene shareholders at key milestones to identify progress towards the common goals and focus shareholders, communities, businesses and state leaders on tasks they can share to improve efforts.



For example

State leaders could develop their local funding application templates to require applicants to explain how they will use funds to implement programs and engage shareholders to improve the achievement of students living in poverty and their rates of completion of recognized postsecondary credentials in in-demand STEM fields.

Questions for My State

To what extent

- have leaders serving the three federal programs communicated with each other about their work and coordinated their efforts?
- have shareholders gathered to discuss how the work across the three statutes can support each other in meeting their goals?

3 PROGRAMS AND EDUCATOR SUPPORT: Align key components of coursework and services to improve learning outcomes for students and participants



If state and local leaders take advantage of correspondences in the requirements for program content, program delivery and educator support under ESSA, Perkins V and WIOA, they can facilitate collaborative learning, focus improvement efforts, drive progress toward the state’s common goals and reduce confusion, redundancy and inefficiency.

COMMONALITIES IN PROGRAM CONTENT

Academics	Perkins V and WIOA require programs to use the same academic standards, as appropriate, as those set for K-12 students under ESSA. ESSA requires states to establish standards for English language arts, math, science and English language proficiency for English learners.
Well-rounded education	ESSA and Perkins V require educators to provide students with an enriched curriculum beyond reading, math and science, including the arts, languages, music, CTE, STEM fields and career exploration and preparation.
CTE content	<ul style="list-style-type: none"> • All three statutes require educators to base their career and technical content on the state’s established career and technical standards. • WIOA requires representatives of secondary and postsecondary education to jointly develop CTE activities and career pathways.
Postsecondary expectations	State K-12 academic standards and CTE technical and employability skills must address postsecondary expectations including the entrance requirements for credit-bearing coursework in the state’s system of public higher education.
Industry and employer needs	ESSA, Perkins V and WIOA all require programs to address the needs of industries and employers and to prepare students and participants for success in the workplace, particularly in fields identified under WIOA as “in-demand.”
Building work experience	All three statutes require, or in places encourage, educators to provide students and participants with work-based learning opportunities, including internships and apprenticeships.
Transitions	The laws require programs and services to help students and participants smoothly transition from one level of education to the next, earn a secondary school credential, complete recognized postsecondary and industry credentials, and engage in learning for career success and advancement. Under all three statutes, educators may provide individuals with career counseling.

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR PROGRAM CONTENT

Opportunities include the following.

- Content: Convene local leaders, content experts and educators to update K-12, CTE and workforce training programs, partnerships, instructional strategies and materials, and work-based learning opportunities so they all highlight the overlapping content and focus on improving teaching and learning for students and participants, particularly those struggling most in all three sectors.
- Partnerships: K-12 schools, area CTE schools, institutions of higher education and workforce training programs can develop *joint* partnerships with businesses to give students and participants work-based learning experiences that *build on each other* as individuals move through the education and training systems.



For example

A district could use ESSA Title IV funds for well-rounded education to provide elementary students with career exploration experiences and extended learning in STEM fields, and to expand middle grades and high school CTE course offerings and job shadowing and internship opportunities in STEM fields identified as in-demand under WIOA.

Questions for My State

To what extent

- do programs and services in K-12, CTE, higher education and workforce training address the required aligned content and provide coherent experiences for students and participants?
- do state leaders in K-12, CTE, higher education and workforce development currently understand how well their efforts are working — each and jointly — to address their shared content and tackle their common challenges?

COMMONALITIES IN PROGRAM DELIVERY

Partnerships	All three statutes require or encourage partnerships between K-12 or secondary schools, postsecondary institutions and workforce programs, to increase individuals' access to and improve the quality of programs and services.
Use of funds	All three statutes <ul style="list-style-type: none"> require or encourage coordinated use of funds among schools and programs, to provide students and participants with coherent, aligned learning experiences and support; and give states and local grantees flexibility to use funds to improve student access to academics, CTE programs and services, opportunities to promote college and career readiness, early postsecondary coursework, postsecondary participation and support services.
Physical locations	All three statutes allow the joint use of funds to offer activities in shared spaces, where appropriate.
Staff	K-12 schools can coordinate the use of ESSA and Perkins V funds to support certain staff positions.
Data, data systems and technology	All three statutes require states to <ul style="list-style-type: none"> provide leadership in integrating technology and data systems. States must collect, manage, safeguard, analyze and report data spanning early childhood through postsecondary education, workforce and employment sectors; and use and support local providers in using the data to plan and deliver programs that meet the needs of individuals, communities and businesses.

TAKE ADVANTAGE OF COMMONALITIES IN PROGRAM DELIVERY REQUIREMENTS

Opportunities include the following.

- K-12 schools, area CTE schools, postsecondary institutions and WIOA one-stop centers in a region could coordinate with each other and community partners to deliver CTE content that is of consistently high quality. Working together they could ensure a range of CTE options with limited redundancy, thereby more efficiently realizing improved hiring opportunities for workers and employers.
- State leaders could coordinate their use of ESSA, Perkins V and WIOA funds to address common data challenges, including the need to improve the interoperability of their various data systems so that educators and the public have easier access to information about education from K-12 through the workforce.



For example

Funds could be coordinated to more efficiently offer children and adults access to educational and career-relevant enrichment opportunities: A local 21st Century Community Learning Center could use ESSA funds to provide after-school services to help K-12 students in high-poverty schools master the state academic standards. The Center could also partner with an entity funded by WIOA to develop curriculum and work-based learning experiences in fields designated as in-demand under WIOA, fields that are the focus of services for adult participants in local WIOA programs. Such coordination could provide individuals with opportunities from childhood through adulthood to build awareness, knowledge, skills and experience in high-needs industries in their region.

Questions for My State

- How often do K-12 schools, area CTE schools, institutions of higher education and WIOA one-stop centers and workforce boards in a region meaningfully coordinate their work?
- How easy is it for educators and leaders in K-12, CTE, postsecondary education and workforce development to access state data systems to understand their own and each other's programs and track state economic and employment conditions?
- Where can interested leaders and educators go to see examples of effective use of shared spaces, staff, content and data?

COMMONALITIES IN EDUCATOR SUPPORT

Professional learning and collaboration

- All three statutes require professional learning for educators to help them improve instruction and services, so each student and participant can achieve success in college and careers, especially in occupations and pathways designated as in-demand under WIOA.
- ESSA and Perkins V encourage local providers to provide professional learning for educators to help them use data about state and regional workforce needs to guide their program planning, and to help them assist students in transitioning to postsecondary education and the workforce. WIOA gives local providers flexibility to do this if they choose to.
- ESSA and Perkins V encourage schools to provide K-12 and CTE teachers with joint professional learning, time to plan together, and support for implementation of their plans, so they can better integrate academic and CTE content.

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR EDUCATOR SUPPORT

State ESSA, Perkins V and WIOA leaders can coordinate professional learning schedules, providers, materials, data and locations to

- identify opportunities for K-12 and CTE educators to collaborate in developing student learning experiences and instructional materials that integrate academic and CTE content, and
- develop professional learning for K-12 and CTE educators on accessing and using data about state and regional workforce needs, to inform their instruction and programs.



For example

K-12 and CTE educators could work together to develop learning opportunities and instructional materials that integrate academic and technical content and meet the instructional needs of English learners. K-12, CTE and WIOA program educators could collaborate to identify career challenges facing English learners in the state and develop strategies to improve programs and services for these students. K-12, CTE and WIOA educators could analyze outcome data from programs and schools statewide to find places where English learners are beating the odds. Local leaders could then provide educators opportunities to go to those places and learn about the successful practices there.

Questions for My State

- How often do educators participate in high-quality professional learning to help them serve each student or participant?
- Do educators participate together in study and planning, to coordinate teaching and learning across K-12, CTE, higher education and workforce learning contexts?

4

EQUITY, ACCOUNTABILITY AND IMPROVEMENT: Focus state and local efforts with aligned expectations for improving equity and outcomes



ESSA, Perkins V and WIOA permit, and in places require, states to align their efforts to continually improve services for each student and participant and to hold programs and schools accountable for performance. Such coordination of expectations can increase coherence in K-12, CTE and workforce development efforts and amplify the impact of improvement efforts, to the benefit of all participants.

COMMONALITIES FOR EQUITY

<p>Expectations</p>	<p>Under all three statutes, states and programs must</p> <ul style="list-style-type: none"> effectively serve each student and participant, including those from racial or ethnic minorities and from low-income families, and those with disabilities and English learners, and identify students and participants who need extra support to succeed and provide them with support. <p>When states and programs do not meet expected levels of performance for students and participants, they must</p> <ul style="list-style-type: none"> develop and implement improvement plans, and receive technical assistance and support.
<p>Data</p>	<p>Under all three statutes, states must annually report disaggregated performance data for the state and (depending on the statute) local education agencies, schools, and programs.</p>
<p>Capacity building</p>	<p>Under all three statutes, educators must receive professional learning and local leaders must receive technical assistance to support their efforts to help each student and participant master program content.</p>
<p>Voices</p>	<ul style="list-style-type: none"> All three statutes require that shareholders, including those representing the diversity of the population served, must participate in planning, implementing, evaluating and improving programs. As noted in the Governance section above, state and local leaders must engage several of the same groups of shareholders, to ensure that the design and delivery of programs and services will nurture the strengths, and meets the needs, of each student and participant.

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR EQUITY

State ESSA, Perkins V and WIOA leaders could convene regularly with each other, educators and shareholders, to

- review data to identify common gaps in achievement and credential completion and progress in narrowing gaps, and
- update local improvement plans to strengthen educator efforts to effectively serve each student and participant.



For example

Leaders, educators and shareholders in K-12 schools and districts, CTE programs and workforce development programs could coordinate schedules, programs and funds to facilitate collaborative data analysis, professional learning and planning. They could focus these efforts on strengthening instruction and services for struggling students and participants in all the programs to narrow achievement gaps. Staff in the relevant state agencies could design technical assistance to support these efforts to collaborate across the various programs.

Questions for My State

- Do leaders, educators and the public know what gaps exist in achievement and credential completion, both statewide and in local schools and programs?
- How often do state and local leaders study the issues together and examine data with community shareholders, to understand root causes of gaps and factors leading to progress?
- What efforts have educators undertaken recently to strengthen curricula, instruction and support services to improve outcomes for those students and participants furthest behind? How have staff in the relevant state agencies supported local educators? What have been the results of these efforts?

COMMONALITIES FOR ACCOUNTABILITY

Indicators of performance

Table 3 in the appendix provides details about indicators required by each statute.

ESSA, Perkins V and WIOA allow, and in some cases require, states to establish performance indicators (at the school, local education agency, institution or program level depending on the statute) that prioritize three types of achievements:

- **Student progress towards postsecondary readiness and success**, for example, academic achievement, participation in advanced coursework and work-based learning, and completion of postsecondary credits
- **Completion of credentials** — secondary diplomas, postsecondary certificates and degrees and industry certificates
- **Success in life**, such as securing employment, improving job skills and earning family-sustaining wages

ESSA, Perkins V (at the secondary level) and WIOA allow states to establish additional accountability indicators, beyond the required indicators.

Targets

States have flexibility in establishing annual targets for school and program performance on the indicators.

Reports

- States must publish annual reports on the status of programs and schools in relation to the performance targets.
- States may also report additional information they deem important.

Improvement

States, schools and programs that do not meet performance targets for all students and participants must receive technical assistance and undertake actions to improve.

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR ACCOUNTABILITY

Opportunities include the following.

- Identify one or more performance indicators in each accountability system to track progress toward the common goals, and establish additional ones for this purpose, if needed.
- Update the annual reporting systems for schools, programs and the state to ensure that all reports provide easy-to-access, clear information on school and program progress toward the common goals and related performance indicators.



For example

State leaders could identify a common expectation that schools and programs prepare students and participants to succeed in in-demand STEM fields. This could include measures in the accountability systems or to be included in public reporting, as appropriate to each statute, for earning credit towards recognized industry certificates, attaining certificates and securing employment in the fields. State leaders could coordinate the services of state agency staff and partners, to assist to local schools and programs that fail to make progress on the measures.

Questions for My State

- How well do key state leaders of the three statutes understand the accountability systems used under the other two statutes?
- How easy is it for members of the public to find and understand the data and accountability ratings for schools and programs reported under ESSA, Perkins V and WIOA?
- How clearly do the reported data and accountability ratings illuminate areas of progress and challenge for students, participants and educators in K-12, CTE and workforce programs?
- What materials and services, such as crosswalks and town hall meetings, have been developed to help?

COMMONALITIES FOR CONTINUOUS IMPROVEMENT

Activities to foster continuous improvement

Under ESSA, Perkins V and WIOA, state leaders and educators must undertake a similar set of activities to ensure they are always focused on improving:

- **Planning and tracking progress based on data** pertaining to student, community, educator and industry strengths and needs, instructional practice and program implementation, student outcomes, budgets and expenditures.
- **Selecting and designing strategies and programs based on evidence** that they are effective or show promise to be effective. ESSA and Perkins V share a formal delineation of four tiers of research evidence educators must use to identify effective or promising practices. WIOA leaves this matter less well-defined.
- **Supporting educators** with training on the use of data and evidence and opportunities to collaborate, test ideas for improvement, receive feedback and measure progress.
- **Adjusting practice** and scaling up promising ideas based on data and evidence.

State assistance

The state must assist local education agencies, schools or programs that do not meet their accountability targets. This assistance can take multiple forms: providing information, guidance and tools; coaching and support for local leaders and teams; professional learning; and progress monitoring.

TAKE ADVANTAGE OF COMMONALITIES IN REQUIREMENTS FOR CONTINUOUS IMPROVEMENT

Leaders in the state agencies or entities administering each statute can share resources and ideas for helping local leaders and educators in K-12, CTE and workforce programs understand and engage in the use of data and evidence to plan, deliver, monitor and improve their efforts.



For example

- Require school, district and program leaders to explain in their applications for federal funding, and in regular reporting to the state, how they use data and evidence to ensure continuous improvement on the state's common goals.
- Require that staff in the relevant state agencies coordinate their efforts to support local educators. State staff could provide guidance and tools, facilitate local improvement teams and support educators as they participate in professional learning, analyze data and research, plan strategically, assess progress and problem-solve.

Questions for My State

- Do educators in locales implementing programs under more than one statute find that resources and supports from different state agencies are mutually reinforcing? How easily can high school educators use the state's supports for CTE *along with* the state's supports for other subjects, including English language arts, math, the arts and languages? How can educators in WIOA one-stop job centers use state supports for workforce programs *along with* the state supports for CTE programs?
- How well and how regularly do state leaders and educators use data and evidence to plan and track progress to identify where they need to improve? Do they feel supported in this work?

Three Steps to Get Started

Every state can take three steps to set a course for streamlining their K-12, CTE and workforce development systems, whether or not they are ready to address all four opportunities for alignment.



Assess the state's readiness to address the points of alignment

- **Form a state-level “cross-statute team” to spearhead the work.** Identify representatives of the agencies and entities responsible for the state’s ESSA, Perkins V and WIOA grants who will commit to jointly leading the work.
- **Explore the points of connection between ESSA, Perkins V and WIOA.** Facilitate the team’s deep exploration of the points of connection as described in this document.
- **Identify the current status of work.** Review the state’s current plans for ESSA, Perkins V and WIOA, the status of current efforts and ideas for revisions to the plans.
- **Clarify the task ahead.**
 - Assess the extent to which the agencies and entities involved currently work together and the magnitude of change to “business as usual” that would be required.
 - Propose ideas for how the agencies and parties involved could organize for deeper collaboration and highlight barriers as well as opportunities.
 - Gauge the willingness and ability of leaders to devote more time and resources to cross-sector collaboration.
- **Develop a “first draft” blueprint for coordinated state planning and implementation.** Lay out a blueprint for
 - Communication: Raising awareness about the promise and possibilities of coordinating ESSA, Perkins V and WIOA.
 - First steps: Ideas for how state and local leaders might first address one or more points of connection.
 - Vision: Provide a longer view on how state and local leaders can build on their first steps to increase alignment over the long term.



Build awareness and willingness to collaborate

- **Engage shareholders to review the “first draft” blueprint.**
 - The cross-statute team should convene shareholders they have in common, including elected leaders, representatives of relevant state agencies and of businesses and industry, educators, parents and community members, to discuss the blueprint.
- **Refine the “first draft” blueprint based on shareholders’ reviews to**
 - ensure the blueprint accounts for the needs and strengths of people, programs and industries statewide,
 - add more detail to clarify objectives, action steps, resources, opportunities and barriers,
 - identify what data will demonstrate that the work is successful and decide how to collect it, and
 - determine who can assist the team in accomplishing the action steps.
- **Secure the commitment to the revised blueprint** of the executive leaders of the agencies and entities responsible for the state’s ESSA, Perkins V and WIOA grants.



Align state planning processes and people to communicate and track progress

The cross-statute team can facilitate the state’s early work on the blueprint with a few key actions.

- **Align the timetables, people, places and activities involved** in planning the work under each statute, so the cross-statute team can engage with the leaders for all three statutes at key junctures in their processes. This alignment should ensure that the “big picture” work on the blueprint *informs and is informed by* the work under each of the three specific plans.
- **Develop materials and messages** that leaders of the work under each statute can use to communicate about the cross-statute work at all gatherings where their plans are discussed.
- **Use data to track progress from the start.** From the very first activities and throughout the long-term work, collect data on and communicate publicly about progress made and challenges encountered in carrying out the blueprint – and use data to refine the state’s work.
- **Persevere.** The cross-statute team must vigilantly push back against tendencies to revert to “business as usual.”

Appendix

Table 1: Needs Assessment Under Each Statute

ESSA	Perkins V	WIOA
<p>GENERAL</p> <p>The state plan overall must be based on an assessment of needs in the state. The plan must include specific needs assessments for migrant education programs, and for Comprehensive Literacy State Development Grants and Student Support and Academic Enrichment Grants.</p> <p>Local education agencies submit plans to the state for use of the funds; these must be based on a needs assessment that includes analysis of student achievement in relation to state academic standards.</p>	<p>GENERAL</p> <p>The state plan must include an analysis of the degree to which state career and technical (CTE) programs address and are aligned with education and skill needs of the state's employers.</p> <p>Local programs submit plans to the state based on a comprehensive needs assessment.</p>	<p>GENERAL</p> <p>The state plan must include an analysis of the state's economic conditions; the needs of employers in existing and emerging industries for specific types of knowledge, skills and abilities; trends in employment; skills and education needs of the state's workforce; and the state's existing workforce development activities including strengths and weaknesses in meeting needs.</p> <p>Local workforce boards submit plans to the state that include an analysis of the same, as pertains to the local area or region.</p>
<p>IMPROVEMENT</p> <p>For schools identified as needing support and improvement, local education agencies must develop improvement plans based on a needs assessment that includes analysis of student achievement in relation to state academic standards.</p>	<p>IMPROVEMENT</p> <p>States and local programs identified as needing improvement must develop improvement plans that include an analysis of where improvement is needed to close performance gaps.</p>	<p>IMPROVEMENT</p> <p>States, local areas and programs identified as needing improvement must develop improvement plans.</p>

Table 2: Statewide Goals Under Each Statute

ESSA	Perkins V	WIOA
<p>States <i>must</i> establish three long-term statewide goals that apply to all students and address closing gaps:</p> <ol style="list-style-type: none"> 1. Academic achievement on state assessments of English language arts and math 2. Four-year graduation rate 3. English language proficiency for English learners <p>States <i>may</i> establish additional goals, for example a goal for college and career readiness. Five SREB states set a goal for college and career readiness (see SREB's regional report here).</p>	<p>States <i>must</i> establish two types of goals:</p> <ol style="list-style-type: none"> 1. Preparing an educated and skilled workforce, including special populations 2. Meeting the state-identified skilled workforce needs of employers, including in-demand industry sectors and occupations <p>States <i>may</i> establish additional goals.</p>	<p>States <i>must</i> establish goals for:</p> <ol style="list-style-type: none"> 1. Preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations the state identifies 2. Meeting the skilled workforce needs of employers 3. Performance levels on accountability measures <p>States <i>may</i> establish additional goals.</p>

Table 3. Statewide Accountability Indicators Required By Each Statute

ESSA	Perkins V	WIOA
<ol style="list-style-type: none"> 1. Academic achievement as measured on annual state assessments of English language arts and math 2. English language proficiency for English learners 3. For elementary and middle grades schools, an additional academic indicator of the state's choice, such as student growth on state assessments 4. For high schools, four-year cohort graduation rate 5. School quality or student success, which includes measures of the state's choice, such as school climate and safety, student engagement and college and career readiness 6. See SREB's profiles of state accountability systems under ESSA here. 	<p>For CTE concentrators at the secondary level:</p> <ol style="list-style-type: none"> 1. Four-year cohort graduation rate, as measured under ESSA 2. Proficiency in the challenging academic standards adopted under ESSA 3. Percentage who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or other service program or Peace Corps, or are employed 4. Indicators of program quality, which must include percentage graduating from high school having (at least one of) the following: <ul style="list-style-type: none"> – attained a recognized postsecondary credential – earned postsecondary credits in the relevant CTE program or program of study, earned through a dual or concurrent enrollment program or another credit transfer agreement – participated in work-based learning – indicators <i>may</i> include any other measure of student success in CTE that is statewide, valid, reliable and comparable across the state 5. Percentage of concentrators in programs and programs of study that lead to non-traditional fields <p>For CTE concentrators at the postsecondary level:</p> <ol style="list-style-type: none"> 1. Percentage who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, other service program or Peace Corps, or are placed or retained in employment 2. Percentage who receive a recognized postsecondary credential during participation in the program or within 1 year of program completion 3. Percentage in CTE programs and programs of study that lead to non-traditional fields 	<p>For adult programs:</p> <ol style="list-style-type: none"> 1. Employment rate during the second quarter after exit from the program 2. Employment rate during the fourth quarter after exit from the program 3. Median earnings during the second quarter after exit from the program 4. Attainment rate of postsecondary credential or secondary school diploma or its recognized equivalent, during participation in the program or within 1 year after exit from the program 5. Participation rate during a program year in an education or training program that leads to a recognized postsecondary credential or employment and rate of achievement of measurable skill gains toward such a credential or employment 6. Effectiveness in serving employers; and, for state and local areas, a reporting requirement on employers' and participants' satisfaction with the services offered <p>For youth programs:</p> <ol style="list-style-type: none"> 1. Participation in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program 2. Participation in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program 3. Indicators three through six above for adult programs

Each statute requires that, to the extent possible, states align their performance indicators with those established under the other two statutes.

References

Manyika, J., Lund, S. Chui, M., Bughin, J., Woetzel, J., Batra, P., Ko, R. and Sanghvi, S. (2017). Jobs lost, jobs gained: Workforce transitions in a time of automation. McKinsey Global Institute. <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>

SREB

Southern Regional Education Board
592 10th St., N.W.
Atlanta, GA 30318-5776
(404) 875-9211

SREB.org

June 2019