

Similar to Perkins IV, the Strengthening Career and Technical Education Act (Perkins V) maintains the requirement that the state plan be developed in consultation with a number of entities and in some cases, identifies when this consultation must occur and for what purpose. In addition, Perkins V introduces some new stakeholder engagement and public comment requirements. However, the law's requirements represent just that – the minimum requirement to be in compliance with the law. Perkins V does not encompass all of the entities with whom you should consider consulting in the state plan development process and does not detail how this consultation should occur or include all of the topics that may be important to discuss in your state.

As such, the law provides a powerful opportunity to consult and coordinate with stakeholders in ways that fit your state's context and to do so throughout the state plan development process and beyond. Importantly, meaningful engagement will not only make your state plan better, it can foster partnerships and relationships that, if sustained through implementation, can make a big difference in advancing your state's vision for CTE.

Perkins V details a number of different types of engagement that must occur throughout the state plan development process. While all types of engagement are often called "stakeholder engagement," there are some important distinctions between the different types of engagement. For ease of understanding each type of engagement and its purpose, the following categories may be helpful to reference as you plan your state's engagement process (and when they are required in Perkins V is noted on pages 2-3). Please note that these descriptions only apply to the state planning process, local stakeholder engagement uses these terms in different ways:

- **Consultation:** This type of engagement typically occurs with key players within the Perkins eligible agency and those within other state agencies or offices that work on Career Technical Education (CTE) in some way for the purpose of coordinating, collaborating and making strategic decisions.
- **Stakeholder engagement:** This type of engagement typically occurs with external groups that represent those involved in or impacted by CTE for the purpose of getting feedback or input on ideas, proposals or decisions that affect these groups.
- **Public comment:** This type of engagement typically occurs with the general public to validate or confirm plans and decisions made through consultation and stakeholder engagement efforts.

It is important to note that these types of engagement may occur simultaneously or in a continuous loop. For example, there may be some cases in which engagement efforts in one category shed light on a decision made through earlier engagement efforts and it will be necessary to re-engage on that decision.

How to Use This Resource

This tool was designed to jumpstart your state's engagement efforts, but is not designed to serve as your entire engagement plan for developing and submitting the Perkins V state plan. As such, the following process is a suggestion for how to get started:

- 1) Review the consultation, stakeholder engagement and public comment requirements in the table on pages 2-3.
- 2) Brainstorm and draft responses to the worksheets on consultation, stakeholder engagement and public comment on pages 5-10. To do this, it may be helpful to designate one person on your team to coordinate engagement efforts (who may or may not be in the CTE office). This person will not necessarily be conducting all stakeholder outreach, but will be in charge of the overall strategy and plan for stakeholders.
- 3) Use the completed worksheets to develop a full project plan (which is not included in this tool) for your state's stakeholder engagement efforts. The worksheets connect with many of the terms, ideas and key steps used in the [Career Readiness Stakeholder Engagement Tool](#) developed by Advance CTE, the Council of Chief State School Officers (CCSSO) and Education Strategy Group.

| CONSULTATION | |
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| What and Who (definition in the Law provided when applicable) | When Engagement is Required by Law |
| <p><u>Consultation with the Governor</u>: chief executive officer of a State</p> | <ul style="list-style-type: none"> During state plan development: Meeting with the Governor’s Office (Sec. 122(c)(3)(A)) Prior to submission of the state plan: Meeting with the Governor’s Office (Sec. 122(c)(3)(B)) At least 30 days before state plan is submitted to the U.S. Secretary of Education: Governor must have opportunity to sign the state plan (Sec. 122(e)(3)) |
| <p><u>Consultation with heads of other state agencies with authority for CTE (that are not the eligible agency)</u>: Specific definition not included, but these agencies may include the state education agency (SEA), state workforce development board, state postsecondary system, state economic development office, etc.</p> | <ul style="list-style-type: none"> During state plan development (Sec. 122(c)(1)(B)) |
| <p><u>Consultation with state agencies responsible for:</u></p> <ul style="list-style-type: none"> secondary education adult education supervision of community colleges, technical institutes, other 2-year postsecondary institutions primarily engaged in providing postsecondary CTE, or, where applicable, institutions of higher education that are engaged in providing postsecondary CTE as part of their mission | <ul style="list-style-type: none"> Before determining the split of funds between secondary and postsecondary education (Sec. 122(e)(1)) |

| STAKEHOLDER ENGAGEMENT | |
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| What and Who (definition in the Law provided when applicable) | When Engagement is Required by Law |
| <p><u>Stakeholder engagement</u></p> <ul style="list-style-type: none"> • Representatives of secondary and postsecondary CTE programs • Eligible recipients and representatives of 2-year minority-serving institutions and historically Black colleges and universities and tribally controlled colleges or universities (in States where such institutions are in existence) • Adult CTE providers • Charter school representatives (in States where such schools are in existence), which shall include teachers, faculty, school leaders, specialized instructional support personnel career and academic guidance counselors, and paraprofessionals; • Interested community representatives, including parents, students and community organizations; • Representatives of the State workforce development board • Members and representatives of special populations; • Representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State; • Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths • Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and • Individuals with disabilities | <ul style="list-style-type: none"> • During state plan development (Sec. 122(c)(1)(A)) • During development of state determined levels of performance (Sec. 113(b)(3)(B)(i)) |
| <p><u>Hearing Process</u></p> <ul style="list-style-type: none"> • All segments of the public • Interested organizations and groups including: <ul style="list-style-type: none"> ○ Teachers; ○ Faculty; ○ Specialized instructional support personnel; ○ Paraprofessionals; ○ School leaders; ○ Authorized public chartering agencies and charter school leaders (consistent with state law); ○ Employers; ○ Labor organizations; ○ Parents; | <ul style="list-style-type: none"> • During hearings that provide opportunities to make recommendations regarding the state plan (Sec. 122(a)(3)) • The hearing process differs from the public comment process because hearings are in-person meetings that can focus on specific elements of the state plan, whereas the public comment process requires that the state determined levels of performance and state plan be |

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| <ul style="list-style-type: none"> ○ Students; ○ Indian Tribes or Tribal Organizations that may be present in the state; and ○ Community organizations | <p>available by electronic means and in an easily accessible format for the purpose of allowing the public to weigh in on them.</p> |
| <p>Relevant Resources:</p> <ul style="list-style-type: none"> ● Let's Get This Conversation Started from CCSSO includes strategies, tools, examples and resources to help states engage with stakeholders to develop and implement their ESSA Plans. ● Let's Keep This Conversation Going from CCSSO includes steps to ensure that stakeholders get engaged and stay engaged through the ESSA development process and beyond. ● Coordinating Across Perkins V and the Workforce Innovation and Opportunity Act from Advance CTE and the National Skills Coalition looks at six opportunities to promote coordination across Perkins V and the Workforce Innovation and Opportunity Act (WIOA) as states develop and implement plans under Perkins V. | |

| PUBLIC COMMENT | |
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| What and Who (definition in the Law provided when applicable) | When Engagement is Required by Law |
| <p><u>Public Comment</u>: Any interested member of the public must be able to view the state plan by electronic means and in an easily accessible format</p> | <ul style="list-style-type: none"> ● At least 60 days before state plan is submitted to the U.S. Secretary of Education: State determined levels of performance must be provided to the public and the stakeholders involved in the development of the levels. Such comments must address specific topics identified in the Law and a written response to the comments provided by stakeholders must be included in the state plan (Sec. 113(b)(3)(B)(ii)) ● At least 30 days before state plan is submitted to the U.S. Secretary of Education: State plan must be made available for public comment and comments must be taken into account in the development of the state plan (Sec. 122(a)(4)) |

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Instructions for Completing this Worksheet on Consultation

Reminder: This type of engagement typically occurs with key players within the Perkins eligible agency and those within other state agencies or offices that work on CTE in some way for the purpose of coordinating, collaborating and making strategic decisions.

- 1) Review the requirements in Perkins V for consultation on page 2.
- 2) Consider the questions listed in the gray boxes below as you identify the entities with whom you wish to consult.
- 3) Fill out the blank boxes below to begin planning your consultation efforts for the Perkins V state plan.

| <u>Who</u> Are You Consulting? | <u>Why</u> Are You Consulting With Them? | <u>How</u> Are You Consulting Them? | <u>When</u> Are You Consulting Them? |
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| <p><i>Start with – but don't limit yourself to – individuals or agencies identified in the law. Who do you want to reach? Who should be reaching out – is there someone on your team who has an existing relationship that should be doing the outreach?</i></p> | <p><i>Clarify your goals for consultation. Is the person or group being consulted familiar with your state's vision for CTE? Are there opportunities for alignment? Do you need input on or support for something specific?</i></p> | <p><i>Consider different options based on the ways this person or group would prefer to engage with you. Have you or someone else on your team engaged this person or group previously? If so, was that method of engagement successful?</i></p> | <p><i>Consider frequency beyond what is required in the law. Where does interaction with this person or group fit in your overall timeline? How often will you check in, even when you are not actively working on the state plan? How might the 2018 election impact the timing of your consultation efforts?</i></p> |
| <p>Example:</p> <ul style="list-style-type: none"> • The State CTE Director is reaching out to the State Workforce Development Board Chairperson, who has not been engaged by the Perkins eligible agency recently. | <p>Example:</p> <ul style="list-style-type: none"> • To begin to build this relationship. • Initial meeting will focus on discussing the state's vision for CTE, identifying opportunities for alignment between CTE and workforce development and gauging interest in serving on statewide steering committee. | <p>Example:</p> <ul style="list-style-type: none"> • In-person meeting to start, will ask during the meeting about the best way to follow up and continue to engage. • If interested, through updates provided to the statewide steering committee. | <p>Example:</p> <ul style="list-style-type: none"> • December 2018: This is during the early planning stage for the state plan (before state plan development process begins) • At least once during state plan development process via an in-person meeting in March 2019 • If interested, during the quarterly meetings of the statewide steering committee |
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Instructions for Completing this Worksheet on Stakeholder Engagement

Reminder: This type of engagement typically occurs with external groups that represent those involved in or impacted by CTE for the purpose of getting feedback or input on ideas, proposals or decisions that affect these groups.

- 1) Review the requirements in Perkins V for consultation on pages 3-4.
- 2) Consider the questions listed in the gray boxes below as you identify the stakeholders you wish to engage. You might also consider options for [Coordinating Across Perkins V and the Workforce Innovation and Opportunity Act](#) related to aligning stakeholder engagement efforts.
- 3) Fill out the blank boxes below to begin planning your stakeholder engagement efforts for the Perkins V state plan.

| <u>Which Stakeholder Are You Engaging And Who Is Engaging?</u> | <u>Why Are You Engaging This Stakeholder?</u> | <u>How Are You Engaging This Stakeholder?</u> | <u>When Are You Engaging This Stakeholder?</u> |
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| <i>Consider groups beyond those identified in the law. Which communities do you want to reach? Have you or someone else on your team engaged this stakeholder previously? If so, was the engagement successful? You might consider asking an existing partner to serve as an ambassador to engage with your identified stakeholder.</i> | <i>Clarify your goals. Is this stakeholder familiar with CTE and your state's vision for CTE? Do you need input on something specific? What action do you want or need this stakeholder to take?</i> | <i>Consider different options based on the ways this stakeholder would prefer to be engaged and what would be most convenient for them. What structures exist already for engaging stakeholders? What might you need to create? Which method of communication will you use for your first interaction?</i> | <i>Consider frequency beyond what is required in the law. Where does interaction with this stakeholder fit in your overall timeline? How often will you check in, even when you are not actively working on the state plan?</i> |
| <p><i>Example:</i></p> <ul style="list-style-type: none"> • Postsecondary CTE administrators will be engaged by a staff member from the Perkins eligible agency who has been working with postsecondary CTE administrators on a project recently. | <p><i>Example:</i></p> <ul style="list-style-type: none"> • These are leading administrators who can offer lessons learned and help engage other postsecondary faculty and leaders in the state • Initial engagement will focus on discussing the vision briefly and then getting input on the program of study review process. | <p><i>Example:</i></p> <ul style="list-style-type: none"> • Postsecondary CTE administrators meet on a quarterly basis. The staff member who has been working with them will see if it would be possible to get on the agenda for the next meeting. | <p><i>Example:</i></p> <ul style="list-style-type: none"> • March 2018: This is during the state plan development process |
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Instructions for Completing this Worksheet on Public Comment

Reminder: This type of engagement typically occurs with the general public to validate or confirm plans and decisions made through consultation and stakeholder engagement efforts.

- 1) Review the requirements in Perkins V for consultation on page 4.
- 2) Consider the questions listed in the gray boxes below as you determine how you will complete the public comment process.
- 3) Fill out the blank boxes below to begin planning for the public to comment on the Perkins V state plan.

| <u>Who Is Providing Comments?</u> | <u>Why Are You Asking the Public to Provide Comments?</u> | <u>How Are You Providing Opportunities For the Public to Comment?</u> | <u>When Are You Asking the Public for Comments?</u> |
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| <p><i>While the general public must be able to provide comments, how will you ensure that any stakeholder groups, individuals or agencies that you have been engaging with are aware of the public comment process and timeline? Are there specific individuals or groups that you want to hear from that were not engaged previously?</i></p> | <p><i>Clarify your goals. Beyond feedback on the state determined levels of performance, are there additional issues or decisions that would benefit from public comment? And, while the full state plan must be available for public comment, what are the specific questions you will ask the public to respond to?</i></p> | <p><i>Consider different options for communicating about the public comment process (i.e., posting your plan to your website is not sufficient). Can social media be leveraged? Can the opportunity be publicized through existing newsletters? How will you ensure that the materials for public comment are truly accessible, including in languages beyond English?</i></p> | <p><i>Where does the public comment process fit within your overall timeline? Consider the amount of time needed to respond to the public comments and additional consultation or stakeholder engagement you may need to do in response to the public comments.</i></p> |
| <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>The staff member who has been designated to coordinate stakeholder engagement efforts will be charged with ensuring that everyone who has been involved is contacted about the comment period(s). In addition, this person will consult with others on your team about stakeholders who haven't yet been able to engage.</i> | <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>To collect final feedback from stakeholders and ensure that everyone who wishes to weigh in has the opportunity to do so</i> | <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>The staff member who has been designated to coordinate stakeholder engagement efforts will consult with those involved in the stakeholder engagement efforts under the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA) about best practices for accessibility and for publicizing the opportunity for the public to provide comments.</i> | <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>August 2019: Public comment on state determined levels of performance</i> • <i>November 2019: Public comment on full state plan</i> |
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