

CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

February 21, 2019

Perkins V State Plan Work Group Meeting

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Instruction, Illinois State Board of Education

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Technical Education, Illinois Community
College Board



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Agenda

10:00-11:00: Purpose, Goals, and Background

11:00-11:30: Federal Perspective from Advance CTE

11:30-2:00: Committee Break-outs (with working lunch)

2:00-3:00: Report Out and Next Steps



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Purpose and Goals



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Purpose and Goals

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.



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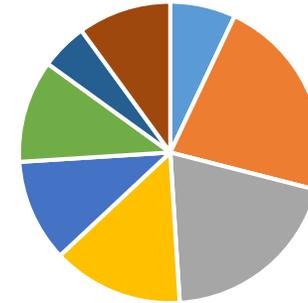
Career Connected Learning
for All Students

Required External Stakeholders

Required Stakeholders

- Representatives of secondary CTE programs
- Representatives of postsecondary CTE programs
- Representatives of minority serving institutions
- Students and parents, community organizations
- Representatives of the State workforce development board
- Representatives of business and industry
- Representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of special populations, including individuals with disabilities
- Others, including Adult Education

Meeting Participants



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



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Background on Perkins V and CTE



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Perkins V Reauthorization

- July 31, 2018- the Perkins Act was reauthorized.
- The legislation was renamed as Strengthening Career and Technical Education for the 21st 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 CTE programs and programs of study.
- Implementation of Perkins V will be effective July 1, 2019.



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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.



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CTE Career Clusters

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science

Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics



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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



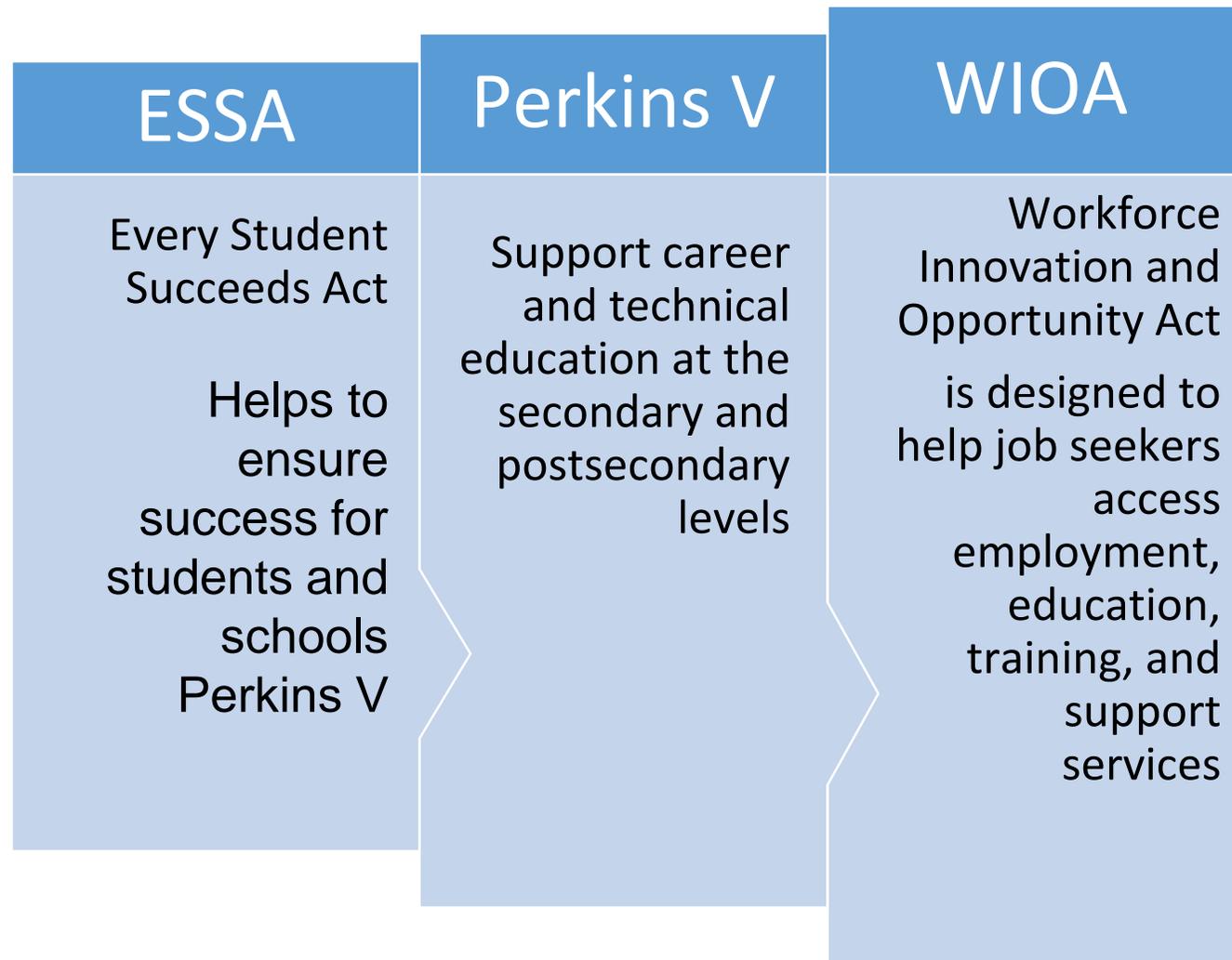
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Increased Alignment Within and Between Education and Workforce Systems



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Alignment with federal programming



Alignment with Statewide Initiatives

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



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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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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



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Secondary Goals

1. CTE high school graduation rate;
2. Proficiency in Math, English Language Arts, and Science;
3. High school CTE graduates who transition to postsecondary education or advance training, military service, volunteer of a national service program, or becomes employed;
4. Nontraditional Participation in CTE programs;
5. (Program Quality) CTE high school graduates having at least one of the following:
 - a) Attainment of a recognized postsecondary credential;
 - b) Attainment of recognized postsecondary credits in the relevant CTE program or POS earned through a dual credit or another credit transfer agreement;
 - c) Participation in work-based learning.
6. May include any other measure of student success in CTE that is statewide, valid and reliable and comparable across the State.



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Postsecondary Goals

1.) Postsecondary Retention and Placement

Retained in college (or transfer), transitioned to military service, volunteer service, or placed into employment

2.) Earned Recognized Postsecondary Credential

3.) Nontraditional Program Enrollment

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



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Increased Focus On Equitable Outcomes



Increased Focus on Equitable Outcomes

- Secondary and postsecondary recipients 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.



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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
- 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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Increased Flexibility To Scale Innovation



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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 nonregulatory guidance
- States, with public feedback, set their own performance measures
- Increased flexibility for statewide activities
- reduced required uses of funds from nine to six



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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.
- 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.



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.



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 (April 2019)
- Comprehensive Stakeholder Engagement
- Set Performance Targets
- Public hearings and comment periods
- Full State Plan submission (April 2020)



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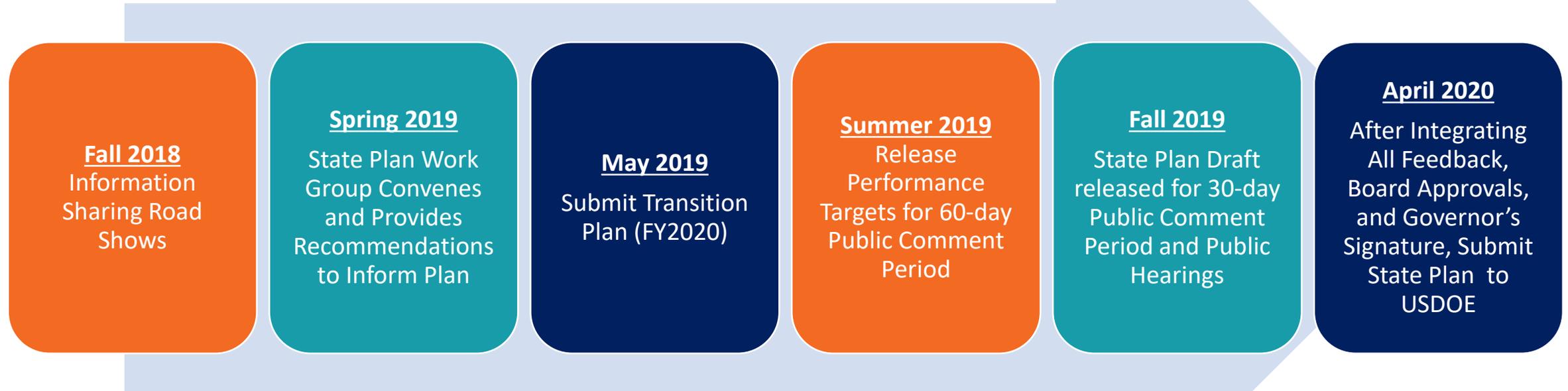
DRAFT CTE Vision Statement

Illinois will implement a college and career ready aligned system wherein each and every student is able to explore and select high quality, relevant coursework and work-based learning experiences that lead to success in the workforce.



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State Planning Timeline



Statewide Stakeholder Engagement

- December Regional Road Shows (6 meetings, over 200 participants)
 - Information sharing and outreach
 - Collecting feedback from local stakeholders
 - Key Themes: Alignment, Collaboration, and Partnerships
- State Plan Work Group
 - 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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State Plan Contents



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State Plan Contents

1. a summary of state-supported workforce development activities (including education and training) in the State, including the degree to which the State's CTE programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State board;
2. the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations);
3. a strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's CTE programs and programs of study with the State's workforce development system and other federal programs;
4. a description of the career and technical education programs or programs of study that will be supported, developed, or improved at the State level;



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State Plan Contents

5. a description of the criteria and process for how the eligible agency will approve eligible recipients for funds;
6. a description of how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations;



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State Plan Contents

7. a description of how the eligible agency will use State leadership funds;
8. a description of how funds received by the eligible agency will be distributed among CTE programs at the secondary level, at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;
9. a description of the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations will be provided with equal access, will not be discriminated against, and will be provided appropriate accommodations;
10. a description of the procedure the eligible agency will adopt for determining State determined levels of performance;



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State Plan Contents

11. a description of how the eligible agency will address disparities or gaps in performance in each of the plan years

12. describes how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in the planning, development, implementation, and evaluation of such career and technical education programs;



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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](https://careertech.org/Perkins)



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Report Out and Next Steps

2:00-3:00 p.m.



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Report Out

- Each group will have 10 minutes to report out their overall discussions.
 - Questions or comments can be raised at the end of all groups reporting out.
1. What were the themes?
 2. What are your next steps?
 3. Any outstanding questions?



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Next Steps

- By April 30, Committees will meet virtually 2-3 times to make final recommendations to ISBE and ICCB.
- By May 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.



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Questions?



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