

CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Illinois' Perkins V State Plan

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Agenda

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



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Overview 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 – **in progress**
 - 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

- 1 • Vision and Goals
- 2 • Accountability and Funding
- 3 • Alignment with Education and Workforce Programs
- 4 • CTE Implementation: Supporting High-Quality Programming
- 5 • Advancing Equity
- 6 • Preparing Teachers and Faculty

Vision and Goals

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these 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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Feedback on Vision and Goals

- What do you like about the CTE vision? Does the vision tell you where Illinois is taking CTE?
- Which of the goals is most impactful to you?
- Will these goals adequately support the vision Illinois has laid out?
- What other goals should be included as a part of this plan?



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Accountability



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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: Nontraditional 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%

Improving Outcomes and Reducing Performance Gaps

Perkins V requires local recipients to:

- Utilize disaggregated data to identify disparities
- Enact evidence-based strategies or activities to address the identified disparities.
- Be transparent by sharing data and performance in a public-facing manner.
- Provide more support to students to help them overcome barriers to success.



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Funding

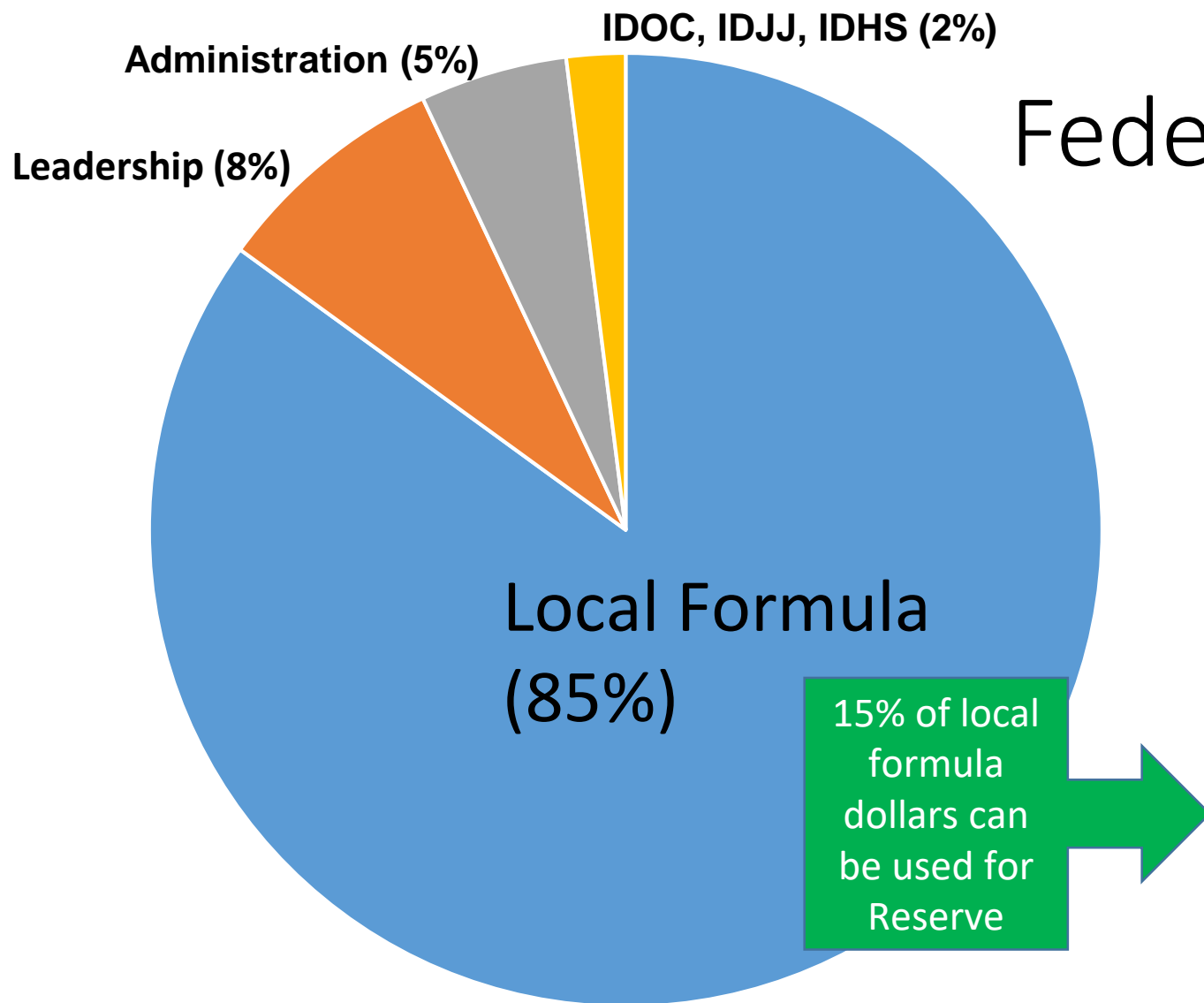
Describe how the eligible agency will prioritize funding to support CTE programs.

Describe how the eligible agency will use State leadership funds.



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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.

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

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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Leadership Feedback

- With the leadership activities listed, what should Illinois prioritize?
- Are there other ways in which you would prefer the state to prioritize state leadership funds?

Alignment

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals of Perkins V, including the Workforce Innovation and Opportunity Act and other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.



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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

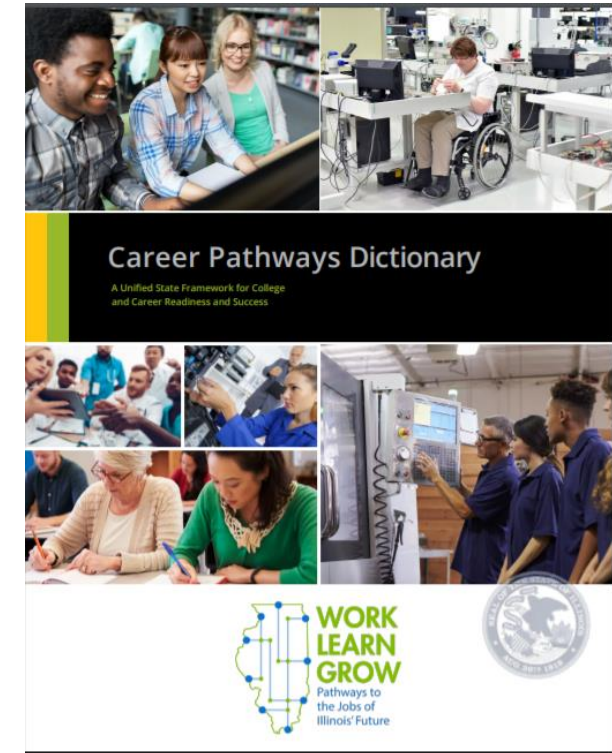
- *Governor Pritzker's Executive Order 3*: Strengthening the state's commitment to workforce development and job creation.
- *Adult Education and Literacy Strategic Plan*: Ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better 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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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



Coordination with WIOA and LWIBs

Coordination will continue to occur in the following ways:

- Align goals and strategies to the state's higher education equity targets.
- Collaborate with the IWIB on establishing any joint competitive grant opportunities for local recipients to achieve our common goals or priorities (e.g. work-based learning, dual credit, etc.)
- Recipients will implement a 4-Year CTE Plan, collaborating to align with local WIOA planning and implementation.
- Stronger alignment with education and labor market needs of communities
 - IWIB may identify priority (leading or emerging) sectors or other unmet occupational needs.



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Feedback on Statewide Initiatives

- What structures can help secondary, postsecondary and the workforce be more collaborative?



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CTE Implementation: Supporting High-Quality Programming

- Describe the career and technical education programs that will be supported, developed, or improved at the State level.
- Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients.
- Describe how the agencies will facilitate local collaboration including through the Comprehensive Local Needs Assessment.
- Local Application Requirements including how local applications will: i. promote continuous improvement in academic achievement and technical skill attainment; ii. expand access to career and technical education for special populations; and iii. support the inclusion of employability skills in programs of study and career pathways.
- Describe how the eligible agency will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.



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Programs 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



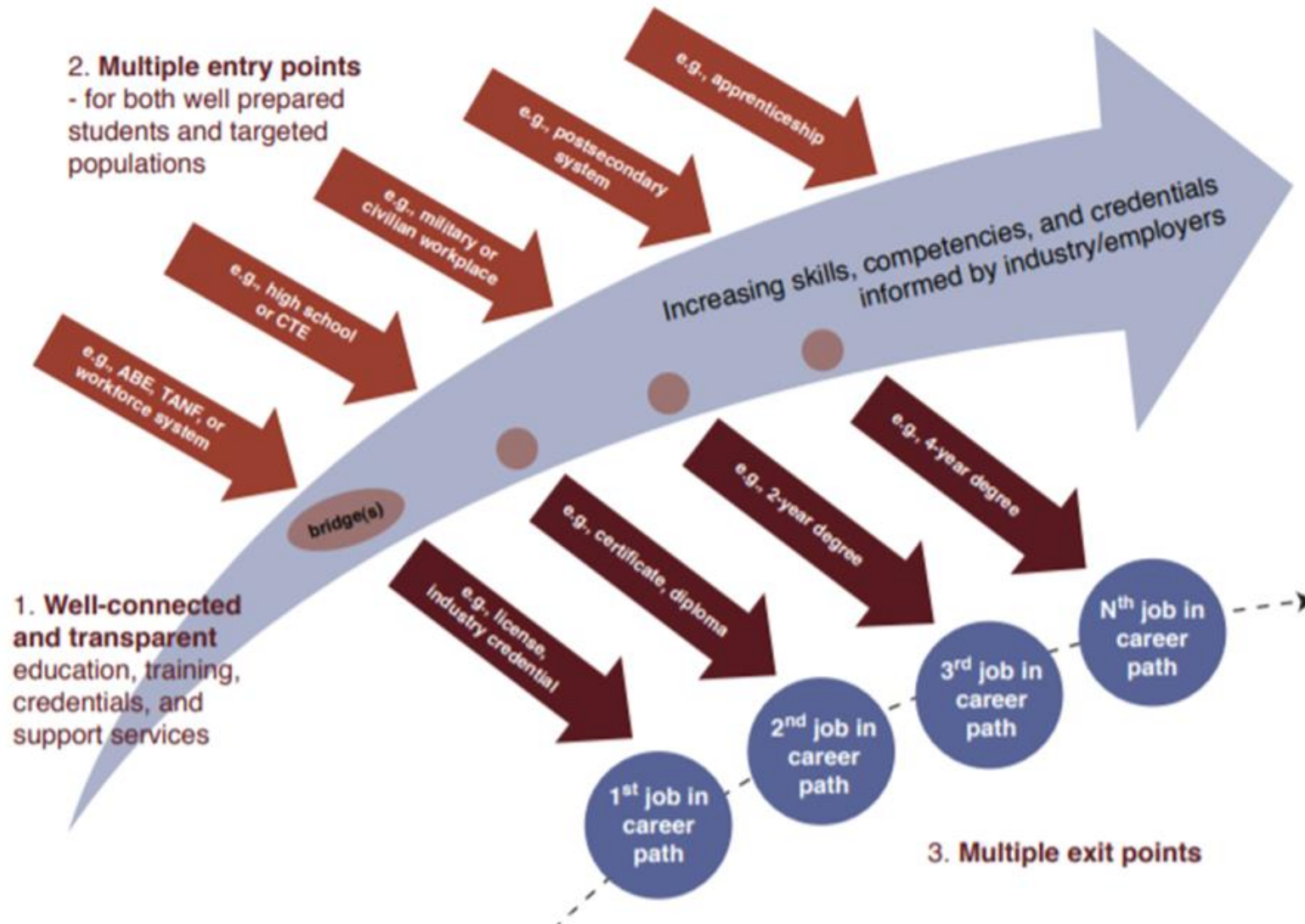
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Career Pathways

- A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.



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Expanding Dual Credit Opportunities

1. Enhance high-quality credentialing opportunities
 - Expansion of stackable credentials
 - Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations
2. Advance Higher Education Equity through Dual Credit
 - Identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts.
3. Expand employer engagement and the use of labor market information to prioritize dual credit offerings
4. Examine and Scale the Impact of Dual Credit on Student Success
 - By focusing on student success in dual credit, both through a disaggregated lens and in-demand career fields, curricular adjustments, student supports, and overall programmatic enhancements can be implemented.



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Expanding Integrated Education and Training

Students are concurrently enrolled in adult education and CTE

- 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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Size Scope and Quality

- ISBE and ICCB needs to define Size Scope and Quality and its elements in order to CTE programs to meet the needs of all students served.
- Grantees will need to ensure they are meeting the definition of Size Scope and Quality to receive continued funding.

Refer to hand out.



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Size, Scope and Quality

- Development and Engagement
- Employer-Informed Competencies and Skills
- Academic Instruction and Support
- Recruitment and Access
- Instructional Sequence
- Work-Based Learning
- Instructors
- Facilities and Equipment
- Continuous Improvement

Size, Scope, and Quality Feedback

- Is the process clear by which to develop local programs versus what are being developed at the state level?
- Where is clarity needed into the process of program approval?
- Does "quality" cover all aspects of a program of study to determine quality?
- Is the size definition reasonable?
- With this specific definition, what barriers do you anticipate?



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CTE Program Development

- Development of POS models for all 17 career clusters available for adoption by school districts and community colleges. Stakeholders will be involved in the creation of these models.
 - Programs of Study Expectations Tool
 - Program Quality Rubric
- Support local recipients in building and facilitating CTE advisory committees, including engagement with students, parents, and community members
- Support high schools in offering College and Career Pathway Endorsements
- Secondary CTE Standards to be adopted



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CTE Program Implementation

- Provide technical assistance and develop resources to encourage and foster local engagement. Examples include:
 - Advisory Committee Guidebook
 - Career Experience Development Toolkit
- Provide flexibility in how funding can be spent to best address local needs.



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CTE Program Evaluation

- ICCB Program Review/ Advisory Committee
 - Improving the efficiency and effectiveness of the program review process; identifying, developing, and/or refining professional development, technical support processes, and supplemental materials; creating opportunities for cross-institutional collaboration
- CTE Networking Directory
 - This online directory will allow for the connection of various stakeholders to foster collaboration on CTE program development, implementation, and evaluation.
- Pathways to Results
- Advance CTE Stakeholder Engagement tool
- 5Essentials Survey
 - Allow for improved data collection and provide a more comprehensive picture of the school-based environment, producing an individualized report for each school



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Feedback on Quality Programming

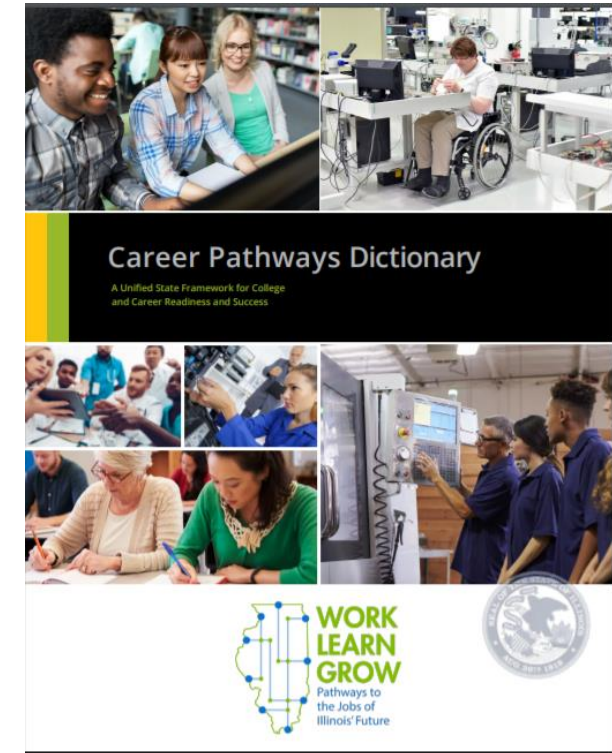
- Are these activities adequate for increasing student participation in dual credit or dual enrollment opportunities? Please elaborate.
- What structures can help secondary, post-secondary and the workforce work more collaboratively together?



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Facilitating Local Collaboration

- Comprehensive Local Needs Assessment
- Developing Professional Resources and Adopting Common Definitions and Frameworks
 - Career Pathways Dictionary
 - Essential Employability Skills Framework
 - Career Development Experience Toolkit
- Coordinated Professional Learning
 - Connections Conference, Forum for Excellence, IL Transitions Academy, IACTE, WIOA Summit
- Incentivizing Local Alignment by braiding funding
 - Adult Education and Family Literacy funding (WIOA Title II)



Facilitating Local Collaboration- 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.

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

Comprehensive Local Needs Assessment

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.



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Comprehensive Local Needs Assessment

ALL Required Partners will be engaged in all aspects of the CLNA to collaborate and inform the local application.

Who leads? Community colleges and EFEs

Who should be engaged? Local workforce board representatives, other employers, community-based organizations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth

Education for Employment Administrators will collate all local high school/district needs assessment information.

Local High Schools and School Districts will complete a needs assessment reviewing student and program-level data as well as identifying needs.

Who should be engaged? Parents, students, teachers, career and academic guidance, school leaders

Community Colleges will inform internal working groups to complete the CLNA.

Who should be engaged? CTE and academic faculty, advisors, adult education providers, Disability Access Coordinators, student groups, Career Services, Institutional Research, Program Coordinators, Program Advisory Committees



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Facilitating Local Collaboration- Local Application

Following the completion of the CLNA, eligible local recipients, alongside other stakeholders and partners, will complete a 4-Year CTE Application. While secondary and postsecondary recipients will complete and submit separate grant applications, they will be required to complement one another, reducing duplication and addressing the needs identified by the CLNA.



Local Application

- (1) a description of the results of the comprehensive needs assessment;
- (2) information on the CTE course offerings and activities that will be provided, including not less than 1 program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards, one-stop delivery systems, and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;



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Local Application

- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs to ensure learning in the subjects that constitute a well-rounded education;
- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to CTE courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities;
- (7) a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school (dual credit);



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Local Application

- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.



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Example Local Planning Timeline



Advancing Educational Equity

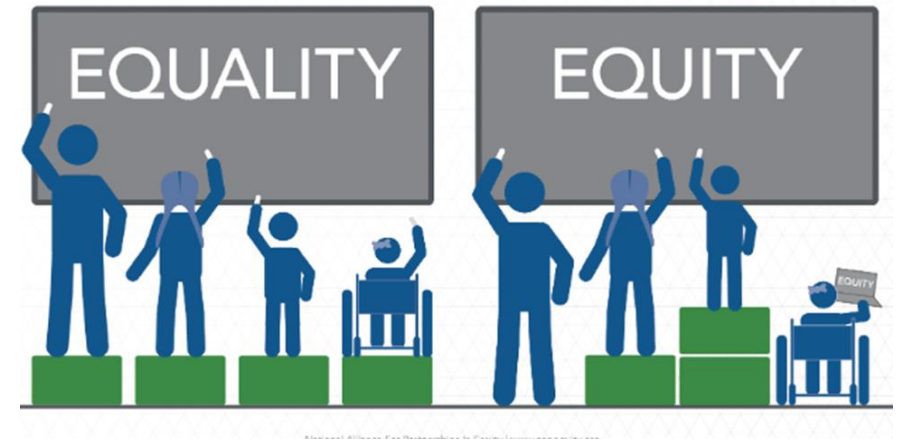
Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations— i. will be provided with equal access to activities assisted under this Act; ii. will not be discriminated against on the basis of status as a member of a special population; iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; iv. will be provided with appropriate accommodations; and v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.



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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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Advancing Equity

- Supporting Universal Design for Learning
- Evidence-based Funding, Needs-based Funding
- Professional Learning and Resource Development
 - CTE Counseling Academy
- Other specific examples:
 - *Facilitating Transitions to and through Postsecondary Education and Employment for students with disabilities*
 - *Expansion of Paid Work-based Learning Opportunities*
 - *Access to Affordable and Flexible Supports, including childcare*
 - *Addressing Food and Home Insecurity*
 - *Innovative Program Models that Accelerate Learning for English Learners*



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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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Preparing Teachers and Faculty

Describe 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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Preparing Teachers and Faculty

- 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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Strategies Teacher Recruitment and Preparation

- Teach Illinois Recommendations:
 - Develop strategies for recruiting prospective teachers
 - Promote teaching as a career
 - Implement an educator pathway as a recruitment tool
 - Explore avenues for emergency approvals in career and technical education
- Induction and Mentoring of new CTE teachers
- Increase efforts of recruitment and retention of teachers of color
- Recruitment and retention plans for teacher candidates
- Increase efforts that focuses on preparing educators on working with learners from special populations



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Teacher/Faculty Pipeline Feedback

- What other strategies should Illinois consider for recruiting and retaining highly-qualified CTE teachers?
- What barriers to recruiting and preparing teachers should be addressed in this plan?



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Feedback



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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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Next Steps

- State Plan is posted on ISBE and ICCB's website
- A feedback form will be available for you to submit your comments or submit comments to our email addresses by November 7, 2019.
 - Perkins@isbe.net
 - cte@iccb.state.il.us



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Thank you!
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>



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Thank you!

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Any comments or feedback can be emailed to

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