



# Connecting High School, Higher Education, and Workforce Systems

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Office of Career, Technical, & Adult Education

# Agenda

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## Draft Agenda

- Overview of the Office of Career, Technical, and Adult Education (OCTAE)
- Prison Education Programs
- Unlocking Career Success
- Perkins State Plans
- Invest In America



# Overview of OCTAE

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## Four Main Policy Areas

- Career & Technical Education
- Adult Education & Family Literacy
- Correctional Education Programs
- Community & Technical Colleges



# Prison Education Programs (PEP)

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**On July 1, 2023, the law reinstating Pell grant eligibility for incarcerated students went into effect.**

- **Prison Education Programs (PEPs)** are for people who are serving criminal sentences in “Federal, State, or local penitentiaries, prisons, jails, reformatories, work farms, juvenile justice facilities, or other similar correctional institutions.”
- A PEP within any of these facilities is considered an **“additional location”** of the Institute of Higher Education (IHE), even if students receive instruction through distance education or correspondence courses.
- For PEPs to access Pell grants for incarcerated students an **application to the Department is required**; awards are expected later this year for the first group of PEPs operating under the new law.



# PEP Program Approval Process

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**Before launching a new Program, the following steps should take place:**

- **Corrections agency:** The IHEs will discuss potential partnerships with the relevant corrections departments, referred to as the “oversight entities”. The oversight entity must provide initial approval, define the process to conduct the student best interest determination, and enter into a data sharing agreement.
- **College accreditation:** College administrators must review the requirements for PEP accreditation and initiate a substantive change process with the relevant accreditor to open a new additional location of the college within a correctional facility.
- **U.S. Department of Education:** Once both the oversight entity (corrections agency) and the college accreditation agency have initially approved the PEP, postsecondary institutions must apply to the Department for its initial approval.



# PEP Review Activities

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**After the PEP has begun operation, oversight entities, accreditors, and participating IHE's must begin review activities.**

- Within 1 year of approval: The **accrediting agency must perform a site visit** at the institution's first 2 prison locations.
- Within 2 years of approval: The **oversight entity (correctional agency) must determine that the PEP is operating in "the best interests" of students** at the institution's first 2 prison locations.
- The IHE's **accrediting agency must also approve the methodology used by the correctional agency to determine** the PEP meets the same standards as substantially similar programs that are not PEPs at the IHE.



# Opportunities for SHEEOs

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**During the application process SHEEOs can support IHEs, IHEs must:**

- Work with the correctional agency (oversight entity).
- Include a **summary of how the oversight entity initially approved the PEP.**
- Describe how **the oversight entity plans to conduct the "best interest" determination.**
- **Enter into a signed agreement with the oversight entity** to obtain data about student transfer and release which must be reported to the Department of Education.

**SHEEOs can also support accreditors, accreditors must:**

- **Provide nonbinding feedback** as a required relevant stakeholder regarding the approval and operation of a PEP within an oversight entity's jurisdiction.
- **Review and approve the methodology** for how the institution, in collaboration with the oversight entity, made the best interest determination.



# Second Chance Pell Experiment

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To date, 200 colleges teaching in 48 states, Washington, DC, and Puerto Rico have participated in Second Chance Pell.

- Many of the PEP regulations build on lessons learned from the Department's Second Chance Pell Experimental Sites Initiative (Second Chance Pell).
- Colleges participating in the program that wish to transition into an approved PEP will follow a similar process to become a PEP under the current law.
- All IHEs that participated in Second Chance in 2022-23 were **invited to apply for a new 3-year pilot (revised experiment)** that began July 1, 2023; 163 IHEs are eligible to continue in the revised experiment and will have 3 years to transition to the new PEP program.





# PEP Application Resources

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- [PEP webpage in the FSA Knowledge Center](#)
- [PEP Regulations](#) (34 CFR part 668, subpart P)
- Dear Colleague Letter: (GEN-23-05) [Eligibility of Confined or Incarcerated Individuals to Receive Pell Grants](#) (March 29, 2023)
- [Prison Education Programs Questions and Answers](#)
- [PEP Application](#)
- [Confined or Incarcerated Student Fact Sheet](#)
- [Accreditation Requirements Fact Sheet](#)

Central ED mailbox for questions about PEPs:

**pep@ed.gov**



# Additional Opportunities for SHEEOs

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- **Help IHEs to review their admissions procedures** to support currently and formerly incarcerated students by mitigating barriers to postsecondary success using [Beyond the Box](#).
- **Develop learner focused materials** that empower incarcerated students to pursue additional education and training using [Take Charge of Your Future](#).
- Partner with State Perkins Agencies to **maximize State leadership funds** to support State institutions, which includes correctional facilities (up to 2%) – in FY19 State’s spent 0.83% of their allocation on State institutions.
- **Leverage Adult Education & Family Literacy programs** (up to 20% of funds) to create pathways to Pell, particularly for students without a high school diploma, who require English language supports, or to Integrate Employment and Training (IET) programs.





U.S. Department of Education

**UNL**  **CKING CAREER SUCCESS**

U.S. Department of Education



**ACHIEVE ACADEMIC EXCELLENCE**

- » Accelerate learning for every student
- » Deliver a comprehensive and rigorous education for every student

U.S. Department of Education



**BOLDLY IMPROVE  
LEARNING CONDITIONS**

- » Eliminate the educator shortage for every school
- » Invest in every student's mental health and well-being

U.S. Department of Education



**CREATE PATHWAYS FOR  
GLOBAL ENGAGEMENT**

- » Ensure every student has a pathway to college and a career
- » Provide every student with a pathway to multilingualism

# Background

**The world has changed. Our education system needs to rise to the challenge.**

- Most good jobs—those that provide a living wage, stability, benefits, worker voice, and advancement opportunities—require some form of postsecondary education and training.
- This demand will only continue to grow, with 70% of jobs requiring education or training beyond high school by 2027.
- Policymakers and educators are beginning to lay a new foundation of college and career pathways in states and communities across the United States.
- As we continue to invest in America through BIL, CHIPS, IRA, etc., we need to bring together the component parts of our K-12, postsecondary, and workforce systems in a coherent manner.
- Our goal is to equip every high school graduate with dual enrollment credits, a career plan for their future, work-based learning experiences, and an workforce credential to provide momentum to complete a postsecondary certificate or degree and enter a good job.



# Unlocking Career Success

Blurring the lines between high school, college, and career.

[Unlock Career Success](#)

# The Four Keys to Unlock Career Success

These four identified strategies are opportunity multipliers for students.



## Dual Enrollment

Earn college credit during high school



## Work-based Learning

Gain early exposure to real world experience



## Workforce Credentials

Develop a competitive edge for your career



## Career Advising and Navigation

Make informed decisions about life after high school

# A Multi-Faceted Approach

Four key strategies to drive change and expand opportunities for students.





# Follow-up Links

Unlocking Career Success Website:

<https://cte.ed.gov/unlocking-career-success/>



Email:

[pathwaystosuccess@ed.gov](mailto:pathwaystosuccess@ed.gov)



# FY24 Perkins State Plans



Office of Career, Technical, & Adult Education

# State Plan Options Under Section 122(a)(5) of Perkins V



# OCTAE Policy Guidance

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**State Vision & Goals:** Encourage updates to the State vision and goals to align to *Investing In America* and post pandemic labor market needs.

**Perkins & WIOA Alignment:** Encourage combined state plans that better align K-12, higher education, and workforce systems as well as coordinated services.

**CTE Programs of Study:** Recommend CTE program alignment to *Raise the Bar: Unlocking Career Success*.

**Accountability:** Encourage alignment of accountability definitions across Perkins and ESSA as well as expand the number of program quality indicators used to evaluate CTE programs at the secondary level.

**Equity:** Offer guidance to address disparities in performance through research driven practices as well as targeted supports and funding.

**Leadership and Reserve Fund:** Offer guidance on how the funds can support CTE programs and systems.

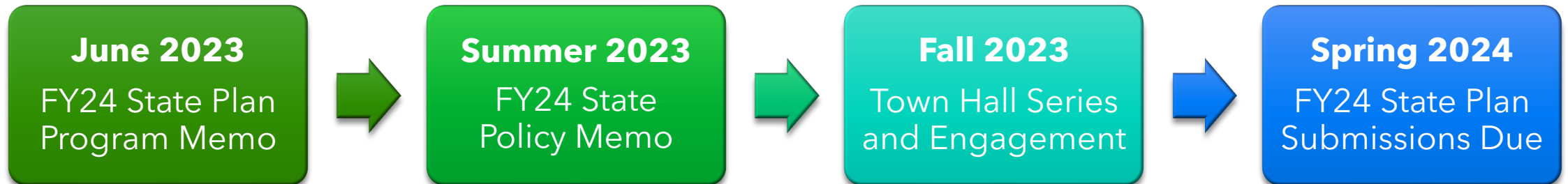
**Alternate Postsecondary Formula:** Provide guidance on measures of poverty that States should consider in the creation of an alternate funding formula and to further support student basic needs.

**Size, Scope, Quality:** Provide guidance to better connect CTE programs of study across K-12, credential, and degree programs and create the appropriate guardrails to support student transition and success.



# OCTAE Support and Next Steps

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# Invest In America

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**Investing In America** is mobilizing historic levels of public and private sector investments across the United States, creating new, good-paying jobs.

- **Bipartisan Infrastructure Law (BIL)** allocates \$1.3 trillion dollars across 350 distinct programs focused on infrastructure, transportation, climate and the environment, and broadband – see the [Guidebook](#) – and [Build.gov](#) to sort and filter programs.
- **CHIPS and Science Act (CHIPS)** allocates roughly \$280 billion in new funding to bolster US semiconductor capacity, catalyze R&D, create regional high-tech hubs, and create a more inclusive STEM workforce – see the [Factsheet](#).
- **Inflation Reduction Act (IRA)** allocates \$370 billion to support clean energy, climate mitigation and resilience, agriculture, and conservation-related investment programs – for program specific details see the [Guidebook](#) – and [Open Funding Opportunities](#).





# Questions?

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