

# CAREER & TECHNICAL EDUCATION

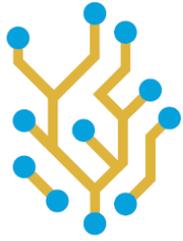
Career Connected Learning  
for All Students

# Perkins V State Plan

Public Comment Period - January 2020



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## Agenda

- Background
- Plan Development and Consultation
- Program Administration and Implementation
- Fiscal Responsibility
- Accountability for Results



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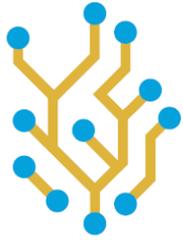
# Background

- The Perkins Act was reauthorized in 2018, renaming it *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V).
- Purpose: 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.
- Reauthorized to provide greater alignment between education and workforce programs (e.g. ESSA, WIOA), emphasize career pathways and educational equity, and to create stronger local partnerships.

# Plan Development and Consultation



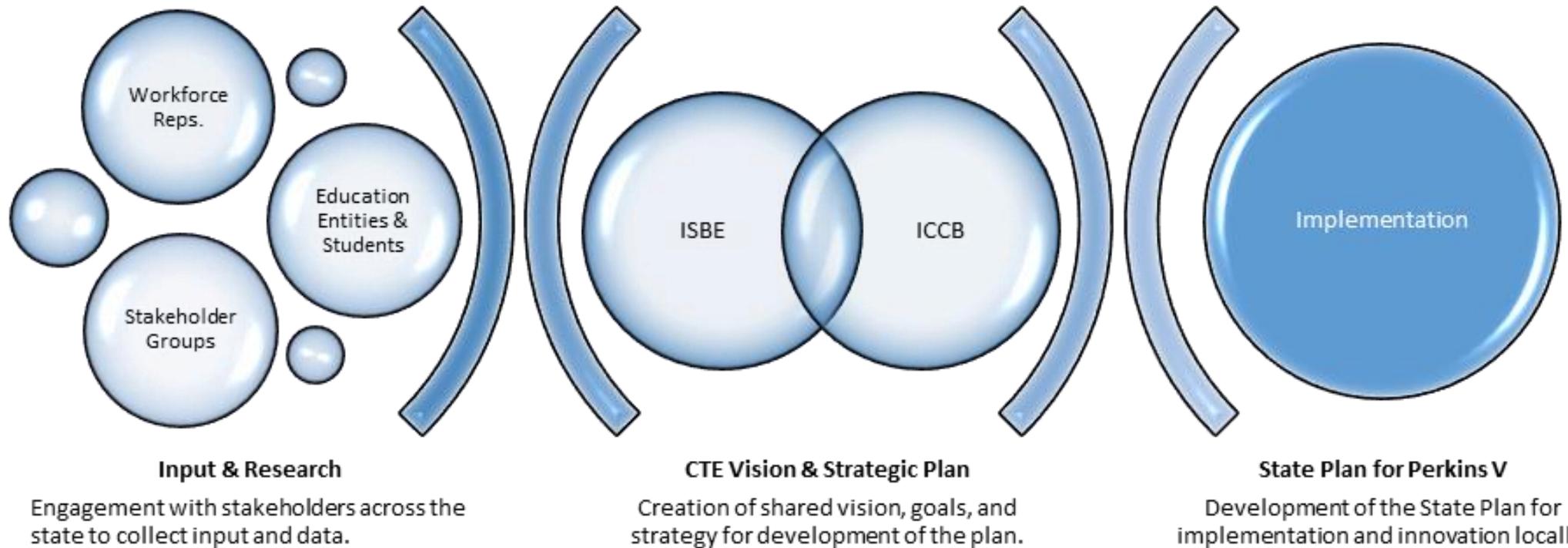
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# Consultation



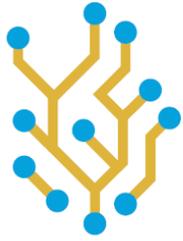
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# Comprehensive Stakeholder Engagement



**Table 6: Illinois Perkins State Plan First Draft Regional Road Show Meeting Details**

Meeting Date	Location	Participants	Topics
07 October 2019	Buffalo Grove: Buffalo Grove High School	30	Teacher licensure Feedback on vision Reserve funding Needs assessment
10 October 2019	Romeoville: Wilco Area Career Center	65	Rural programs Size scope and quality Engage 4-year universities Teacher licensure
23 October 2019	Decatur: Richland Community College	54	System alignment Dual credit Teacher pipeline
24 October 2019	Centralia: Kaskaskia College	54	Recruitment of teachers Advisory councils
20 November 2019	Chicago: Malcom X College	12	Support for community colleges Needs assessment



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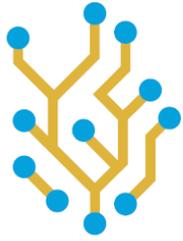
## Student Focus Groups

**Table 7: Illinois Perkins Student Focus Group Details**

Meeting Date	Location	Key Recommendations
19 September 2019	Belleville,: St. Clair Regional Office of Education	<ul style="list-style-type: none"><li>•Reimagine CTE course structure</li><li>•Deepen work-based learning opportunities</li><li>•Expand employers for internships</li><li>•Advisers to help navigate decisions</li><li>•Reduce CTE stigma</li><li>•Ensure student entry into CTE is intentional</li></ul>
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	



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## Employer Focus Groups

**Table 8: Illinois Perkins Employer Engagement Focus Group Details**

Meeting Date	Location	Key Recommendations
19 September 2019	Belleville: St. Clair Regional Office of Education	<ul style="list-style-type: none"><li>• Forge relationships between employers and education</li><li>• Raise the profile of skilled trades and technical careers</li><li>• Expand work-based learning opportunities</li><li>• Prioritize the development of students' soft skills</li><li>• Capitalize on employers' desire to contribute</li></ul>
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	



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# Program Administration and Implementation



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**Vision:** Illinois will empower and support all our students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

**Mission:** Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:

Align to current and projected future industry and community needs;

Support students to navigate and complete a personalized pathway based on their interests and goals;

Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;

Provide targeted supports to students of a broad range of backgrounds and skills; and,

Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Start the presentation to see live content. Still no live content? Install the app or get help at [PollEv.com/app](https://PollEv.com/app)

Missouri Community College System

2022-2023

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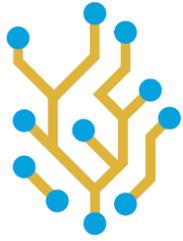
# What elements/words of this vision and mission resonate with you?

# Goals

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credential.
2. Strengthen CTE offerings by improving access, program quality and transition points between education and workforce systems and programs.
3. Increase participation in CTE dual credit coursework.
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
5. Recruit and retain a robust and sustainable pipeline of CTE educators.

# What goals align with local priorities?

# Are there any goals that are missing?



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## Workforce Coordination



### Alignment of Goals, Strategies, & Activities

- Perkins V and WIOA Planning workgroups with staff serving across both sets of workgroups.



### Identify Priority Sectors

- Leading or Emerging Sectors
- Other unmet occupational needs.
- Inform ISBE/ICCB for consideration of targeted funding.
- IL DCEO Key Industries



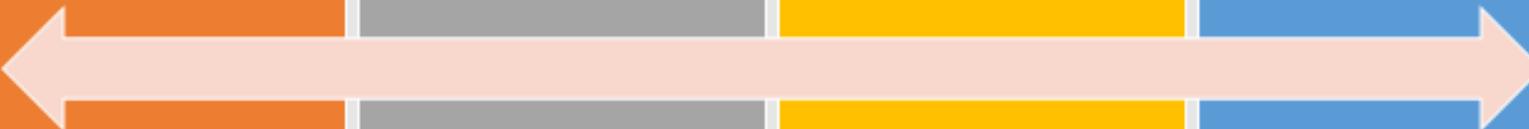
### Coordinate Guidance

- IWIB, ISBE, and ICCB will provide guidance for local recipients as they align Perkins V and WIOA plans.

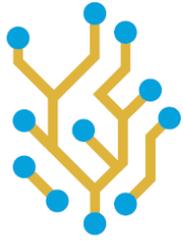


### Establish Competitive Funding Opportunities

- Collaboration with IWIB, ISBE, and ICCB to achieve common goals or priorities (e.g. work-based learning or dual credit).



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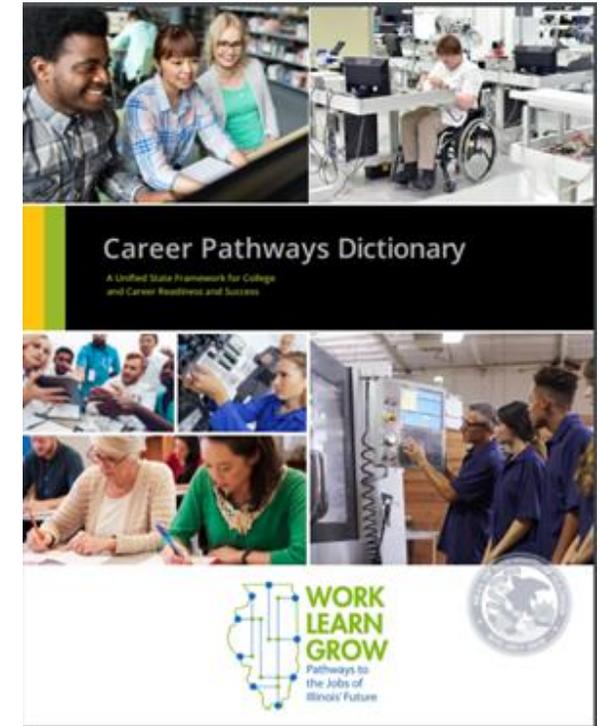


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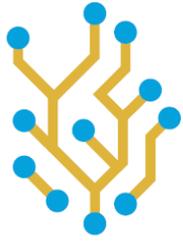
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# Coordination with Workforce Development

- Adopting common definitions and frameworks
  - Career Pathways
- Coordination of key stakeholders groups
- Coordinated professional learning
- Incentivizing local alignment
- Coordinated efforts to address inequities



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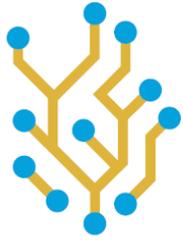
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# State Leadership Activities- Required

- Promoting Gender Equity
- Expanding CTE for Students in State Institutions
- Developing a Strong CTE Teacher Pipeline
- Providing Targeted Technical Assistance
- Conducting Continuous Quality Improvement Activities



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## State Leadership Activities

Expanding  
Innovative  
Delivery  
Models

Improving  
Career  
Guidance and  
Academic  
Counseling

Open  
Educational  
Resources

Enhancing  
Data  
Accountability  
Systems

Program of  
Study  
Development

Dual Credit  
Enhancement

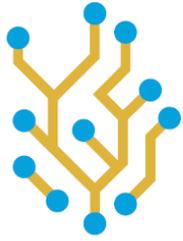
Comprehensive  
Professional  
Learning

Expansion of  
Integrated  
Education and  
Training (IET)



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# What leadership activities should we prioritize for funding?



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# Career and Technical Education Programs of Study

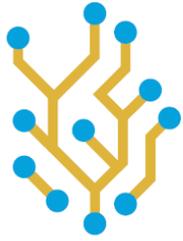
<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> </ul> <p>Agriculture, Food, and Natural Resources (AFNR)</p> 	<ul style="list-style-type: none"> <li>• Arts (Performing and Visual), Audio/Video Technology and Communications</li> </ul> <p>Arts and Communication (A&amp;C)</p> 	<ul style="list-style-type: none"> <li>• Business Management and Administration</li> <li>• Finance</li> <li>• Marketing</li> <li>• Hospitality and Tourism</li> <li>• Transportation, Distribution, and Logistics (Logistics Pathway)</li> </ul> <p>Finance and Business Services (FBS)</p> 	<ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Government and Public Administration</li> <li>• Law, Public Safety, Corrections, and Security</li> <li>• Human Services</li> </ul> <p>Human and Public Services (HPS)</p> 
<ul style="list-style-type: none"> <li>• Health Sciences</li> </ul> <p>Health Sciences and Technology (HST)</p> 	<ul style="list-style-type: none"> <li>• Information Technology</li> </ul> <p>IT</p> 	<ul style="list-style-type: none"> <li>• Architecture and Construction</li> <li>• Manufacturing</li> <li>• STEM</li> <li>• Transportation, Distribution, and Logistics (Transportation Technology)</li> <li>• Energy*</li> </ul> <p>Manufacturing, Engineering, Technology, and Trades</p> 	

## New Program of Study Models

- Health Care
- Information Technology
- Manufacturing
- Education



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# Secondary Program of Study Approval Process

## 1. CLNA

The Comprehensive Local Needs Assessment for the Local Education Agency must demonstrate need for the program.

## 2. Labor Market Need

Sufficient local labor market data and/or documentation of local or region industry support must be provided to justify need.

## 3. EFE Region Approval

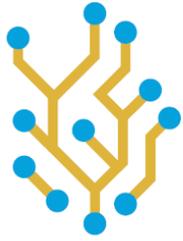
CLNA and labor market data or letters of support are presented to the Education for Employment region for approval.

## 4. ISBE Final Approval

If the EFE approves the application, it will be forwarded to ISBE for final approval.



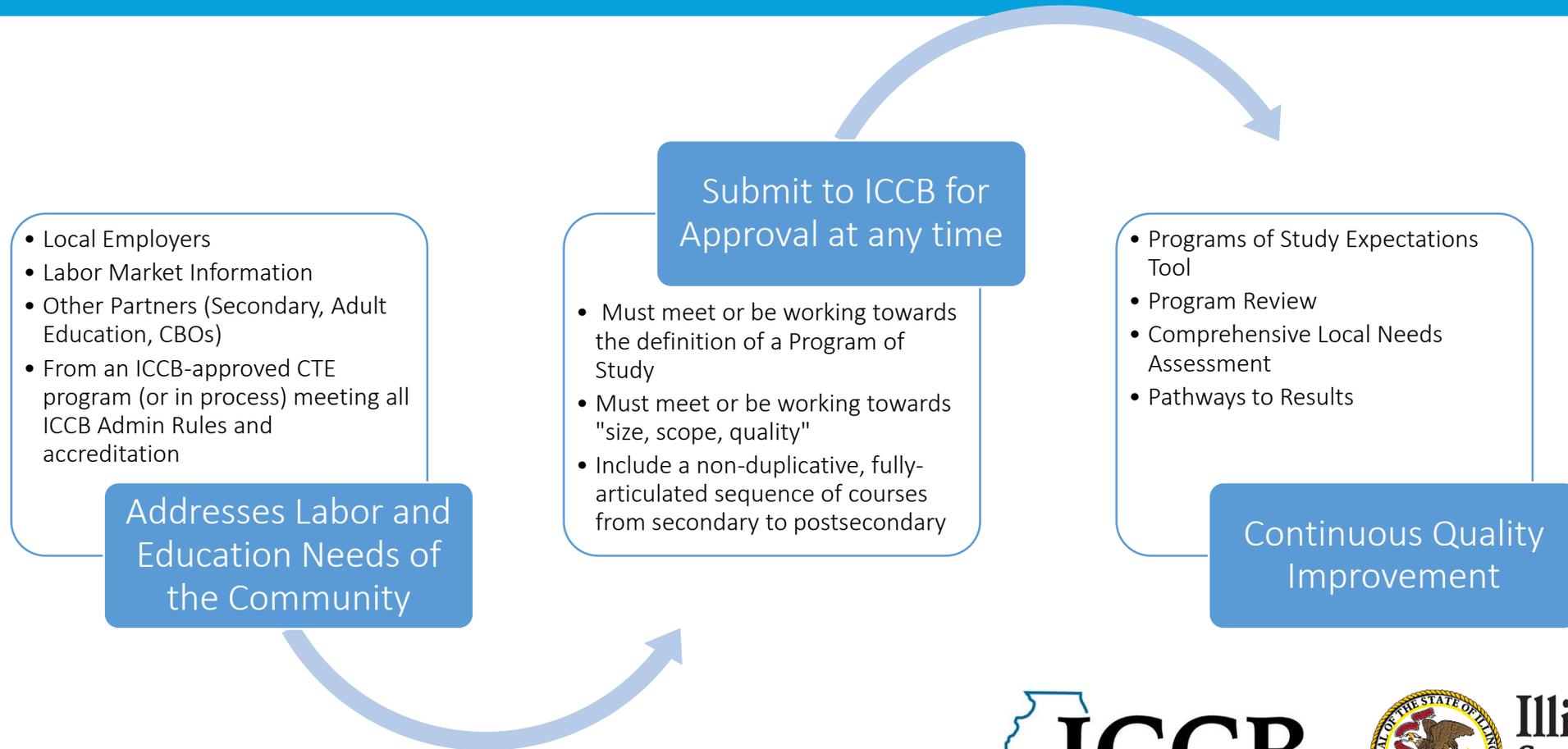
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# Postsecondary Program of Study Approval



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# Size, Scope, and Quality

## Size

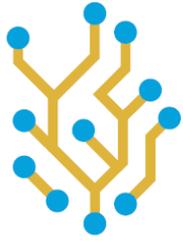
- Implement least one state-approved CTE program.
- Aligned to state, regional, or local in-demand sectors using labor market information
- Postsecondary recipients: must follow local board policies on class size
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee

## Scope

- Meets Federal definition of Program of Study
- Provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- Program of Study must be specified through curricular development, evaluation, and revision
- Program of Study defined in consultation with all stakeholders, including business and industry

## Quality

- 9 components
- Development and Engagement
  - Employer-Informed Competencies and Skills
  - Academic Instruction and Support
  - Recruitment and Access
  - Instructional Sequence
  - Work-Based Learning
  - Instructors
  - Facilities and Equipment
  - Continuous Improvement



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# CTE Planning, Development, Implementation and Evaluation

## STATE LEVEL EFFORTS

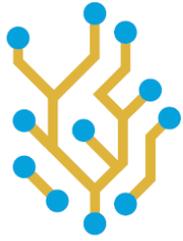
- Bring stakeholders together to develop model programs of study
- Statewide Secondary CTE Advisory Committee
- Technical assistance on implementation of CTE programs
- 5Essentials Survey with CTE-specific items
- ICCB Program Review Advisory Committee

## LOCAL EFFORTS

- Local joint advisory committees
- ICCB resources – Networking Directory
- Needs assessment and local application



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# Employability Skills

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
<b>Personal Ethic:</b> Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
<b>Work Ethic:</b> Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
<b>Teamwork:</b> Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
<b>Communication:</b> Active Listening, Clear Communication	<b>Communication:</b> Written, Verbal, and Digital



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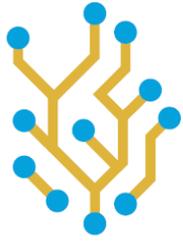
# Dual Credit Strategies

1. Enhance high-quality credentialing opportunities
  - Expansion of stackable credentials
  - Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations
2. Advance Higher Education Equity through Dual Credit
  - Identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts.
3. Expand employer engagement and the use of labor market information to prioritize dual credit offerings
4. Examine and Scale the Impact of Dual Credit on Student Success

# Supporting Teachers, Faculty, and Students



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# Preparing Teachers and Faculty



Educator Preparation  
Pathways



Licensure Rule Revisions



Bridge Program



Collaboration with Partners



Comprehensive Professional  
Learning, Induction,  
Mentoring, and Technical  
Assistance

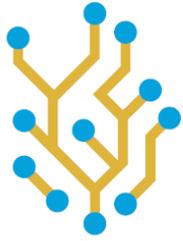


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# What are teacher/faculty needs that are often left unmet?





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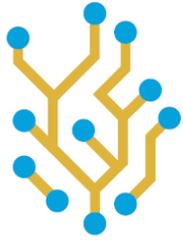
# Serving Special Populations Students

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional 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. Individuals experiencing homelessness\*
9. Youth whose parents are members of the armed forces and on active duty\*

*\*Indicates new population identified in Perkins V*



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# Special Populations Strategies

- Utilize State Leadership Funds and Reserve Funds

- Local funding opportunities
- Professional Learning and research to support students
- Work-based Learning opportunities

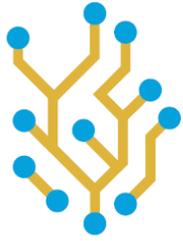
- Accountability

- Continuous Quality Improvement
- Program Strategies to support the needs of students in each of the special population areas

# Fiscal



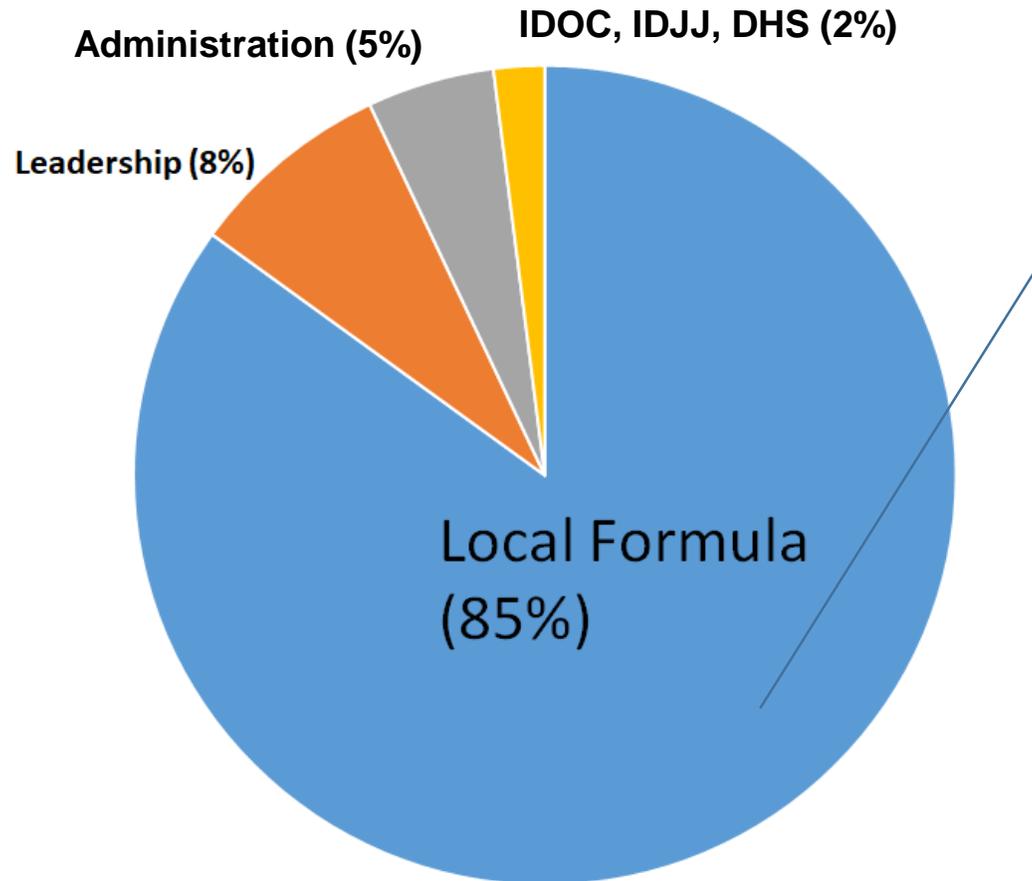
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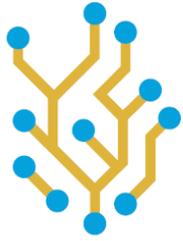
# Fiscal Methodology



<b>Up to 15%</b>	Reserve Funding (disseminated back out to school districts and community colleges)
<b>40%</b>	Community Colleges
<b>60%</b>	Education for Employment



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# Fiscal- Reserve Funds

- Reserve funding up to 15% of the formula allocation for grants
  - Rural areas
  - Areas with disparities and gaps
  - Areas with high percentage of CTE concentrators
  - Areas with high numbers of CTE concentrators

# Accountability

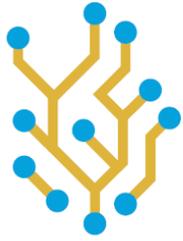


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# Accountability

## Secondary Performance

<b>Indicators</b>	<b>Base-line</b>	<b>FY 2021</b>	<b>FY * 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>
<b>1S1: Four-Year Graduation Rate</b>	<b>95.7%</b>	<b>96.2</b>	<b>96.7</b>	<b>96.2</b>	<b>96.5</b>
<b>1S2: Six-Year Graduation Rate</b>	<b>97.1%</b>	<b>97.6</b>	<b>98.1</b>	<b>97.6</b>	<b>97.9</b>
<b>2S1: Academic Proficiency in Reading/Language Arts</b>	<b>36.3%</b>	<b>37</b>	<b>37.6</b>	<b>37.</b>	<b>37.3</b>
<b>2S2: Academic Proficiency in Mathematics</b>	<b>27.3%</b>	<b>28.8</b>	<b>30.3</b>	<b>28.8</b>	<b>29.5</b>
<b>2S3: Academic Proficiency in Science</b>	<b>34.2%</b>	<b>35.9</b>	<b>37.7</b>	<b>35.9</b>	<b>36.7</b>
<b>3S1: Postsecondary Placement</b>	<b>44.4%</b>	<b>44.6</b>	<b>44.8</b>	<b>44.6</b>	<b>44.7</b>
<b>4S1: Nontraditional Program Enrollment</b>	<b>40.7%</b>	<b>40.7</b>	<b>40.7</b>	<b>40.7</b>	<b>40.7</b>
<b>5S2: Program Quality – Attained Postsecondary Credits</b>	<b>45.2%</b>	<b>45.2</b>	<b>45.2</b>	<b>45.3</b>	<b>45.2</b>



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# Accountability Survey Results- Secondary Program Quality

Program Quality Indicators	Ranked	
%of CTE Concentrators Graduating from H.S. having attained postsecondary credit in a relevant program or program of study earned through dual credit.	45 (1), 40 (2), 42 (3) 66 (no response)	Second
% of CTE Concentrators graduating from H.S. having attained a recognized postsecondary credential.	23 (1), 59 (2), 44 (3) 66 (no response)	Third
% of CTE concentrators graduating from H.S. having participated in work-based learning	59 (1), 28 (2), 40 (3) 66 ( no response)	First



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# Which program quality indicator do you prefer?

early college credit

work-based learning

recognized-postsecondary  
credential

# Accountability

## Postsecondary Performance Targets

Indicators	Baseline Level	Performance Level			
		FY2021	FY 2022	FY 2023	FY 2024
<b>1P1: Postsecondary Retention and Placement</b> The percentage of CTE concentrators who, 6 months after program completion, remain enrolled in postsecondary education, are in advanced training, military service, volunteer service, or are placed or retained in employment.	68.8%	69%	69.4%	69.8%	70.4%
<b>2P1: Earned Recognized Postsecondary Credential</b> The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	69.5%	70.1%	70.5%	70.9%	71.3%
<b>3P1: Nontraditional Program Enrollment</b> The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	9.5%	9.6%	9.8%	9.9%	10.1%

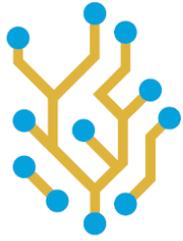
Thank you!  
Questions?

To read the Plan: [Perkins V State Plan](#)



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# Comments/Questions?



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# Elevating Educators



## TEACHER OF THE YEAR

Since 1970, the Illinois State Board of Education has sponsored the Illinois Teacher of the Year program. The Illinois Teacher of the Year is selected from a group of teachers identified as the best in their region. The Outstanding Early Career Educator award is awarded to the top teacher in Illinois with 1-4 years of teaching experience.

[www.isbe.net/elevatingeducators](http://www.isbe.net/elevatingeducators)



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# Thank you!

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[Perkins@isbe.net](mailto:Perkins@isbe.net) or [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)



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