



# Illinois State Board of Education

## Strengthening Career and Technical Education for the 21st Century Act

(Also known as Perkins V)

9-27-18

**Whole Child • Whole School • Whole Community**

# Perkins Vision

Expand opportunities for every student to explore, choose and follow vertically-integrated career pathways to earn credentials of value.

U.S. Department of Education Office of Career and Technical Education



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State Board of  
Education

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# Time to ReTHINK

From U.S. Department of Education Office of Career and Technical Education

- What is the right secondary/postsecondary “split of funds” given today’s environment?
- How can “reserve” funds best be used to spark innovation and incentivize “high-quality”?
- How do you define/approve high-quality CTE programs?
- How can work-based learning including “earn and learn programs” such as apprenticeships be the rule not the exception?
- How do we build the pipeline of teachers necessary to deliver the critical pathways local communities need?
- What is your state’s level of commitment to Career Pathways and Programs of Study?
- What is the best role for employers in program development and delivery?

# Perkins Reauthorization

- July 31, 2018 Carl D. Perkins Career and Technical Education Act of 2006 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 career and technical education programs and programs of study.



# Perkins Six Key Areas and Levers of Opportunity\*

1. State and Local-Driven Continuous Improvement
  - Common student definitions and measurement approaches
  - State-determined levels of performance
  - Disaggregation of data
  - Program of quality indicators
  - Public reporting of data
  - Program improvement plans

(\*U.S. Department of Education Office of Career and Technical Education)

# Perkins Six Key Areas

2. Strengthening CTE Teacher and Faculty Pipeline
  - One of four required State Leadership activities
  - Included as part of local needs assessment
  
3. Expanding the Reach and Scope of Guidance and Counseling
  - Middle School
  - Special populations recruitment
  - Informing parent and students about programs



# Perkins Six Key Areas

4. Promoting Innovative Practices
  - Programs of study
  - Work-based learning including apprenticeships
  - Dual and concurrent enrollment programs and early college high schools
  - Pay for success
5. Aligning CTE Programs
  - State and local collaboration with workforce boards
  - Opportunity to submit WIOA combined plans
  - Comprehensive local needs assessment
  - Use of the reserve funds



# Perkins Six Key Areas

## 6. Fostering Collaboration

- Extensive collaboration in State plan development
- Involvement of the Governor's office
- Timeframe for public hearings (30 days)
- Consultation with adult education agency on split funds
- Statewide industry or sector partnerships to develop and implement Program of Study (POS)



# Accountability

- There are two levels of accountability in Perkins:
  - secondary and postsecondary;
- Perkins provides a tremendous opportunity to focus on outcomes for students after the completion of high school;
- Strong outcomes based alignment for secondary and postsecondary.



# Accountability - Secondary

- ❖ Percentage of CTE concentrators who graduate from high school;
- ❖ CTE concentrator proficiency in State standards as measured by academic assessments;
- ❖ Percentage of CTE concentrators who in the second quarter following the program year after exiting from Secondary Education are:
  - in Postsecondary education or advance training; and
  - in Military service or a service program that receives assistance, are volunteers of the Peace Corp or are employed.



# Accountability - Secondary

- ❖ Program Quality Indicator at least one of the following:
  - Percentage of CTE concentrators graduating from high school having:
    - attained a recognized postsecondary credential;
    - attained a 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;
    - participated in work-based learning.
- ❖ May include any other measure of student success in CTE that is statewide, valid and reliable and comparable across the State.

# Accountability - PostSecondary

“(i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

“(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

“(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

# Timeline

- Fall 2018
  - Provide overview of Perkins to the field
  - Collaborate with ICCB
  - Elicit and receive feedback
- 2019
  - Submit a Transition Plan to ED in April, 2019
  - Continue to receive feedback and develop the state plan
- 2020
  - Final State plan due April, 2020



Innovative  
Chose  
Industry  
Apprenticeships  
Limit CTE  
Technical  
PERKINS  
High-Wage  
Explore  
High-Skill  
In-Demand  
Skills  
Pathways  
TECHNICAL  
Career Populations  
Work-Based-Learning  
Programs-of-Study  
Concentrator  
EDUCATION  
CAREER  
Employer  
Academic  
Business  
Special  
Follow  
High-Quality  
passion



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# Contact Information

Marci Johnson

Director of Curriculum and  
Instruction and

College and Career Readiness  
State CTE Director

Illinois State Board of Education

[marjohns@isbe.net](mailto:marjohns@isbe.net)

217-524-4832

Whitney Thompson

Director for Career and  
Technical Education

Illinois Community College  
Board

[Whitney.Thompson@Illinois.gov](mailto:Whitney.Thompson@Illinois.gov)

(217) 558-0318

- Any comments or feedback can be emailed to  
[Perkins@isbe.net](mailto:Perkins@isbe.net)

