



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Perkins V: Strengthening Partnerships

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Agenda

- Overview of Perkins V Reauthorization
- State of CTE in Illinois
- State of Adult Education in Illinois
- Statewide Planning
- State Plan Draft Highlights
- Local Planning Expectations
- Feedback Opportunities



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Perkins Reauthorization



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Perkins V Reauthorization

July 31, 2018 - Perkins Act was reauthorized.

- The legislation was renamed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
- 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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Alignment with Federal Programming



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. Enhancing and smoothing transitions within career pathways
5. Increased flexibility to scale innovation
6. Engaging communities and strengthening partnerships



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What is CTE?

Career and Technical Education

- Integrates with academics in a rigorous and relevant curriculum.
- Is offered in middle schools, high schools, career centers, community colleges, universities, and more.
- Features high school and postsecondary partnerships offering career exploration enabling clear pathways to certifications and degrees.
- Prepares students to be college and career-ready, providing core academic skills, employability skills, and technical skills.
- Educates students for a range of career options through 16 Career Clusters[®] and 79-plus pathways.
- Fulfills employer needs that are high skill, high wage, and/or in-demand.

Resource: Association for Career and Technical Education



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Secondary CTE

Secondary CTE programs in Illinois serve more than 283,000 students.



97%

of students who completed CTE programs in Illinois graduated from high school - compared to the 88 percent statewide average in 2018



63%

of Illinois students taking CTE courses in 2017 enrolled in postsecondary education after graduating high school



86%

of parents and students nationally in 2017 said they wish students could get more real world knowledge and skills during high school

Postsecondary CTE

Illinois' community college CTE programs serve more than 131,000 students (FY2018).



63%

or roughly two-thirds of all Illinois community college graduates earned a CTE degree or certificate in 2018



30,000+

students successfully completed dual credit CTE courses in 2018 that earned them college credit, saving time and money toward their degrees



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Statewide Planning



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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 (May 2019)
- Comprehensive stakeholder engagement – **in progress**
- Set performance targets Public hearings and comment periods – **in progress**
- Full State Plan is submitted (April 2020)



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State Planning Timeline To Date

Fall 2018

Information-sharing
road shows

Spring 2019

State Plan Work
Group convenes and
provides
recommendations to
inform plan

May 2019

Submit Transition
Plan (FY 2020)

Summer 2019

First draft of Plan



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Statewide Stakeholder Engagement

- ✓ December 2018 Regional Road Shows (6 meetings, more than 200 participants)
 - Information sharing and outreach
 - Collecting feedback from local stakeholders
- ✓ State Plan Work Group (over 100 participants)
 - Engaging statewide external stakeholders to inform State Plan
- ☐ Fall 2019 Regional Road Show
 - Local feedback on performance targets and State Plan Draft
- ☐ Student and employer focus groups facilitated by the Joyce Foundation – **in progress**
- ☐ P-20 Council Subcommittee on Perkins V – **in progress**
- ✓ Continuous virtual communication and feedback loops



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State Planning Timeline

September 2019

Release
Performance Targets
and First Plan Draft
Student/Employer
Focus Groups

Fall 2019

Regional road shows
P-20 Subcommittee
National Convening
Revise draft

December 2019

Submit HR 371
report to General
Assembly and P-20
Council
Present Plan to
boards for approval

January 2020

Release Plan for 30-
day public comment
Submit to Governor

Spring 2020

Final revisions
Submit to USDOE



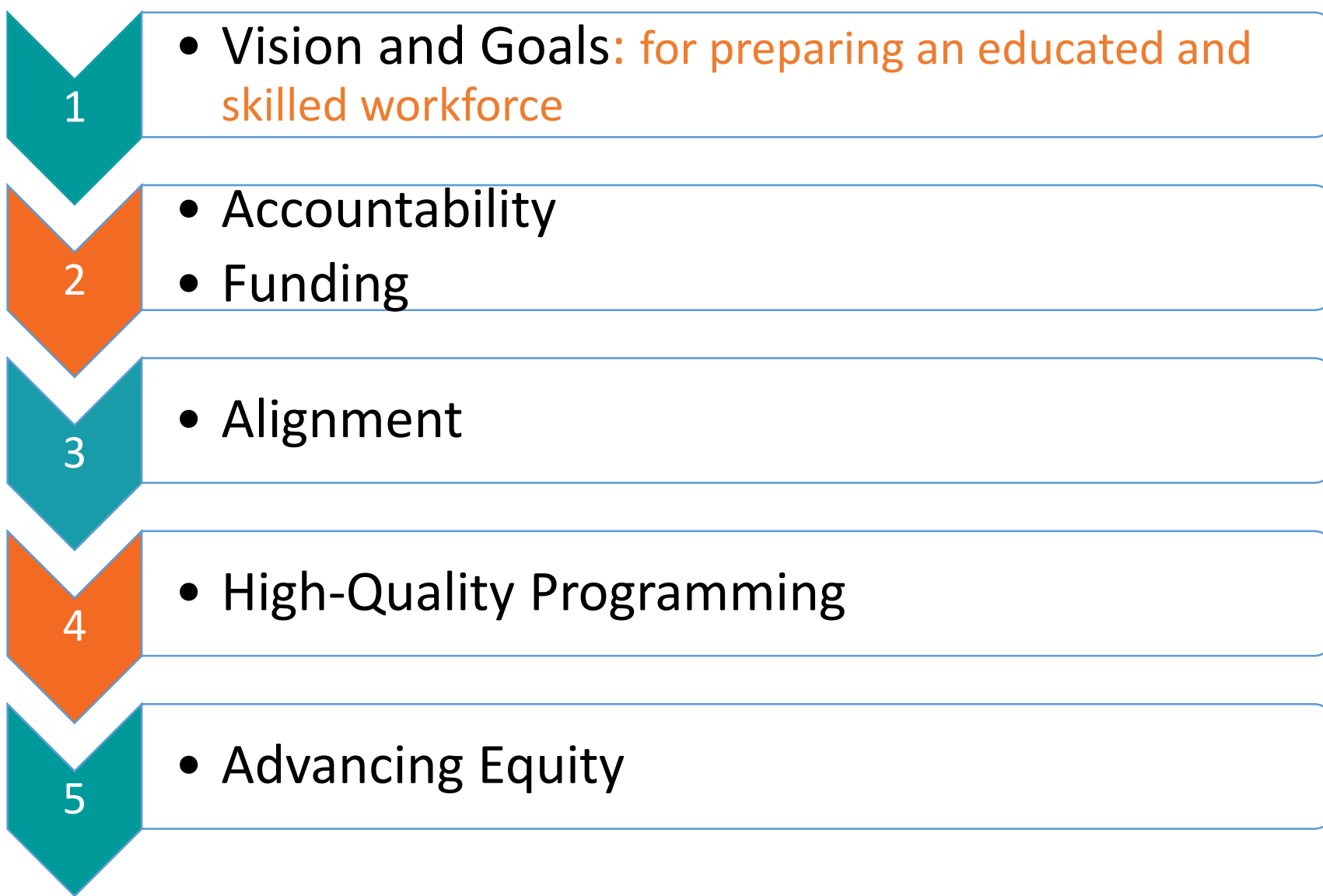
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State Plan Draft Highlights



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State Plan Requirements



Vision and Goals



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Vision

Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals.



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Goals

Illinois will support this vision through the implementation of five goals:

1. Increase Postsecondary and Industry-Recognized Credential Attainment
2. Enhance Career Pathway Opportunities
3. Increase Early College Opportunities
4. Increase Responsiveness to Communities' Workforce Needs
5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

**Increase
Educational
Equity**



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Accountability and Funding



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Accountability

Secondary Performance

Indicators

Baseline
Levels
(FY16-FY18)

1S1: Four-Year Graduation Rate

95.7%

1S2: Six-Year Graduation Rate

97.1%

2S1: Academic Proficiency in Reading/Language Arts

36.3%

2S2: Academic Proficiency in Mathematics

27.3%

2S3: Academic Proficiency in Science

34.2%

3S1: Postsecondary Placement

44.4%

4S1: Non-traditional Program Enrollment

40.7%

5S2: Program Quality – Attained Postsecondary Credits

45.2%

- FY19 data finalizes end of October 2019
- October 2019 – Feedback on 4-year Performance Targets
- 2nd Public Comment Period (mid-Dec 2019 thru mid-Feb 2020) – Proposed Secondary Performance Targets
- WBL & Industry Credentials – collected but not reported to USDOE



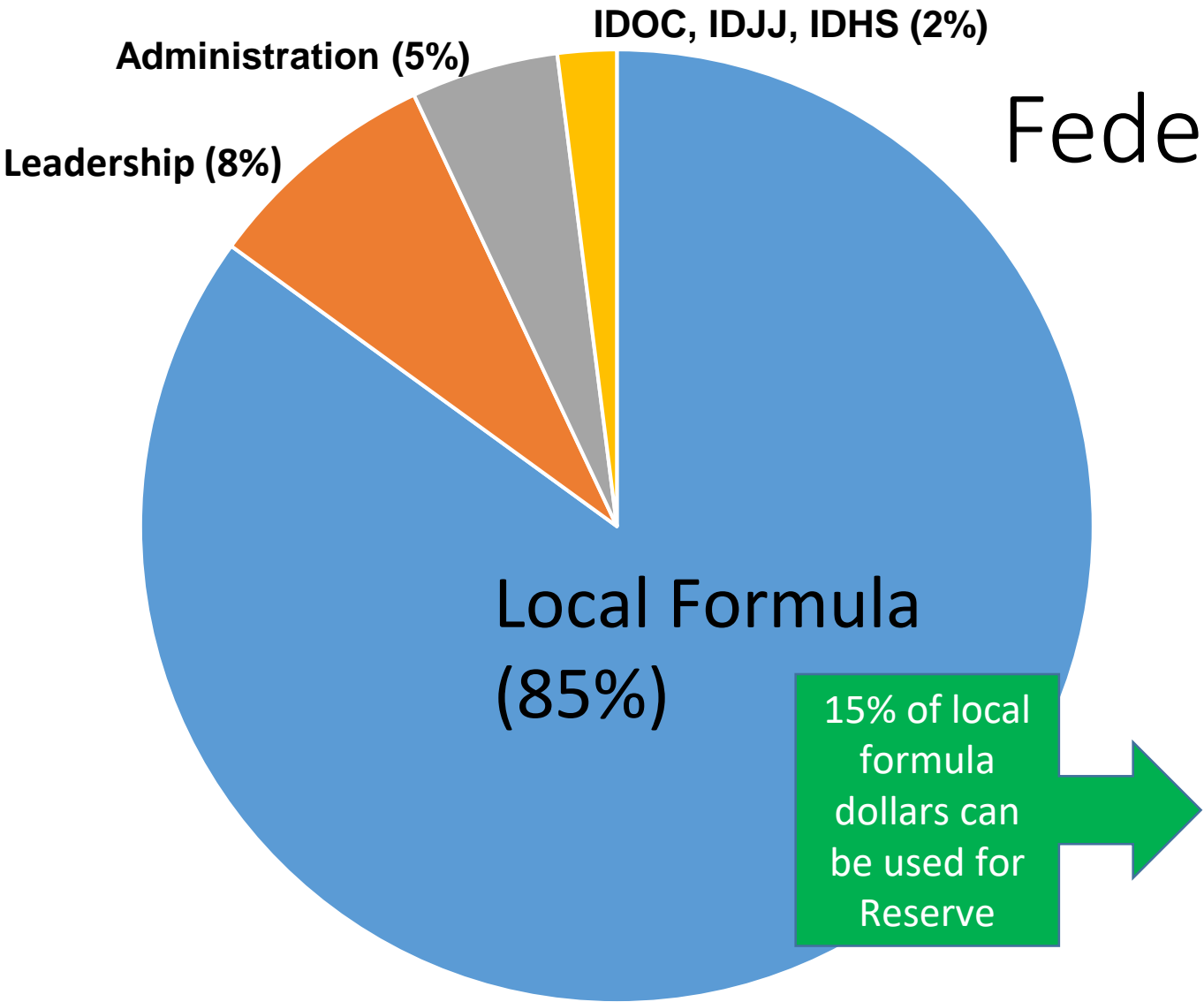
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Accountability

Postsecondary Performance Targets

Indicators	Baseline Level	Performance Level			
		FY2021	FY 2022	FY 2023	FY 2024
1P1: Postsecondary Retention and Placement 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%
2P1: Earned Recognized Postsecondary Credential 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%
3P1: Nontraditional Program Enrollment 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%

Federal Perkins Funding



- USDOE distributes funding to states.
- Illinois splits funding between ISBE and ICCB.
- State funding is required to uphold a maintenance of effort.



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State Leadership Activities – Required

1. Support for preparation for nontraditional fields in current and emerging professions and programs for special populations
 - Promoting Gender Equity
2. 2% will support CTE programming for individuals in state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
3. Developing a Strong CTE Teacher Pipeline
4. Providing Targeted Technical Assistance
5. Conducting Continuous Quality Improvement Activities



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Other State Leadership Priorities

- Program of Study Development
- Dual Credit Enhancement
- Comprehensive Professional Development
- Expansion of Integrated Education and Training
- Expanding Innovative Delivery Models

- Improving Career Guidance and Academic Counseling
- Open Educational Resources
- Enhancing Data Accountability Systems



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Reserve Funding

Distributed to eligible recipients in:

- (A) rural areas;
- (B) areas with high percentages of CTE concentrators or CTE participants;
- (C) areas with high numbers of CTE concentrators or CTE participants; and
- (D) areas with disparities or gaps in performance

in order to—

- (A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- (B) (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.



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Alignment



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Alignment with Statewide Initiatives

- *Illinois' 60 X 2025 Goal*: 60% of Illinois residents will have a postsecondary degree or 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.



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Alignment with Statewide Initiatives

- *Governor Pritzker's Executive Order 3*: Strengthening the state's commitment to workforce development and job creation.
- *Adult Education and Literacy Strategic Plan*: 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.
- *WIOA Unified Plan*: The WIOA Unified State Plan is designed to provide a vision of the Governor's integration of workforce, education, and economic development policy while also serving as a federal compliance document for the U.S. Departments of Labor and Education under WIOA.
- *Workforce Education Strategic Plan*: The WESP is designed to achieve alignment of the community college system and the state's workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all citizens of Illinois.



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Alignment with WIOA

- ISBE and ICCB will align goals and strategies to the state's higher education equity targets.
- Recipients will implement a 4-Year CTE Plan (aligns with local WIOA planning and implementation).
- Closer collaboration with education and workforce agencies to serve underserved populations, including adult education (individuals with disabilities, un/underemployed, veterans, foster youth, formerly incarcerated, experiencing homelessness)
- Stronger alignment with education and labor market needs of communities



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Adult Education & Literacy

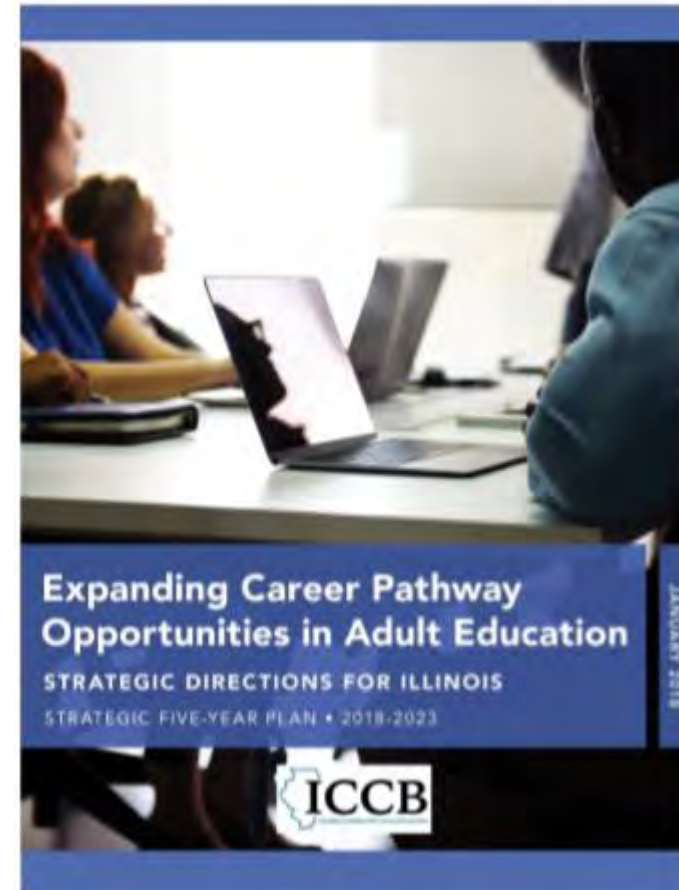
- Alignment of Curriculum with College and Career Readiness Standards (CCRS)
- Alignment with Labor Market Information (LMI)
- Meeting Performance Outcomes:
 - Five of the Six Performance Measures are employment related
 - National Reporting Systems
- Unified Plan and Local Plan Development
- Alignment of Bridge and Integrated Education and Training Activities
- More Emphasis on work with Employers
- Equity and the Service Population
- Innovation in Instruction to Address Enrollment Issues



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Adult Education Strategic Plan

- Responsiveness and Access
- Innovation
- Collaboration and Alignment
- Professional Development and Training
- Accountability
- Technology

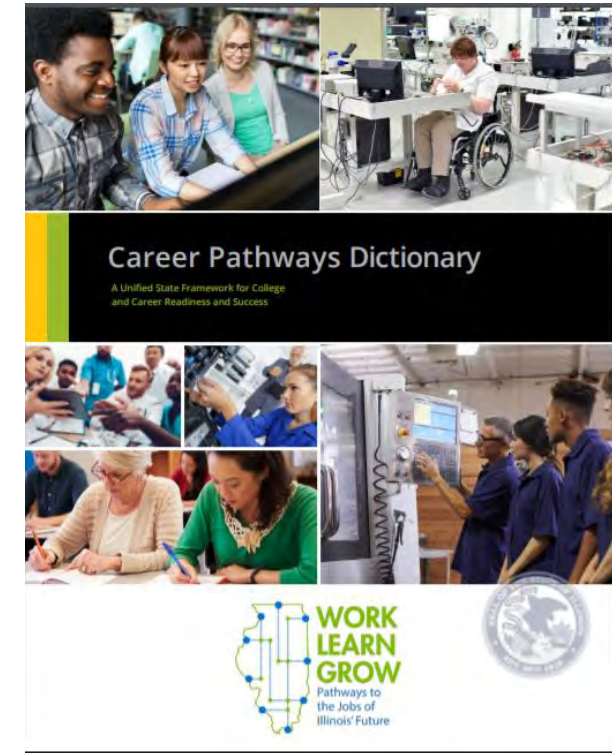


Adult Education Strategic Plan

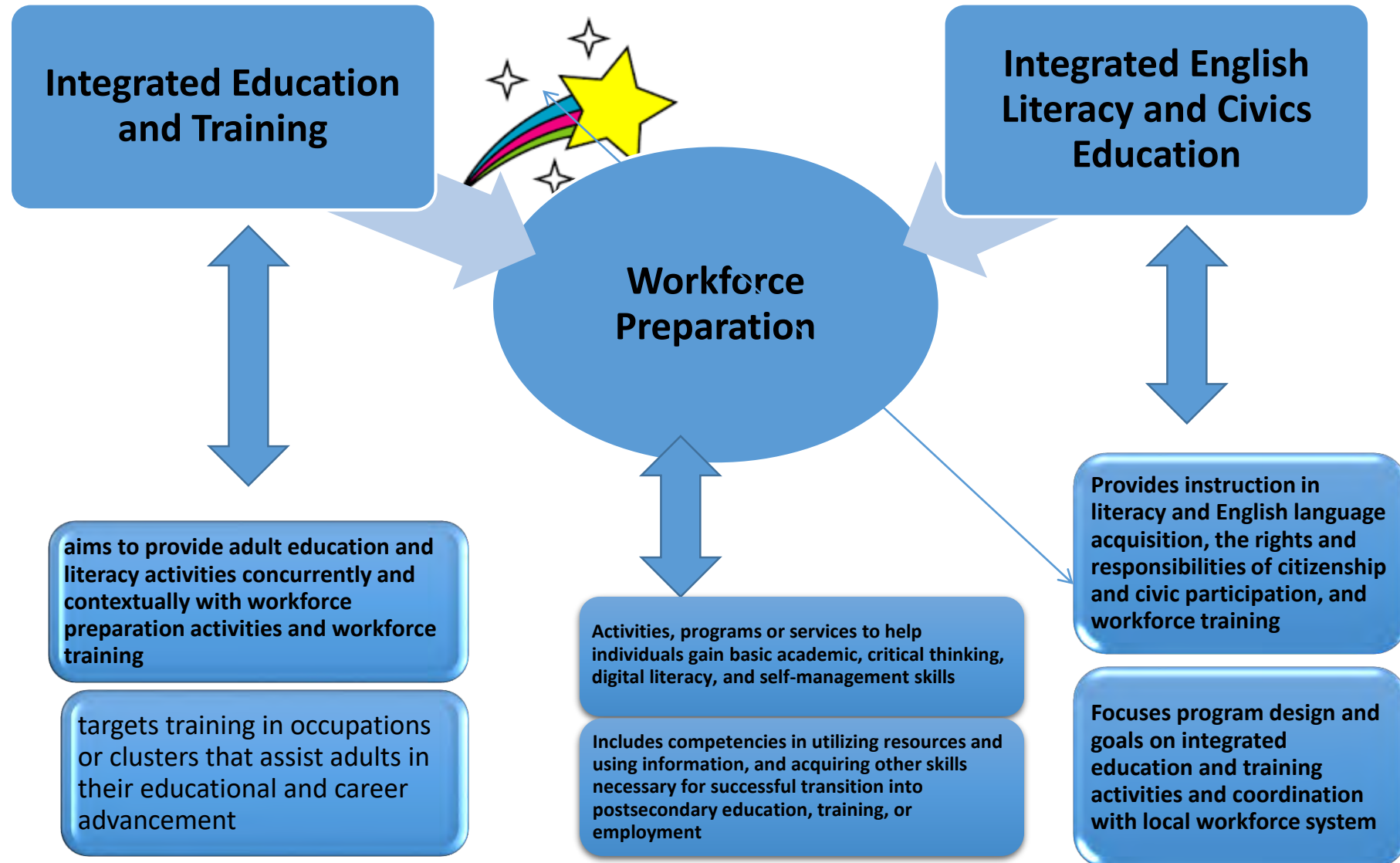


Key Strategies to Support Education and Workforce Alignment

- Adopting Common Definitions and Frameworks
 - Career Pathways Dictionary
- Accelerating and Expanding Career Pathways
- Addressing Inequities
- Coordinated Professional Learning
- Incentivizing Local Alignment



Intentional Collaboration with Adult Education



Integrated Education and Training

Students are concurrently enrolled in adult education and CTE or non-credit workforce training

- Blends basic and technical skills
 - Intensive transition services
 - Credit-bearing
 - Team teaching approach
 - Stackable and Industry Recognized Credentials
- strong local demand for the selected pathway(s)
 - acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs



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High-Quality Programming



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Key Strategies to Support High-Quality Programming and Career Pathways

- Program of Study Model Development for all 17 Clusters
- Comprehensive Professional Development
- Support for College and Career Pathway Endorsements and Dual Credit
- Expansion of Work-Based Learning Opportunities (including apprenticeships)
- Supporting Continuous Quality Improvement Models
 - Secondary (*NEW* Program Quality Rubric)
- Incorporation of Employability Skills into Curriculum



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Key Strategies to All Support Administrators, Instructors, and Staff

- Comprehensive Professional Development
- Focusing leadership funding to recruit and retain CTE instructors
 - Revising licensing provisions for CTE instructors (ISBE)
- Pedagogical training and support for those transitioning from business and industry into teaching
- Expanding Open Educational Resources



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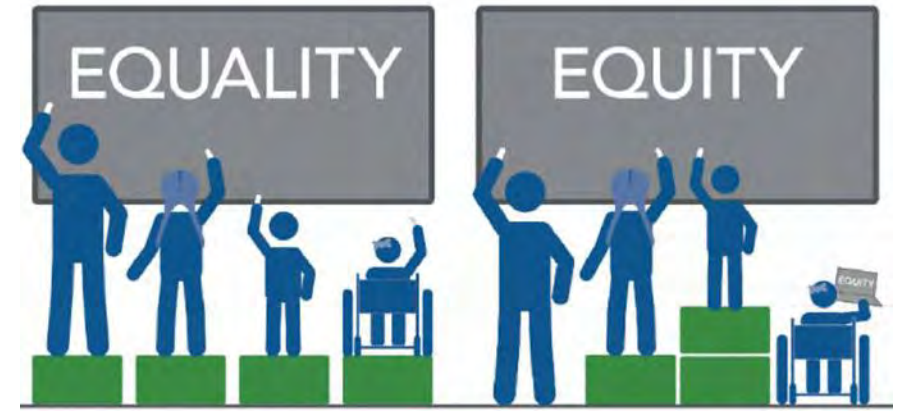
Advancing Educational Equity



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Key Strategies to Advance Educational Equity

- Local recipients will be required to complete a comprehensive local needs assessment every 2 years.
- Professional development and technical assistance to expand access, persistence, and completion.
- Reserve funding to target districts with equity gaps (i.e. dual credit, completion).



Advancing Equity Among Special Populations

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 or on active duty*

**Indicates new population identified in Perkins V*

States must continually make progress toward improving the performance of all CTE students, including subpopulations.

Recipients will be required to disaggregate data by CTE programs and subpopulations (including special populations) to identify and quantify gaps in performance.



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Key Strategies to Support Students

- Expansion of dual credit opportunities
- Expansion of quality work-based learning opportunities and engagement with business and industry
- Expanding Integrated Education and Training Opportunities (adult education students)
- Funding may support transportation, child care, tutoring, textbooks, supplies, etc.
- Supporting Career and Technical Student Organizations



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Local Planning Expectations



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Example Local Planning Timeline

Fall 2019:

Reach out to Stakeholders;
begin preparation for CLNA.
Provide feedback on State
Plan and performance levels.

Winter 2019/2020:
With stakeholders,
complete CLNA.

Spring 2020:
Submit Local Application
informed by CLNA.



Comprehensive Local Needs Assessment (CLNA)

Required Stakeholders

- (1) Secondary and postsecondary representatives of CTE programs (instructors, career guidance and academic counselors, administrators);
- (2) representatives of the local workforce development boards and a range of local or regional businesses or industries;
- (3) parents and students;
- (4) representatives of special populations;
- (5) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and
- (6) Adult Education

In order to receive funding, recipients must conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local application.

- Must be completed not less than once every 2 years.
- Continued Consultation with required stakeholders



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Comprehensive Local Needs Assessment

Assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

- 1) student performance data;
- 2) size, scope, and quality as defined by the state plan;
- 3) labor market alignment;
- 4) progress towards implementing CTE programs of study;
- 5) recruitment, retention, and training of faculty and staff; and
- 6) progress toward improving access and equity.

Facilitating Local Collaboration

- CLNA Templates, Resources, and Technical Assistance
- Braiding of Funding to Support Local Collaboration
- Technical Assistance through Development of Local Resources
 - *Advisory Committee Guidebook*
 - *Career Pathways Dictionary*
 - *Career Development Experience Toolkit*
 - *Counselor Resources*
 - *Programs of Study Expectations Tool*
- Professional Learning and Facilitated Networking Opportunities



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Feedback Opportunities



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Regional Listening Tours

- October 7 – Buffalo Grove High School, Buffalo Grove
- October 10 – Wilco Area Career Center, Romeoville
- October 23 – Richland Community College, Decatur
- October 24 – Kaskaskia College, Centralia
- October 25 – Chicago Public Schools, Chicago



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Collecting Feedback

- Comments or feedback on the State Plan draft can be emailed to perkins@isbe.net or cte@iccb.state.il.us.
- There will be a form to elicit specific feedback on the draft State Plan.



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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>



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Thank you! Questions?

Visit our Q & A Session in Redbird G



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