



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Perkins V: How it Relates to WIOA Partners

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What is Career and Technical Education?

Career and Technical Education (CTE) 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.
- The **Perkins Act** is the most important piece of legislation affecting CTE in Illinois



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Perkins 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.
- **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. Perkins V facilitates this by placing a 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.



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Why Perkins and WIOA?

- **Perkins Act** (Postsecondary Perkins) is one of the 16 WIOA Required Partners
- Must commit a minimum of a .25 FTE staff to provide services at the one-stop center through either onsite program staff or contract staff, onsite program staff or contractor staff who are crossed trained to deliver services on behalf of another required partner, or through offsite staff available via direct linkage, or both. The following services must be provided by one of the aforementioned means:
 - ✓ Outreach, intake, orientation
 - ✓ Program coordination and referral
 - ✓ Information about the availability of supportive services and referral to these services



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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**



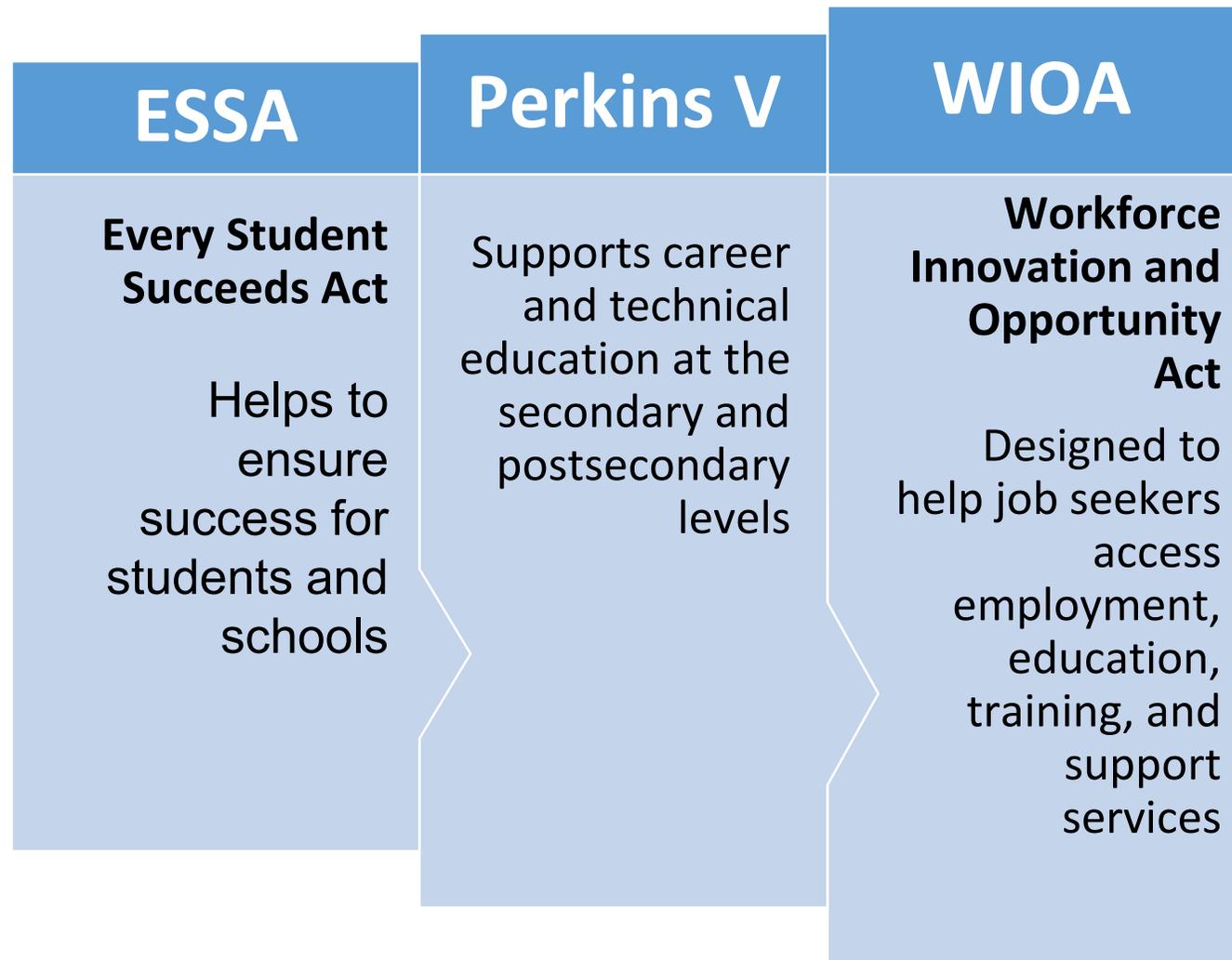
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Increased Alignment Within and Between Education and Workforce Systems



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Alignment with federal programming



The Role ESSA, Perkins V, and WIOA Play in Workforce Development

- To establish an education-to-workforce pipeline, state leaders will need to align the education system with labor market needs to ensure a seamless system of **academic, technical, and employability skills preparedness**.
- Education-to-Workforce *Pipeline*
 - ESSA- provides funding for public education from kindergarten to 12th grade and requires that all students be taught to challenging academic content standards that prepare them to succeed in college and careers.
 - Perkins V- funds states and other grantees to improve both secondary and postsecondary CTE programs and programs of study that prepare students for the real world. Career Exploration down to the 5th grade.
 - WIOA Title I- funds the public workforce development system, which matches labor market needs with education, training, and support services for youth and adults looking for meaningful employment
 - WIOA Title II- funds adult education and literacy activities for out-of-school youth and adults who lack a high school diploma or proficiency in English.



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Goal Alignment Between ESSA, Perkins V, and WIOA

- **ESSA**
 - requires LEAs to integrate **rigorous academic and employment-focused content for in-demand jobs**;
 - provisions for states to align their CCR expectations and provide opportunities for students to **develop crucial employability skills that align to business and industry needs**; and,
 - requires LEAs to support programs that support academic and CTE learning for in-demand jobs.
- **Perkins V**
 - requires the goals and expectations to **prepare all students, including special populations, for careers in in-demand and emerging sectors**;
 - requires **integrating academic, technical, and employability skills** within and across CTE programs and coursework; and,
 - promotes the inclusion of rigorous academic coursework in CTE programs and instruction.
- **WIOA Title I and II**
 - focuses on the **economic needs of states and regions, including the knowledge, skills, and abilities important for specific industries and occupations**;
 - focuses on preparing adults and youth for in-demand jobs requires the **development of academic, technical, and employability skills** necessary for employment;
 - One-stop providers must assess participants across educational, training, and employability skills and refer them to aligned services.

PROGRAMS: POINTS OF CONNECTION **ACROSS 2 OR ALL 3** STATUTES

	Focus	Content	Alignment
ESSA	<ul style="list-style-type: none"> • K-12, early childhood • College and career readiness for each student 	<ul style="list-style-type: none"> • Academics, English proficiency • Well-rounded education: arts, languages, music, advanced and postsecondary coursework and credit, school climate, health, CTE, STEM, technology, career counseling, work-based learning, internships, apprenticeships • Support services, before and after school programs, Pre-K 	<ul style="list-style-type: none"> • Standards in ELA, math, science, STEM, ELP must align to CTE and higher education standards • Some programs address industry needs
Perkins	<ul style="list-style-type: none"> • Grades 5-12 CTE students • Youth out-of-school • Adults • College and career readiness for each student 	<ul style="list-style-type: none"> • Academics, postsecondary coursework and credit • Technical knowledge and skills, technology • Employability skills • Training, work-based learning, internships, apprenticeships, career counseling • Support services 	<ul style="list-style-type: none"> • Academic content must align to ESSA standards • Technical and employability skills must align to postsecondary standards and industry needs
WIOA	<ul style="list-style-type: none"> • Youth in- and out-of-school • Adults, workers • College and career readiness – and career success – for each student 	<ul style="list-style-type: none"> • Basic academics, literacy, English proficiency • Technical knowledge and skills (CTE) • Employability skills, digital literacy • Education, training, postsecondary coursework and credit, work-based learning, internships, apprenticeships, career counseling, Perkins programs • Support services 	<ul style="list-style-type: none"> • Academic content must align to ESSA • Technical content must align to CTE standards • Adult ed. content must align to postsecondary standards • Content must align to industry needs



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Alignment with Statewide Initiatives

- [Illinois' 60 X 2025 Goal](#): 60% of Illinois residents will have a postsecondary credit or credential by 2025.
- [Postsecondary and Workforce Readiness Act](#) *Postsecondary and Career Expectations (PACE) College and Career Pathway Endorsement, Transitional Math and 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
- [WIOA Unified State Plan](#): designed to provide a vision of the Governor's integration of workforce, education, and economic development policy. The Unified State Plan outlines the vision, principles and goals for the integration of workforce, education and economic development programs for the State of Illinois.



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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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Alignment Considerations for Perkins and WIOA

States, Local Workforce Boards, Adult Education providers, Labor Organizations and Perkins – Community Colleges and School Districts must develop **career pathways**.

- Consider coordinating efforts
- Continue to Align the use of Labor Market information
 - Target sectors
 - Target populations
- Use Joint Analysis
 - Identifies roles and responsibilities
 - Reduces gaps in services and duplication of efforts

Smoothing Transitions within Career Pathways



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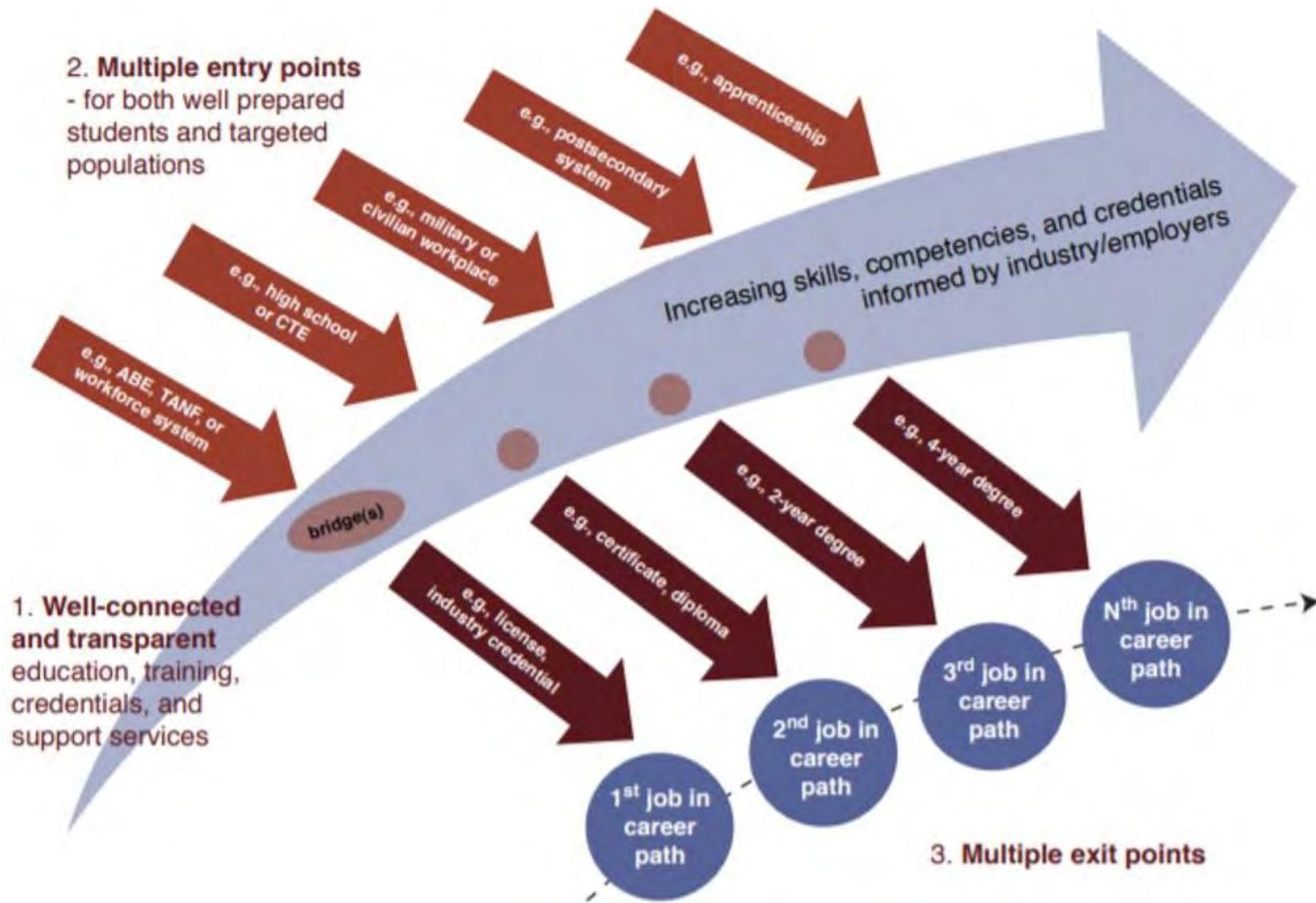
Smoothing Transitions

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*
- *Collaborating with workforce development programs and other external private partners*
- *Increased emphasis on employability skills*
- 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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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

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*



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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, and the comprehensive needs assessment.
 - External partners will:
 - ✓ coordinate planning and identify common goals, and
 - ✓ offer consultation, not approval.
 - ✓ Partnerships are expected to be on-going.
- 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.



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
 - ✓ Set Performance Targets
 - ✓ Public hearings and comment periods
 - ✓ Full State Plan submission (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



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Perkins V State Plan Work Group

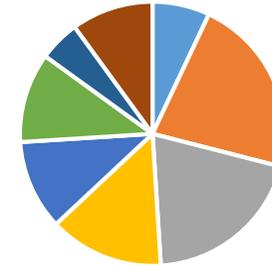
Purpose:

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



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State Planning Timeline



Engaging Communities and Strengthening Partnerships: Local Planning



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Local Application and Comprehensive Needs Assessment

In order to receive funding, recipients must **1. conduct a comprehensive local needs assessment** and **2. work with stakeholders to create a four-year local application** related to CTE and include the results of the needs assessment in the local application. **Working with stakeholders ensures that long-term planning is a priority.**

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)



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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

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



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How can LWIBs Contribute?

- Participate in program advisory committees
- Share labor market information
- Connect business and industry to the education entities both secondary and postsecondary
- Co-host meetings and events together for communities, businesses, and students



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Questions?



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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>

Additional resources are linked within the presentation



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Thank you!

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