

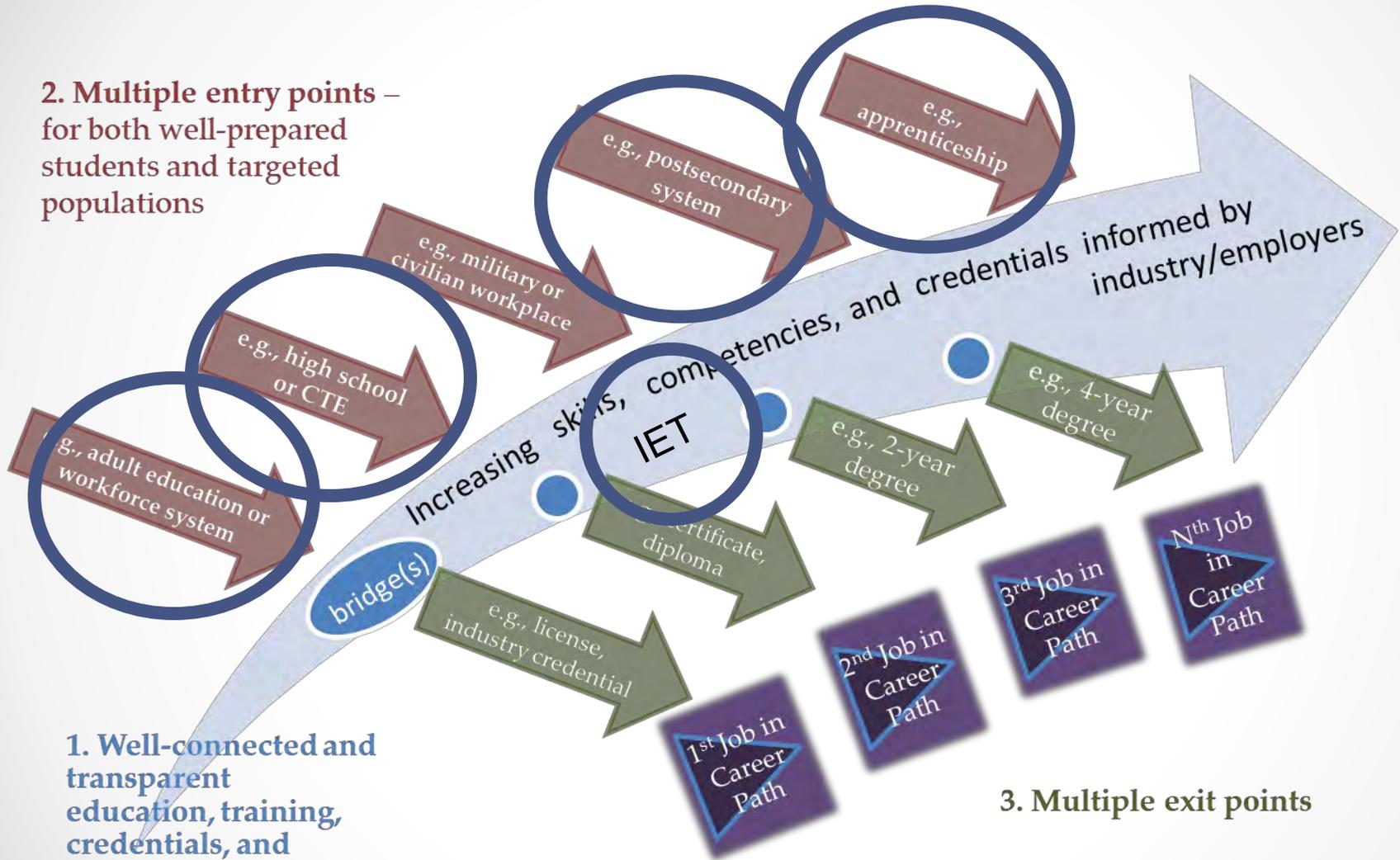


BE BOLD, BE INNOVATIVE: EXPANDING OPPORTUNITIES THROUGH CAREER PATHWAYS

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SETTING THE STAGE

2. Multiple entry points – for both well-prepared students and targeted populations



1. Well-connected and transparent education, training, credentials, and support services

3. Multiple exit points

KEY CONSIDERATIONS

1. Why is this partnership important?
2. What is Career and Technical Education and Perkins V?
3. What are the opportunities within Perkins V?
4. How can adult education and CTE collaborate together to meet our goals?



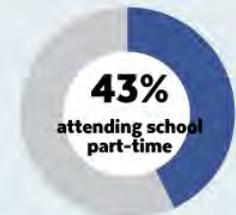
WHY ARE CAREER PATHWAYS IMPORTANT?

Career Pathways

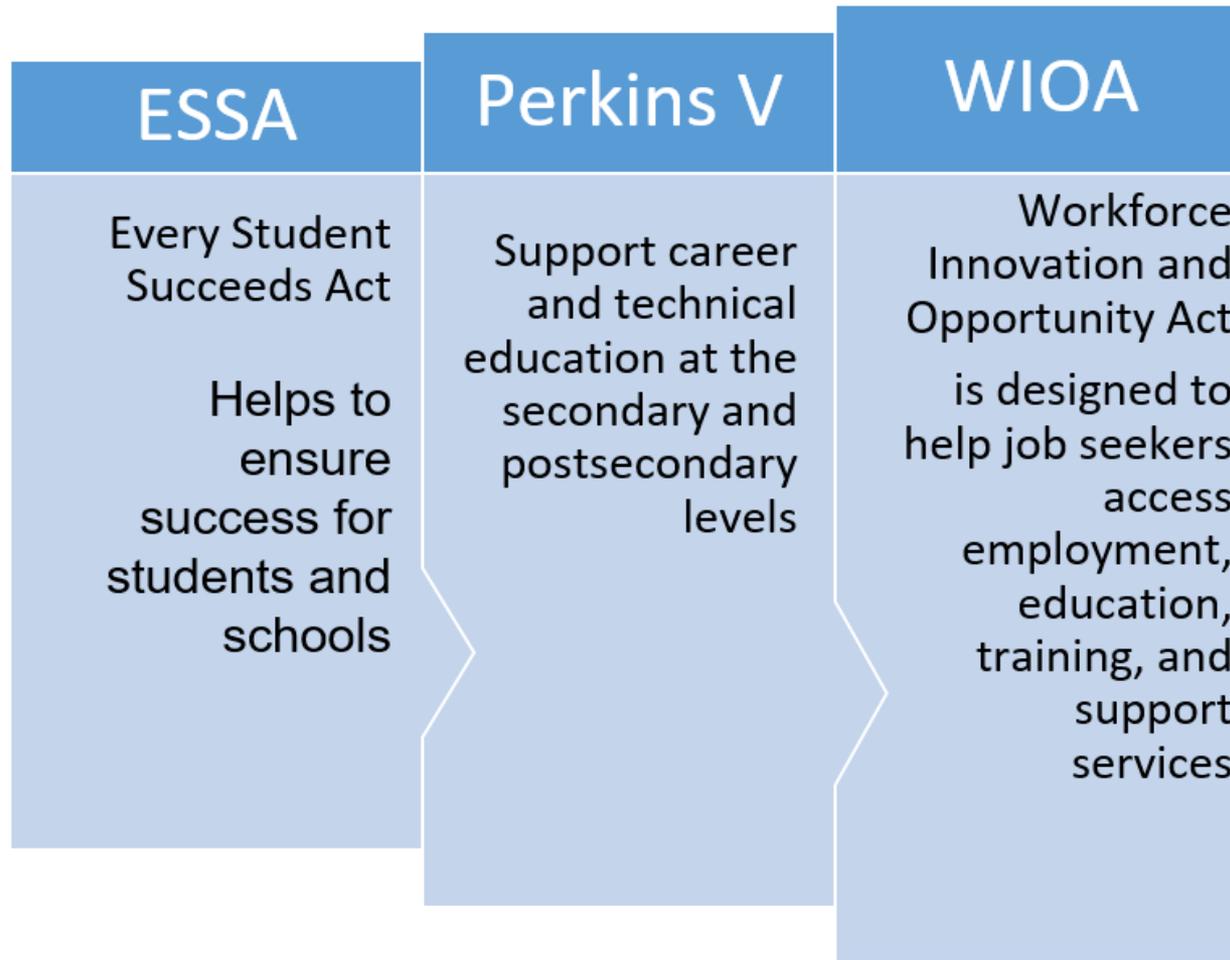
In an economy where more than 80 percent of all jobs require some form of postsecondary education or training, expanding access to high quality workforce programs at community and technical colleges is increasingly critical to our nation's continued competitiveness.

For many of these jobs — particularly the roughly 55 percent of jobs in the U.S. labor market that require more than a high school diploma, but not a four-year degree — degrees or certificate programs offered at community or technical colleges can provide the right skills and credentials to help workers and businesses succeed. But it's not just a question

TODAY'S UNDERGRADUATES



ALIGNMENT OF FEDERAL PROGRAMMING



MISSION ALIGNMENT

Illinois Community College Board:

- To promote cooperation within the system and accommodate those state of Illinois initiatives that are appropriate for community colleges.
 - To provide high-quality, accessible, cost-effective educational opportunities for the individuals and communities they serve.
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- **Adult Education and Literacy Strategic Plan Vision:** In partnership with other stakeholders, we will 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.
 - **CTE Purpose:** 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.

ALIGNMENT WITH STATEWIDE GOALS AND INITIATIVES

ICCB Goals:

- 1) Smooth the transition for all students into and through postsecondary education.
 - 2) Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management.
 - 3) Engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness.
- Illinois' 60 X 2025 Goal: 60% of Illinois residents will have a postsecondary degree by 2025.
 - 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

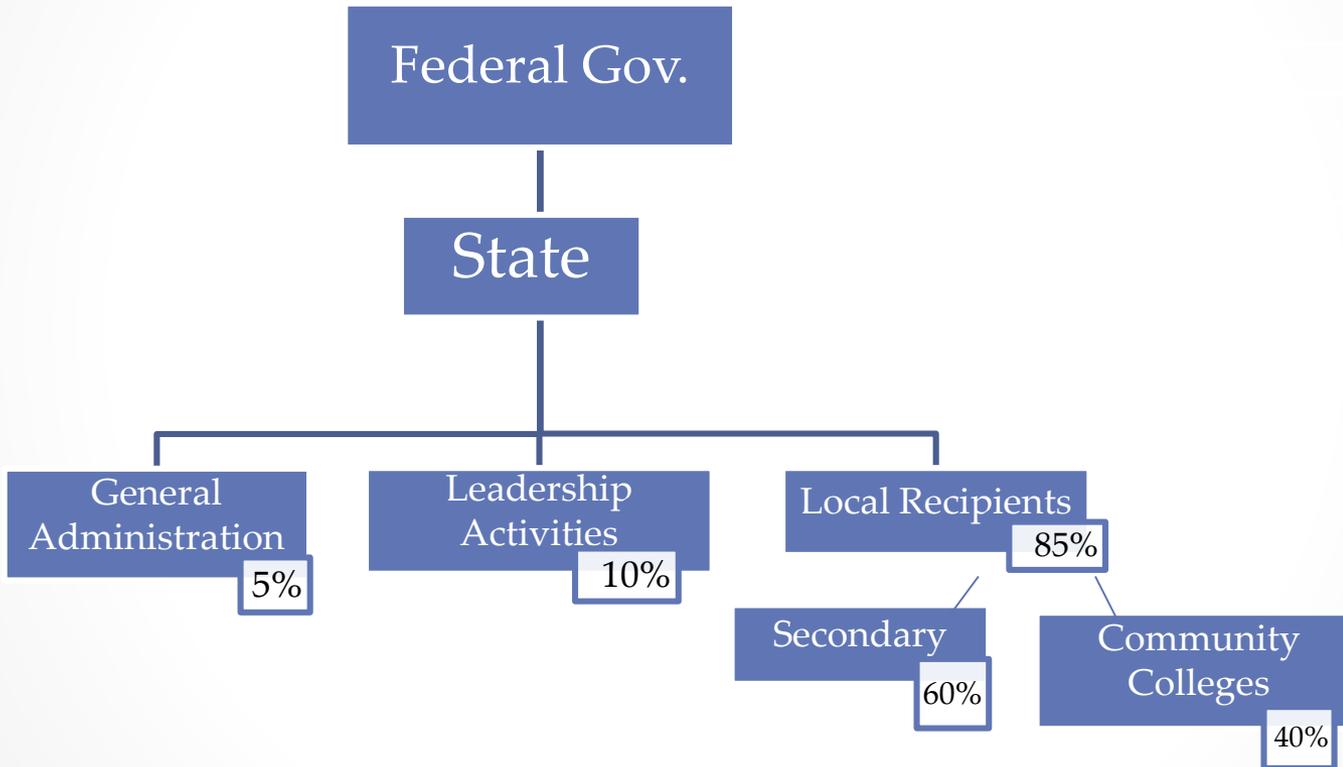
Perkins V Overview

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PERKINS V REAUTHORIZATION

- July 31, 2018- the Perkins Act was reauthorized and will be effective July 1, 2019.
- The legislation was renamed as Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and is largely based on the structure and content of Perkins IV.
- Perkins V places greater emphasis on the following areas:
 - ✓ local flexibility;
 - ✓ comprehensive stakeholder engagement and collaborative planning;
 - ✓ innovation;
 - ✓ equity and accountability; and,
 - ✓ alignment with other education and workforce programs.

PERKINS ADMINISTRATION IN ILLINOIS



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.

WHAT IS A PROGRAM OF STUDY?

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

Statewide Planning

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STATEWIDE PLANNING

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

- Submit a Transition Plan for FY2020 (May 2019)
- Comprehensive Stakeholder Engagement
- Set Performance Targets
- Public hearings and comment periods
- Submit Full State Plan for FY2021-2024 (April 2020)

STATEWIDE STAKEHOLDER ENGAGEMENT

- ✓ December Regional Road Shows (6 meetings, over 200 participants)
 - Information sharing and outreach
 - Collecting feedback from local stakeholders
- ☐ State Plan Work Group – **In progress**
 - Engaging statewide external stakeholders to inform state plan
- ☐ Fall 2019 Regional Road Show
 - Local feedback on State Plan
- ☐ Continuous Virtual Communication and Feedback loops

PERKINS V STATE PLAN WORK GROUP

Purpose

To engage and consult with external stakeholders in the development of the State's Career and Technical Education Plan (FY2021-FY2024).

Goals:

1. Ensure all external stakeholder voices are heard.
2. Collect goals, objectives, strategies, and action steps to inform the State Plan.
3. Identify statewide priorities to set a strategic direction in motion.

Over 100 Work Group Members



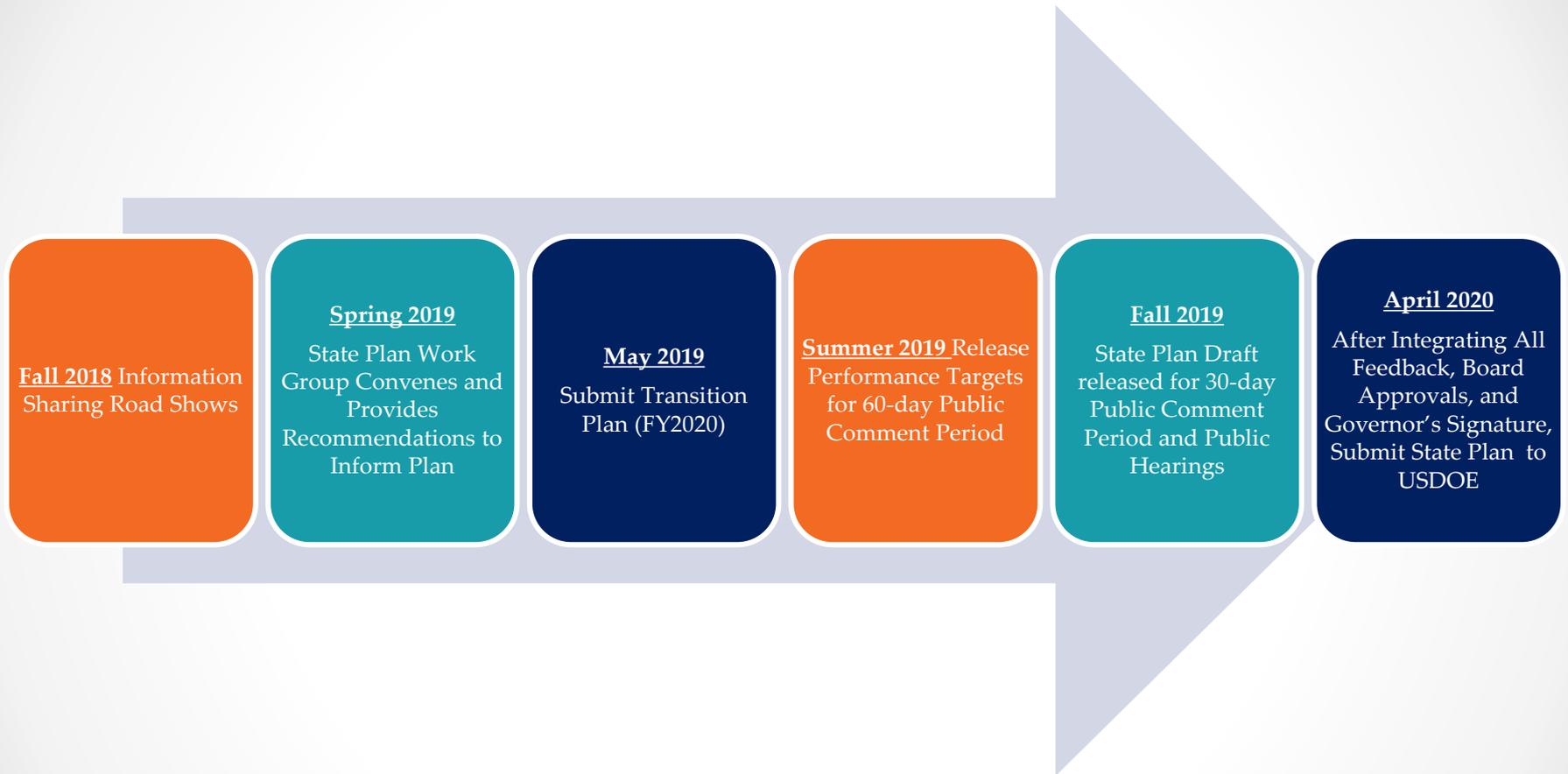
- Adult Education
- Postsecondary
- Secondary
- Community (Parents, Students, Advocacy)
- Business and Workforce
- Representatives of Special Populations
- Minority-Serving Institutions
- Other

PERKINS V STATE PLAN WORK GROUP

Next Steps:

- By April 30, Committees will meet virtually 2-3 times to make final recommendations to ISBE and ICCB.
- By June 30, ISBE and ICCB will present all strategies and recommendations submitted by the committees in an open webinar.
- Summer 2019: ISBE and ICCB will write State Plan while incorporating this work group's recommendations.
- Fall 2019: State Plan out for public comment and ISBE and ICCB will hold public hearings.

STATE PLANNING TIMELINE



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

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.

POSTSECONDARY PERFORMANCE INDICATORS

1.) Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, transitioned to military service, volunteer service, or placed into employment.

2.) Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

3.) Nontraditional Program Enrollment

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

Increased Focus on Equitable Outcomes

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INCREASED FOCUS ON EQUITABLE OUTCOMES

- Colleges 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.



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 (*previously displaced homemakers*)
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

COMMITMENT TO EQUITY

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Smoothing Transitions

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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

INTEGRATED EDUCATION AND TRAINING

- Blends basic and technical skills
 - Intensive Transition Services
 - Credit Bearing
 - Team Teaching Approach
 - Stackable Credentials
 - Industry Recognized Credentials
- **trong local demand for the selected pathway(s)**, including the presence on the Workforce Innovation Boards demand list for the local area or other local data demonstrating robust demand;
 - **Acceleration strategies**, including contextualized learning and the use of hybrid (online and classroom-based) course designs;

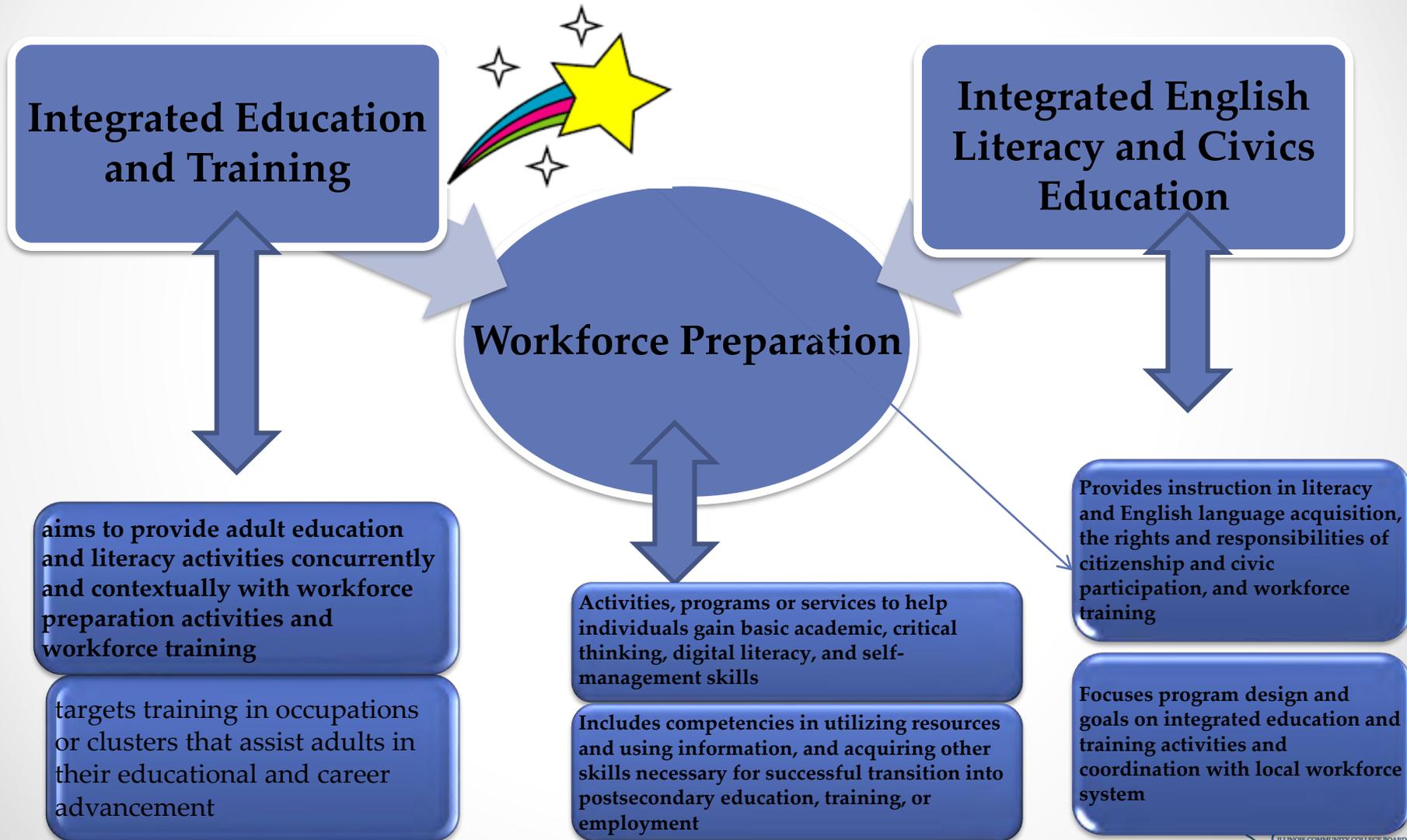
A GOAL OF ADULT EDUCATION

Promote transitions from adult education to postsecondary education and training through career pathways

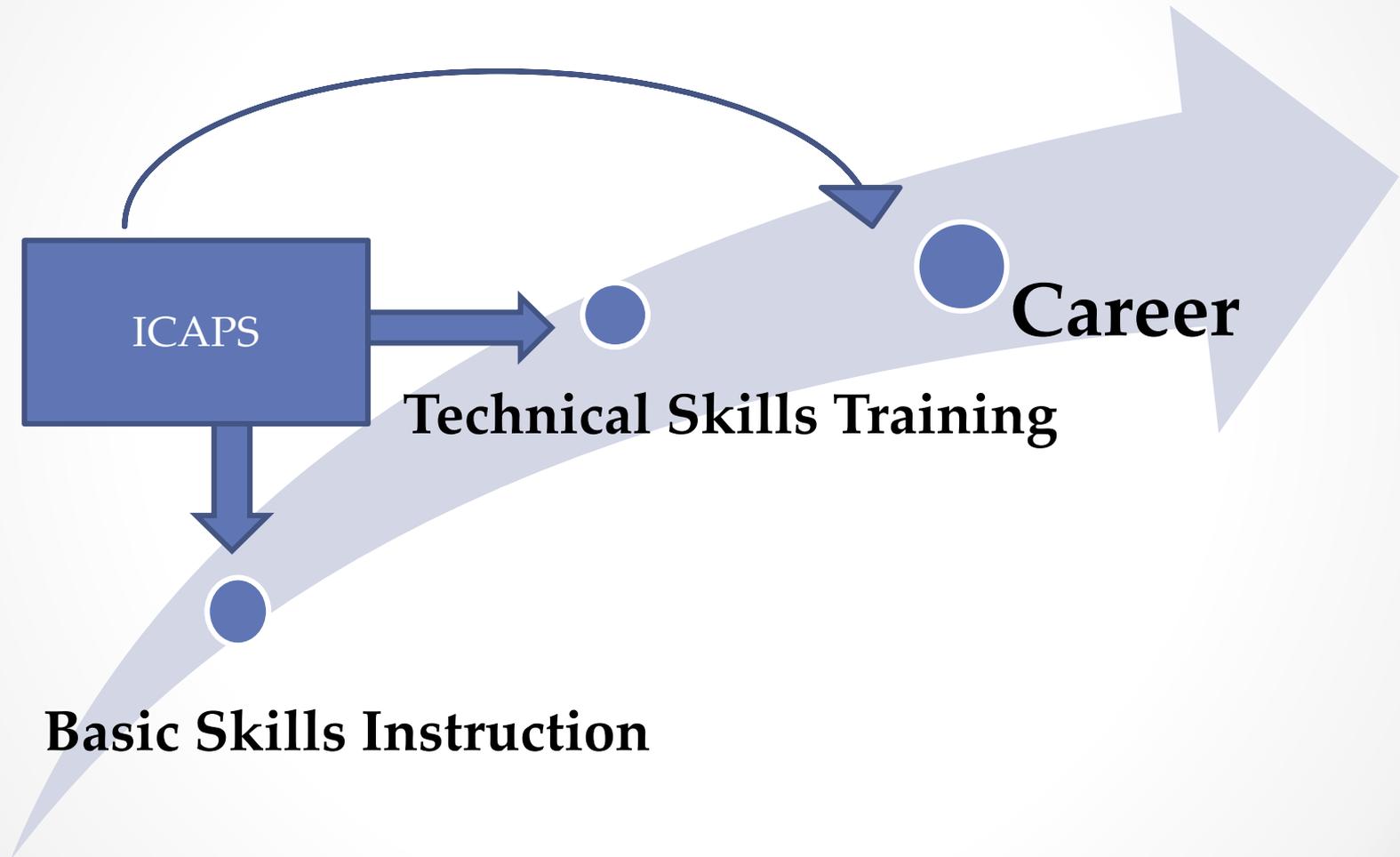
IET
Concurrently enrolled in
AE and CTE/Training
Programs

Increase reading, writing, math, comprehension, literacy, English language skills

ADULT EDUCATION ACTIVITIES IN WIOA



INTEGRATED EDUCATION & TRAINING



Increased Flexibility To Scale Innovation



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

OTHER OPPORTUNITIES

RESERVE.— Distributed to eligible recipients in:

- rural areas;
- areas with high percentages of CTE concentrators or CTE participants;
- areas with high numbers of CTE concentrators or CTE participants; and
- areas with disparities or gaps in performance.

in order to—

- 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) 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.

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.

REQUIRED STAKEHOLDERS

- 1) representatives of CTE programs (teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals)
- 2) representatives of CTE programs at secondary/postsecondary educational institutions;
- 3) representatives of the local workforce development boards and a range of local or regional businesses or industries;
- 4) parents and students;
- 5) representatives of special populations;
- 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- 7) any other stakeholders that the eligible agency may require the eligible recipient to consult. (Postsecondary: Adult Education)

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.

COMPREHENSIVE NEEDS ASSESSMENT

DEVELOPMENT

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.

- Once every 2 years
- Continued Consultation

CONTINUED CONSULTATION

- (1) provide input on annual updates to the comprehensive needs assessment;
- (2) ensure programs of study are—
 - responsive to community employment needs (current, intermediate, or long-term);
 - allow employer input, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment; (*through advisory committees*)
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding is used in a coordinated manner with other local resources

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

REQUIRED LOCAL USES OF FUNDS

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
- (3) provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
- (4) support integration of academic skills into CTE programs and programs of study
- (5) plan and carry out elements that result in increasing student achievement of the local levels of performance
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report required under section 113(b)(4)(B).

PERMISSIBLE USES OF FUNDS

- (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the WIOA and other Federal laws and initiatives that provide students with transition-relation services;
- (N) providing CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

HOW CAN ADULT EDUCATION AND CTE COLLABORATE?

- Comprehensive Needs Assessment (required)
- 4-year CTE Application (required)
- Serve/participate on Program Advisory Meetings
- Collaborate/ cross-train for services and activities offered in the One-Stop Centers
- Collaborate to offer programming including IET pathways
- Host and attend professional development together

RESOURCES

- [Strengthening Career and Technical Education for the 21st Century Act](#)
- [ICCB CTE Perkins Reauthorization webpage](#)
- [Advance CTE Perkins V Resources](#)
- https://www.nationalskillscoalition.org/resources/publications/file/Investing-in-Postsecondary-Career-Pathways_web.pdf
- <http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf>
- <https://icsps.illinoisstate.edu/transitions-academy/>

Questions?

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