



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

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## Career and Technical Education Regional Roadshow

An Introduction to Illinois' Perkins V State  
Planning Efforts  
December 2018



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# Purpose and Goals

1. Share information with local communities on career and technical education (CTE) and new opportunities made available through reauthorization of the Perkins Act
2. Share expectations for stakeholder engagement and local planning
3. Collect feedback from local communities and practitioners to inform statewide planning



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# What is CTE?

Career and Technical Education is—

- a sequence of courses that include rigorous academic content and relevant technical knowledge and skills that prepares secondary or postsecondary students for further education and careers in high-skill, high-wage, and in-demand occupations;
- applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, occupation-specific technical skills, and knowledge of all aspects of an industry;
- to the extent practicable, coordinated between secondary and postsecondary education programs through programs of study, which may include early college high school programs, dual credit, and other articulations; and
- may include career exploration as early as the middle grades.



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# CTE Career Clusters

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics



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# Perkins V Reauthorization

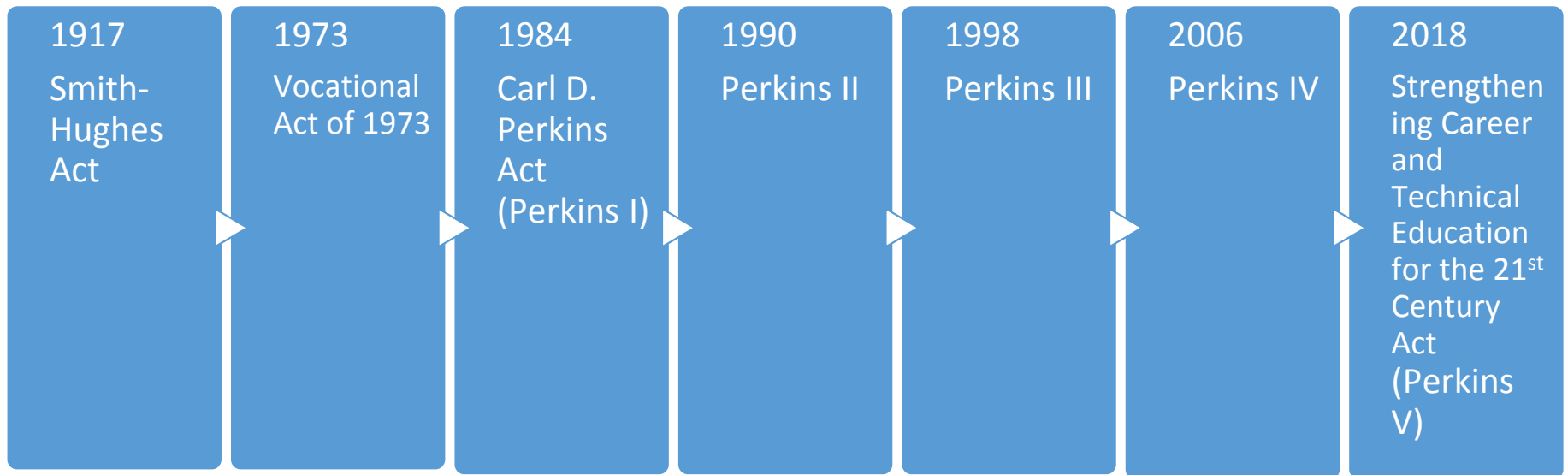
- July 31, 2018- the Perkins Act was reauthorized.
- The legislation was renamed as Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.
- Purpose – The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study.



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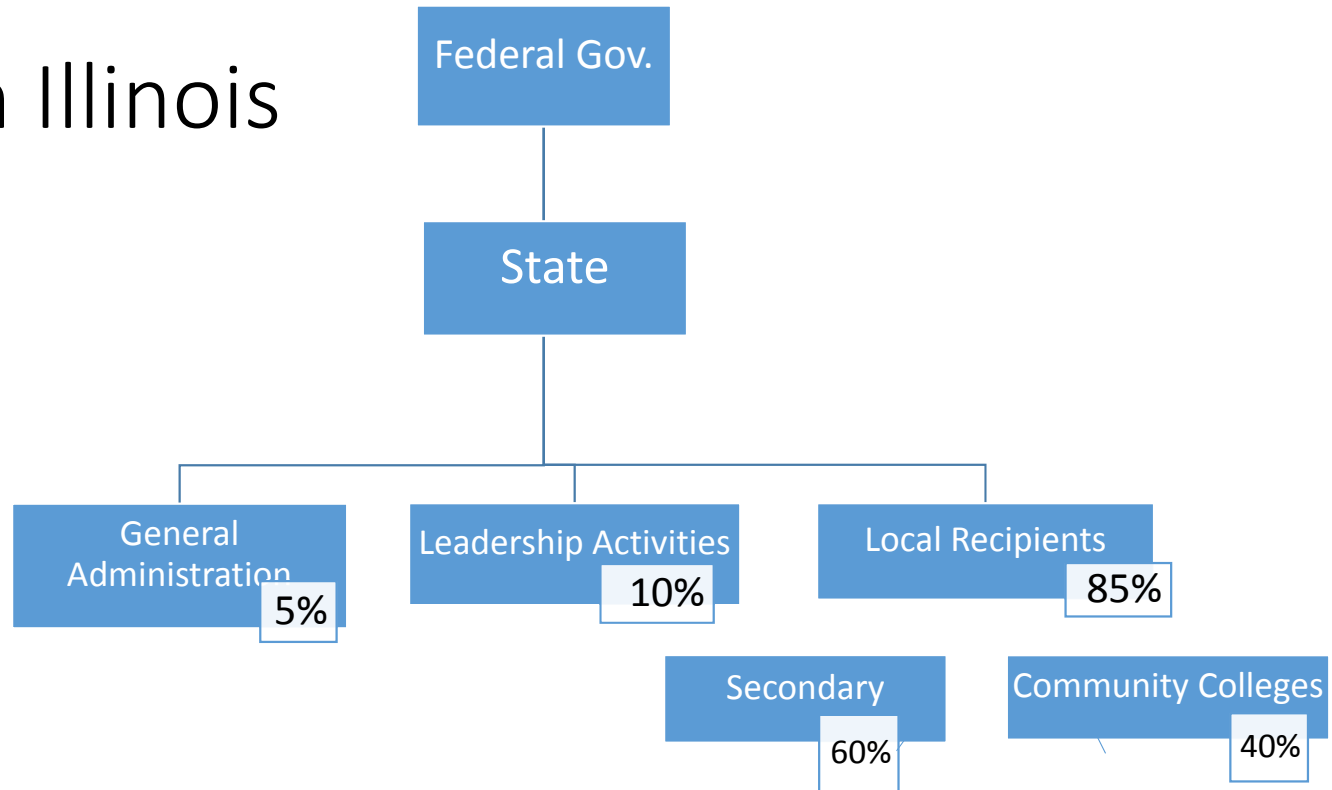
# Historical Context

There has been a significant investment in career and technical education for over a century.



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# Perkins in Illinois



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# Perkins V

## Same

- The law's purpose
- Retains focus on CTE program improvement
- New purpose related to increasing employment opportunities for unemployed and underemployed (aligned with WIOA)
- Local funding formula and funding eligibility
- Requirement of program of study

## Different

- Increased local flexibility
- Increased stakeholder engagement and local planning process
- Significant alignment with other education and workforce programs
- Increased emphasis on equity and accountability



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# Statewide Planning

What is required of the State?

Create the state's strategic vision and goals for preparing an educated and skilled workforce:

- Submit a Transition Plan (April 2019)
- Comprehensive Stakeholder Engagement
- Set Performance Targets
- Public hearings and comment periods
- Full State Plan submission (April 2020)



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# State Plan Timeline



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# Opportunities in Perkins V

1. Increased alignment within and between education and workforce systems
2. Accountability and continuous improvement
3. Increased focus on equitable outcomes
4. Smoothing transitions within career pathways
5. Increased flexibility to scale innovation
6. Engaging communities and strengthening partnerships



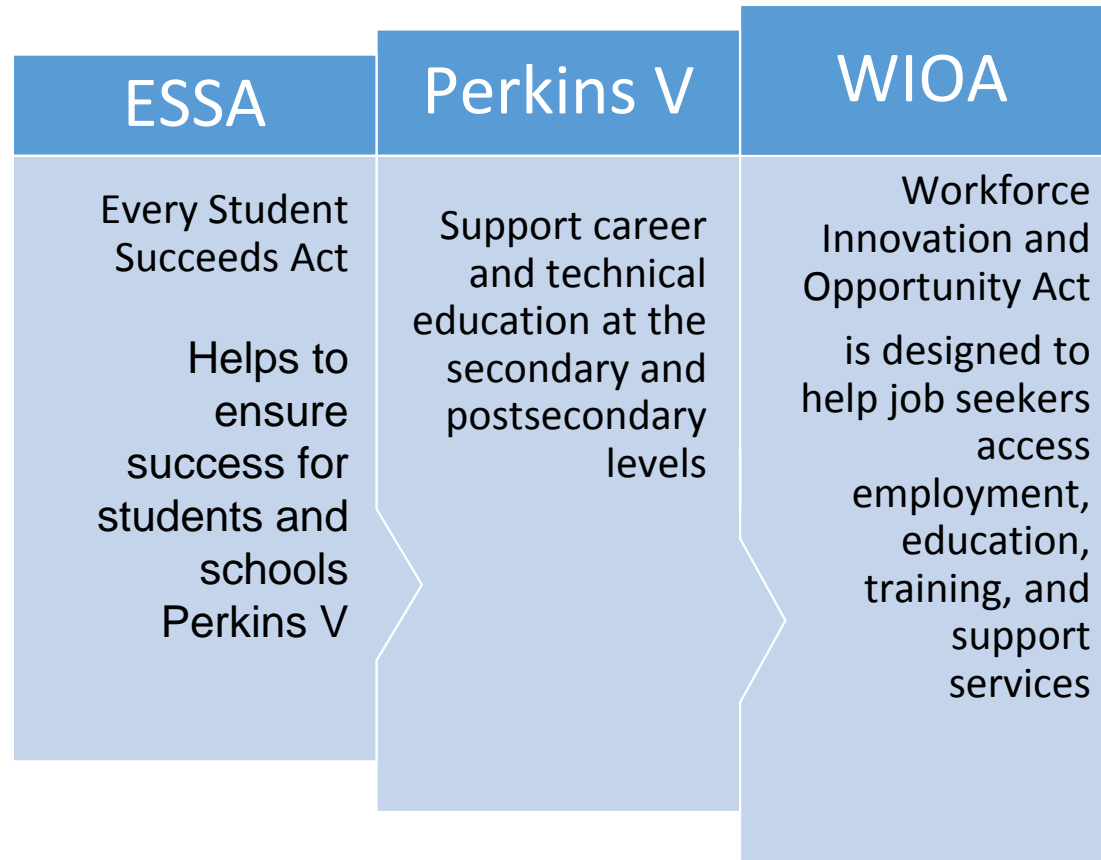
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# Increased Alignment Within and Between Education and Workforce Systems



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# Alignment with federal programming



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# Alignment with Statewide Initiatives

- *Illinois' 60 X 2025 Goal*: 60% of all Illinois adults will have a college or career credential by 2025.
- *Postsecondary and Workforce Readiness Act*
  - Postsecondary and Career Expectations
  - College and Career Pathway Endorsements
  - Transitional Math
  - K-12 Competency-Based Learning
- *Dual Credit Quality Act*: aims to reduce college costs, speed time to degree completion, facilitate the student transition to college, and enhance secondary and postsecondary relationships.
- *Adult Education and Literacy Strategic Plan*: create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways



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# Education and Workforce Alignment

## Perkins V:

- requires curricular alignment between secondary and postsecondary institutions through the implementation of programs of study.

Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards;
  - (B) addresses both academic and technical knowledge and skills, including employability skills;
  - (C) is aligned with the needs of industries in the economy of the State, region, or local area;
  - (D) progresses in specificity;
  - (E) has multiple entry and exit points that incorporate credentialing; and
  - (F) culminates in the attainment of a recognized postsecondary credential.
- calls for programs to be aligned to the state, regional, and/or local labor markets



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# Accountability and Continuous Improvement



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# Accountability and Continuous Improvement

- States no longer negotiate performance levels with U.S. Department of Education, although Secretary still has authority to approve or disapprove performance levels as part of the state plan review/approval process
- Eligible agencies consult with stakeholders to develop "State Determined Levels of Performance"
- All four years of targets included in state plan (reinforces strategic, long-term planning)
- States must *continually make progress* toward improving the performance of all CTE students, including subpopulations



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# Secondary Performance Indicators

1. Percentage of CTE concentrators who graduate from high school;
2. CTE concentrator proficiency in State standards as measured by academic assessments (in Math, ELA and Science);
3. Percentage of CTE concentrators who in the second quarter following the program year after exiting from Secondary Education are:
  - a. in Postsecondary education or advance training; or
  - b. in Military service or a service program that receives assistance, or
  - c. volunteers of a national service program (AmeriCorps or Peace Corps), or
  - d. employed.
4. Percentage of concentrators in programs/programs of study that lead to non-traditional fields



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# Secondary Performance Indicators Cont.

## 5. Program Quality Indicator:

Percentage of CTE concentrators graduating from high school having at least one of the following:

- Attainment of a recognized postsecondary credential;
- Attainment of recognized postsecondary credits in the relevant career and technical education program or POS earned through a dual or concurrent enrollment program or another credit transfer agreement;
- Participation in work-based learning.

6. May include any other measure of student success in CTE that is statewide, valid and reliable and comparable across the State.




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# Alignment with College and Career Readiness Indicators

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act;

OR

All of the following:

1. One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)
2. Identify a career area of interest by the end of the sophomore year
3. Three career readiness indicators during junior or senior year 

## Career Readiness Indicators

- Career Development Experience
- Industry Credential
- Military Service or an ASVAB Score of 31 or Higher
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-curricular Activities



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# Postsecondary Performance Indicators

## **1.) Postsecondary Retention and Placement**

Retained in college (or transfer), transitioned to military service, volunteer service, or placed into employment

## **2.) Earned Recognized Postsecondary Credential**

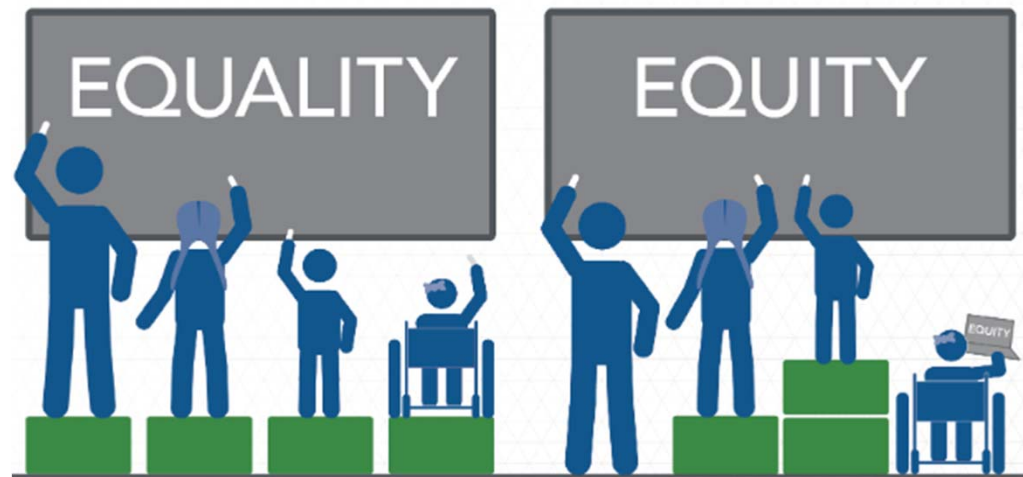
## **3.) Nontraditional Program Enrollment**

The percentage of CTE concentrators in programs that lead to nontraditional fields.



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# Increased Focus On Equitable Outcomes



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# Increased Focus on Equitable Outcomes

- Secondary and postsecondary recipients are required to disaggregate data by CTE programs and subpopulations (including special populations) to identify and quantify gaps in performance.
- This is in an effort to address barriers for students.
- *Increased Transparency*: data and performance shall be public facing.
- Emphasizes more support and success for underserved students or students with barriers.



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# Special Populations

Defined as:

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for non-traditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals\*
6. English learners
7. Youth who are in, or have aged out of, the foster care system\*
8. Homeless individuals\*
9. Youth whose parents are members of the armed forces or on active duty\*

In 2017, 65.7% of people without a disability were employed vs. 18.7% of people with a disability.

In 2017, over 2.5% of students were homeless (1.3 million)

In 2014, women in the US (working full-time year round) earned \$0.78 on the dollar: Earnings for Asian women (\$0.90); Black women (\$0.64); & Hispanic women (\$0.54) varied.

\*indicates new population identified in Perkins V



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# Smoothing Transitions Within Career Pathways



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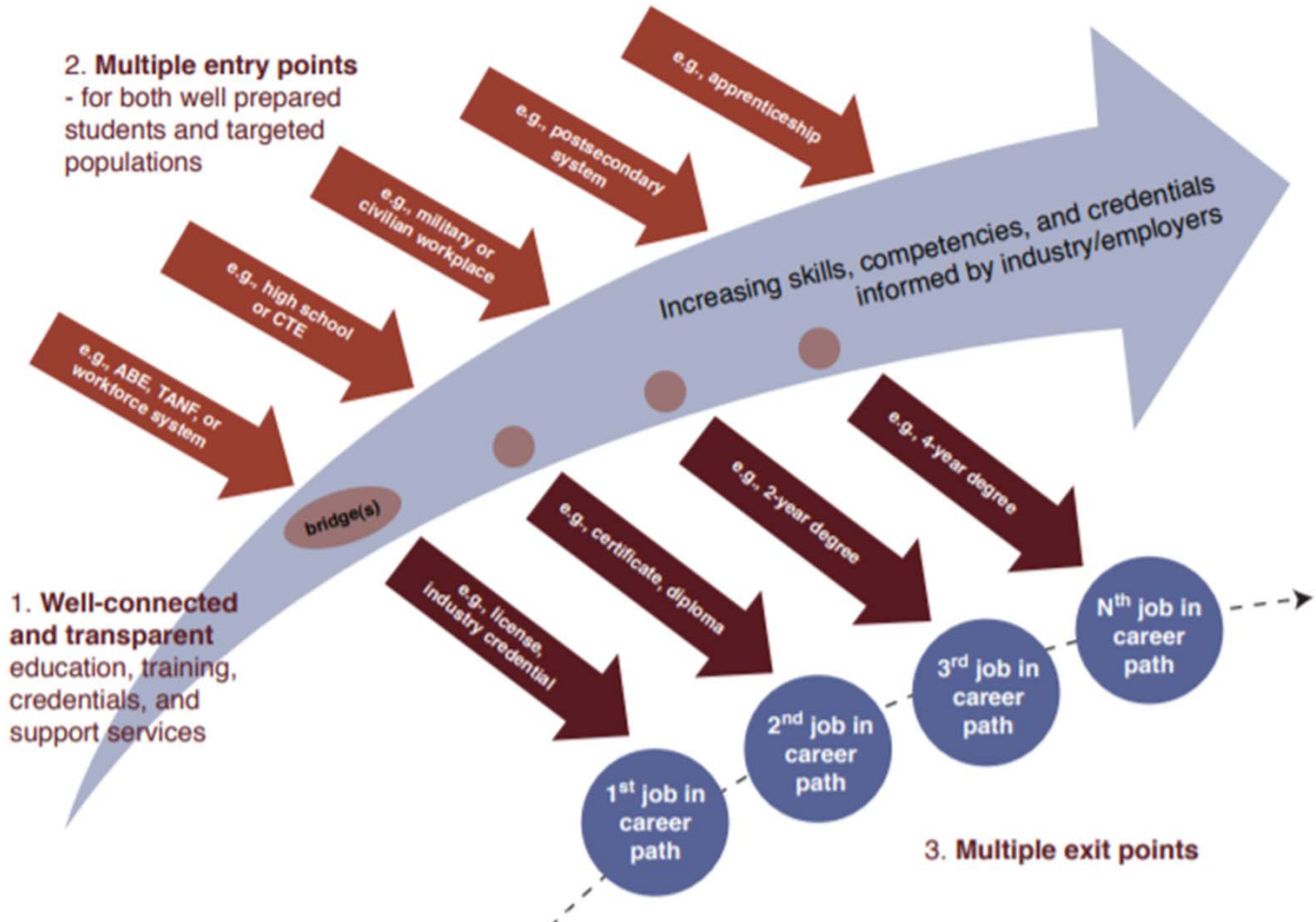
# Smoothing Transitions

## Perkins V:

- Expands the scope of career guidance and academic counseling
- Emphasizes the expansion of high-quality dual credit courses
- Calls out increasing access to CTE for adults without a high school diploma or its equivalent through integrated education and training (IET) programming
- Supports utilizing innovative practices such as competency-based models and prior learning assessment to support students' progression in a career pathway



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# Increased Flexibility To Scale Innovation



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# Increasing Flexibility to Scale Innovation

- The U.S. Department of Education (USDOE) has stated that innovation should be at the core of CTE.
- USDOE has indicated that it does not anticipate implementing regulatory or non-regulatory guidance
- States, with public feedback, set their own performance measures
- Increased flexibility for statewide activities
- reduced required uses of funds from nine to six



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# State Leadership Activities

## 5 Required, 25 Permissible

1. Support for preparation for non-traditional fields in current and emerging professions and programs for special populations
2. Support for individuals in State institutions
3. Support for recruiting, preparing and retaining CTE instructional personnel
4. Support for technical assistance for eligible recipients
5. Report on effectiveness of funds in achieving goals



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# Local Permissible Uses of Funds: what's new or expanded?

- Career exploration programming in the middle grades
- Universal Design for Learning support
- Expending funds on industry recognized-certification exams
- Distance and blended learning
- Competency-based models
- Employability skills
- Access and engagement in STEM
- Integrated education and training for adults with no HS diploma
- Collaborating with workforce development programs and other external private partners
- Expanded support for CTSOs (I.e. competitions)
- Financial support for special populations students



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# Engaging Communities and Strengthening Partnerships



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# Engaging Communities and Strengthening Partnerships

## Perkins V:

- Requires increased stakeholder engagement in creating and implementing both the State Plan and local plans.
- Requires coordination between high schools and community colleges to offer fully-articulated, unduplicated programs of study
- Calls for increased industry connections to students through access to industry experts and work-based learning opportunities.



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# Stakeholder Engagement

## State

- Representatives of secondary and postsecondary career and technical education programs
- Representatives of minority serving institutions
- Students and parents, community organizations
- Representatives of the State workforce development board
- Representatives of business and industry
- Representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of special populations

## Local

- Secondary and postsecondary educators
- Administrators and other support staff
- Local workforce development boards
- Business and industry representatives
- Parents and students
- Representatives of special populations
- Representatives of local/regional agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Any other stakeholders required by the eligible agency (postsecondary: adult education providers)



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# External Stakeholders and Local Planning

- Local recipients are required to engage and consult external stakeholders in the process of local planning, including for the completion of both the comprehensive needs assessment and application.
- External partners will:
  - coordinate planning and identify common goals
  - offer consultation, not approval
- Partnerships are expected to be on-going.



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# Example Local Planning Timeline

Spring/Summer 2019:  
Reach out to Stakeholders  
and create a mechanism  
for communication and  
partnering

Fall/Winter 2019: With  
stakeholders, begin  
comprehensive needs  
assessment

Spring 2020: Submit Local  
Plan with consultation of  
external stakeholder  
collaboration



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Questions?



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# Feedback

- Considering everything we talked about, what should Illinois' vision be for CTE?
- What State Leadership activities should Illinois carry out?
- What is working well that can be expanded, replicated, and scaled across the state?
- What barriers or challenges are you currently facing?
- What barriers or challenges do you anticipate with Perkins V?
- What professional development or technical assistance needs will help you overcome any challenges?
- What outstanding questions do you have?



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# Resources

- ISBE <https://www.isbe.net/Pages/Perkins.aspx>
- ICCB <https://www.iccb.org/cte/perkins-reauthorization/>
- Perkins Collaborative Resource Network <https://cte.ed.gov>
- [Advance CTE https://careertech.org/Perkins](https://careertech.org/Perkins)



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# Thank you!

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