



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

## Perkins V State Plan Work Group: Strategies and Recommendations

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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.



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# Perkins V State Plan Work Group

- Work Group members were assigned to committees and charged with making recommendations on strategies to ISBE and ICCB to be included in the 4-Year State Plan.
  - In-person meeting held February 21, 2019 in Bloomington-Normal, IL
  - 3 virtual meetings by April 30, 2019



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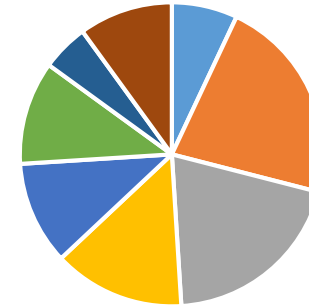
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# Required External Stakeholders

## 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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## Opportunities and Focus

### Six Opportunities

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



### State Plan Work Group Committee Structure

1. Innovation
2. Transition and Alignment
3. Teacher Pipeline and Professional Development
4. Employer Engagement
5. Equity and Access
6. Data and Accountability



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# Innovation

**Goal 1: Illinois will increase the pipeline of CTE teachers/instructors.**

Objectives	Actions
1.1 Develop a larger pool of CTE Instructors	<ul style="list-style-type: none"><li>• Provide flexible options for teacher certification to meet emerging and innovative programming.</li><li>• Repurpose instructors from low demand areas to higher demand areas.</li></ul>
1.2 Create Awareness of CTE teaching options	<ul style="list-style-type: none"><li>• Provide funding for promotion and marketing materials.</li><li>• Research effective recruitment strategies from other states.</li></ul>
1.3 Provide transition support for industry professionals entering postsecondary instruction/environments	<ul style="list-style-type: none"><li>• Provide professional development on pedagogy (i.e. lesson planning, classroom management, delivery of instruction, providing instruction to all students).</li><li>• Increase the rigor and relevance of supports provided for adjunct faculty in CTE.</li></ul>
1.4 Provide incentives to recruit and retain CTE instructors/teachers	<ul style="list-style-type: none"><li>• Provide tuition waivers</li><li>• Provide funding for sabbaticals, mentoring, externships</li><li>• Work with a university to create a CTE cohort with graduate credit</li><li>• Provide micro credentials / ISBE license designation</li></ul>



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# Innovation

**Goal 2: Illinois will provide professional development for current and pre-service teachers/instructors.**

Objectives	Actions
2.1 Provide flexible options for teacher certification to meet emerging and innovative programming.	<ul style="list-style-type: none"><li>• Provide CTE instructor practicum experience/teacher externships as well as improving summer training opportunities.</li></ul>
2.2 Provide relevant, robust, innovative, emerging, cutting edge professional development to meet state, regional, and local needs.	<ul style="list-style-type: none"><li>• ISBE and ICCB provide professional development.</li><li>• Make funds available to attend and support professional development.</li></ul>
2.3 Ensure that CTE programs, teachers, and students have access to businesses and industry.	<ul style="list-style-type: none"><li>• Promote advisory/leadership committees and business and industry partnerships.</li><li>• Provide professional development on stakeholder engagement strategies.</li><li>• Collect and provide access to tools and resources that promote advisory board effectiveness and demonstrate best practices for business engagement.</li></ul>
2.4 Provide ongoing training for licensure with stipulations.	<ul style="list-style-type: none"><li>• Investigate other state models (i.e. Indiana State model for CTE teachers that are not certified)</li><li>• Provide continued professional development and support to those teachers who have licensure with stipulations</li></ul>



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# Innovation

**Goal 3: Provide continued professional development and support to those teachers who have licensure with stipulations.**

Objectives	Actions
3.1 Embed career information and exploration experiences beginning in 5th grade and continue these processes throughout postsecondary.	<ul style="list-style-type: none"><li>• Provide necessary career exploration tools for each grade level.</li></ul>
3.2 Promote team teaching and professional learning communities	<ul style="list-style-type: none"><li>• Provide professional development on these models</li></ul>
3.3 Allow for flexible school day, incorporating work-based learning opportunities.	<ul style="list-style-type: none"><li>• Continue conversation with the Illinois general assembly by advocating for flexible school day.</li></ul>
3.4 Increase opportunities for competency-based education	<ul style="list-style-type: none"><li>• Prior Learning Experience (PLE) might be what this means--awarding college credit for competencies students (usually adults) have met other ways-- industry certifications largely but also could be CLEP or similar.</li><li>• Address current statutes that limit PLA</li></ul>
3.5 Ensure that funding exists to support innovation in delivery of instruction.	<ul style="list-style-type: none"><li>• Showcase Innovative Programs</li></ul>
3.6 Support/Promote the use of distance learning	<ul style="list-style-type: none"><li>• Collaborate with districts, community colleges to increase provide equal access to quality CTE programs</li></ul>



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# Innovation

## Goal 4: Improve student opportunities in CTE.

### Objectives

### Actions

4.1 Ensure that all students have the opportunity to pursue a career pathway

- Continued development of programs of study.
- Improve career counseling about CTE programs.
- Develop relationships with local business partners to provide learning experiences, work-based learning experiences, internships and apprenticeships.
- Provide students with career information and assessment tools to explore career pathways and programs of study.

4.2 Increase the number of students who have access to a Career and Technical Student Organizations (CTSO)

- Provide funding to support for CTSOs.
- Provide marketing to increase awareness of CTE and CTSOs.
- Increase flexibility in the school day, in core academics and graduation requirements to support CTE and CTSO participation.



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# Transitions and Alignment

**Goal 1: Information sharing: Communication and dissemination of information among stakeholders.**

Objectives	Actions
1.1 Ensure consistent, comprehensive information sharing among stakeholders.	<ul style="list-style-type: none"> <li>• Conduct regional summits to develop common language among stakeholders.</li> <li>• Determine common and critical information needed by all partners.</li> </ul>
1.2 Develop common language between secondary, postsecondary, adult education, and business/industry stakeholders.	<ul style="list-style-type: none"> <li>• Develop uniform transcripts               <ul style="list-style-type: none"> <li>• Uniform high school transcripts to include ACT/SAT scores, alignment statewide, OR guidance on necessary language/components for postsecondary.</li> <li>• Uniform community college transcripts.</li> </ul> </li> <li>• Develop a unified platform accessible by secondary, postsecondary, adult education and WIOA partners. An interim measure would be a system that would follow individuals across and between institutions, programs, and partners.</li> </ul>
1.3 Develop a common referral system.	<ul style="list-style-type: none"> <li>• Determine what common information is needed by a group of core stakeholders.</li> <li>• Utilize common intake application and WIOA eligibility application to ensure alignment with the referral form.</li> <li>• Ensure the referral form contains common and consistent client information.</li> <li>• Ensure alignment with WIOA partners/other workforce partners.</li> <li>• Create a form that would follow individuals with all respective information OR create a unified platform to share all respective information.</li> </ul>



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# Transitions and Alignment

**Goal 2: Curriculum Alignment: Ensure curriculum from secondary and postsecondary are aligned.**

Objectives	Actions
2.1 Eliminate duplication of coursework and credentials.	<ul style="list-style-type: none"><li>• Create a framework to systematically have a structure to follow for dual credit, prior learning assessment, and articulated credit to provide for more opportunities and less competition.</li></ul>
2.2 Develop and/or enhance communication between secondary, adult education, and postsecondary	<ul style="list-style-type: none"><li>• Develop articulation agreements or agreed upon competency-based assessment from receiving institutional program.</li></ul>
2.3 alignment and expansion of Dual Credit	<ul style="list-style-type: none"><li>• Provide for consistency throughout the state between secondary and community colleges as to how dual credit is to be offered.</li><li>• Align curriculum of secondary with postsecondary to allow for dual credit.</li><li>• Provide stricter alignment with a specific POS and/or Career Pathway.</li></ul>
2.4 Expand Quality Career Pathways	<ul style="list-style-type: none"><li>• Develop programs of study which lead to a specific career pathway.</li><li>• Ensure process to link/map math pathways to career pathways.</li></ul>



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# Transitions and Alignment

**Goal 2: Curriculum Alignment: Ensure curriculum from secondary and postsecondary are aligned. (CONTINUED)**

Objectives	Actions
2.5 Essential Employability Skills	<ul style="list-style-type: none"><li>• Incorporate the Illinois Essential Employability Skills Framework and Self-Assessment Tool into curriculum.</li></ul>
2.6 Assessment	<ul style="list-style-type: none"><li>• Determine what assessments currently exist and are in use for career assessments/aptitude used to guide career pathways.</li><li>• Utilize a uniform college placement tool to determine expectations for college readiness.</li><li>• Develop a career pathways assessment.</li><li>• Determine a common tool for career aptitude and exploration.</li><li>• Identify effective practices and implementation in other states (i.e. Wisconsin, Texas, etc.)</li></ul>



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# Transitions and Alignment

**Goal 3: Accountability: Use data to ensure accountability and continuous improvement**

Objectives	Actions
3.1 <b>Make changes to secondary school designation.</b>	<ul style="list-style-type: none"><li>• College and Career Readiness (CCR) having more weight.</li><li>• Look into the possibility of increasing CCR weighted percentage to 30%<ul style="list-style-type: none"><li>• No determination on how this should/would impact academic weighting.</li></ul></li></ul>
3.2 Set targets for completion rates for secondary, adult education, and postsecondary participants based on Perkins	<ul style="list-style-type: none"><li>• Determine the percentage of completers who meet the program-specific, established college and career readiness criteria.</li><li>• Determine the percentage of completers with essential employability skills.</li></ul>
3.3 Ensure data tracking system to monitor performance of special populations, as defined by Perkins	<ul style="list-style-type: none"><li>• Disaggregate data to determine that the needs of various special populations are being met.</li></ul>



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# Teacher Pipeline and Professional Development

**Goal 1: Develop and implement strategies to align the CTE teacher pipeline with secondary through postsecondary education in Illinois to allow expansion to address the teacher shortage.**

Objectives	Action Steps
1.1 Explore opportunities to identify and better align secondary and postsecondary teacher credential requirements	<ul style="list-style-type: none"><li>• Identify and map existing credentials to address gaps and barriers in the current infrastructure impacting the teacher shortage.</li><li>• Gather feedback from the CTE fields, both secondary and postsecondary, to develop credentialing recommendations.</li><li>• Gather feedback from employers regarding resources, including experienced personnel, who could provide an amplified credentialed educator pool.</li><li>• Compile information using common language to prepare and provide the recommendations brought forward.</li><li>• Organize and conduct meetings between regulatory agencies such as ISBE, IBHE, ICCB, HLC, and others as needed to discuss credentialing.</li></ul>
1.2 Increase interest in, and awareness and support of CTE teaching opportunities to attract new candidates, retain existing teachers, and share resources to address the CTE teacher shortage.	<ul style="list-style-type: none"><li>• Research existing teacher promotional campaigns and replicate best practices in CTE fields.</li><li>• Research, organize, and develop opportunities to share best practices (i.e. mentoring opportunities, cross functional committees, platforms, websites, shared conferences) among secondary and postsecondary CTE teachers to align resource allocation across the grade span.</li><li>• Encourage and explore innovative approaches between secondary and post-secondary districts to share qualified CTE teachers.</li><li>• Encourage business and industry to provide experts in the field to serve as educational consultants in a reverse approach apprenticeship/co-op program.</li></ul>



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# Teacher Pipeline and Professional Development

## Goal 2: Professional Development

Objectives	Action Steps
2.1 Explore opportunities to identify and implement strategic innovative professional development activities	<ul style="list-style-type: none"><li>• Research existing CTE Professional Development including mentoring programs and replicate or expand effective practices.</li><li>• Engage secondary and postsecondary administrators and teachers to identify key educational concepts. Implement a program containing concepts for teachers who do not possess a teaching background (i.e. classroom management, pedagogy/andragogy).</li><li>• Engage experienced CTE teachers to provide professional development and/or certification training, as appropriate, for teachers who have limited industry background equip them with strategies related to industry content.</li></ul>
2.2 Engage local industry partners with secondary and postsecondary administrators and teachers within educational institutions to develop opportunities and strategies for diverse and relevant Professional Development	<ul style="list-style-type: none"><li>• Identify the industry professional development opportunities and provide insight and support into additional PD needs (i.e. Briggs &amp; Stratton).</li><li>• Develop a network of industry partners and educational representatives for each CTE content area.</li><li>• Create opportunities within the local needs assessment for industry/business partners to articulate training needs.</li><li>• Explore opportunities to remove barriers that prevent educational institutions from meeting industry expectations including but not limited to timelines, updated equipment, relevant curriculum, etc.</li><li>• Encourage the integration secondary educational partners into existing postsecondary advisory committees wherever possible. Or encourage secondary CTE faculty to serve on the postsecondary CTE advisory board.</li></ul>



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# Employer Engagement

## Goal 1: Comprehensive Engagement with Employers and Communities

### Objectives

### Action Steps

1.1 Strengthen the recruitment pipeline.

- Identify continuum of engagement that addresses each level of student involvement that outlines models of business partnerships and includes methods for strengthening those partnerships.
- Contextualize for grades 6-12, postsecondary, workforce training
- Ensure engagement strategies with businesses address student needs at multiple points of the continuum.
- Ensure alignment with the PaCE Framework

1.2 Comprehensive engagement with employers and communities.

- *Conversation with employers needs to focus on all levels of continuum – for employer knowledge and to provide opportunities for student success*

- Develop a communication strategy to articulate benefits to employers – and develop 2-way communication that allows for continuous improvement and/or innovation.
- Identify lead individual to coordinate business engagement across education partners so they can develop expertise and simplify the communication process for business.
- Design mechanisms that can be contextualized by region to provided continuing communication with employers to build an inventory of future employment needs.
- Identify multiple engagement strategies including the use of formal meetings (Advisory boards, round table events) and other opportunities for more personal interaction and training (professional development events, cross training with LWIB partners, externships).
- Support educators through professional development and technical assistance around stakeholder engagement and contextualizing effective practices.

1.3 Establish stronger relationships between education, its partners, and business.

- Leverage joint planning efforts to create follow-through once engagement has begun.
- Fund regional engagement – example of providing additional funding opportunities for hiring an engagement coordinator at an area level.
- Inventory current work of all education and workforce agencies to avoid duplication.



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# Employer Engagement

## Goal 2: Partnerships

Objectives	Action Steps
2.1 Increase the sustainability of CTE programs and the consistency of their impact on the recruitment pipeline.	<ul style="list-style-type: none"><li>• Explore mechanisms for partners to assist in problem solving. <i>Example, funding or time restrictions can prevent education from providing skills and programs when they are needed, partners may have good ideas on how to braid funding or create scheduling flexibility. The teacher pipeline is also an example of a problem that requires joint problem solving.</i></li></ul>
2.2 Address inequities and provide support for underrepresented student groups.	<ul style="list-style-type: none"><li>• Leverage education's expertise at student support to assist special populations students as they work through career pathways to increase employer's recruitment pipeline.</li></ul>
2.3 Creation mutually beneficial relationships.	<ul style="list-style-type: none"><li>• Provide technical assistance on partnership development.</li><li>• Develop knowledge of partner services to provide holistic approach to training and business service.</li><li>• Create a common template for MOUs and agreements with partners that can be used by all partners and develop expectations of what MOUs contain.</li></ul>
2.4 Develop a regional focus that considers the larger context and goals of region partners	<ul style="list-style-type: none"><li>• Identify lead individual to coordinate business engagement so they can develop expertise and simplify the communication process for business.</li><li>• Develop a regional ecosystem that allows partners to share information and keep each other informed of employer needs.</li><li>• Position education to facilitate partnerships between local workforce boards and local training providers to provide regional opportunities to link job seekers to training not offered at those institutions. Assist educational institutions in acting as a "hub" for partners to engage in conversation.</li><li>• Develop a clearing-house of best practices for continuous improvement of the system. Highlight practices that can be contextualized and replicated and address the industry specific disparity that exists related to support networks.</li></ul>
2.5 Share ownership in creating talented job-seekers and use combined efforts that lead to high quality student outcomes.	<ul style="list-style-type: none"><li>• Identify successful strategies that allow business/industry to have ownership in both staff and student development to strengthen relationships and connections to the system.</li></ul>

# Employer Engagement

## Goal 3: Responsiveness to Business and Industry

### Objectives

### Action Steps

3.1 Build CTE programs that are responsive to business/industry needs and are valued as a partner to businesses/industry.

- Use multi-pronged strategy to rapidly, identify and address business needs.
  - Effective use of data and the ability to share that data with business partners
  - Effective 2-way communication
  - Strong and active advisory committees that are valuable for business partners. Strengthen advisory committees through training and resource development
  - “Follow-through”
- Develop engagement strategies that can be used to identify and address the needs of all business partner, specifically those that are traditionally overlooked. For example, minority-owned business enterprise, women-owned enterprise, disadvantaged business enterprise.
- Leverage IDES data – communicate how to access the data and present it in an accessible manner.

3.2 Assist Employers in finding the right people, with the right skills, for the right job.

- Supply businesses through the advisory committees with data related to their recruitment pipeline “feed”. – including information about student retention in the area.
- Encourage associations to form connections with rural education institutions
  - Provide support for innovative solutions – like distance learning
- Improve information sharing and data flow between partners (state agencies and education specifically) to better predict industry need and provide opportunities for incumbent worker training that aligns with future need within an area.



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# Employer Engagement

## Goal 4: Work-Based Learning

### Objectives

4.1 Provide opportunities for students to gain essential employability and technical skills while contextualizing academic skills; provide valuable work experience that will be useful when students seek employment; and provide opportunities for college credit or earning a wage while gaining an education.

4.2 Embrace more flexible scheduling in models for Work-Based Learning. *(This action item will require educational institutions to rethink how scheduling works and engage employers on what may be possible. Circular requirements may be a real barrier, but there may be solutions that have not been tried. Communicating what is possible with business will be an essential next step.)*

### Action Steps

- Change attitude among business away from summer only opportunities to something that can be supported year-round.
  - Identify effective models and successful programs and assist in scaling that work.
  - Create opportunities to replicate successful models – and address funding issues. ( Expense is a problem for short-term implementation – faculty workload for coordination and oversight. Employers also incur extra expense. Requires some sort of funding or fiscal benefit. May require realignment of curriculum)
  - Include both apprenticeships and pre-apprenticeships in conversations with stakeholders and students
- 
- Supply businesses through the advisory committees with data related to their recruitment pipeline “feed”. – including information about student retention in the area.
  - Encourage associations to form connections with rural education institutions
  - Provide support for innovative solutions – like distance learning
  - Improve information sharing and data flow between partners (state agencies and education specifically) to better predict industry need and provide opportunities for incumbent worker training that aligns with future need within an area.



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# Equity and Access

**Goal 1: Illinois CTE will provide equitable access for all students beginning at 5th grade and continuing throughout their lifetime with career exploration, career preparation, academic and social support.**

## Objectives

## Action Steps

### Objectives

1.1 Commit to reducing barrier for special populations students.

- Develop a statewide and local communication plan with a focus on equitable access.
- Encourage/require the local needs assessment to be framed in equity.
- Use disaggregated data to determine current equitable needs and outcomes.

1.2 Leverage partnerships to ensure recruitment is proactive, equitable and comprehensive

- Provide professional development options for teacher/faculty, and counselors/advisors which includes distance learning, and face to face options to reach all audiences. Professional development should include:
- Open lines of communication with secondary and postsecondary advisory committees to communicate program availability and suitability.
- Cross walking with PWR and other state legislation to ensure contextualization of content.

1.3 Provide clear, comprehensive and timely messaging for all CTE fields to provide students, families and guides the information they need to make informed decisions.

- Provide regional local professional development on creating a clear EQUITABLE messaging and marketing plan for their local partnership and services.
- Provide professional development for college and career counselors to understand and communicate program availability and suitability for proactive recruitment.
- Encourage and provide opportunity for collaboration between CTE teachers, high school, elementary, middle educators, informal/out-of-school time educators, and counselors to expose youth to career options for special populations students.



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# Equity and Access

**Goal 2: Illinois CTE will provide targeted support services for special population's students in collaboration with secondary and postsecondary districts and community-based organizations.**

## Objectives

**2.1 Leverage partnerships to meet special populations students' needs reducing barriers to success.**

Support Services include:

- Housing resources
- Child care
- Wrap around services – case management
- Mental health – providing community education and support services
- Transportation
- Food Insecurity
- Financial assistance
- Bilingual Instruction for English Learner
- Tutors
- Family Engagement
- Accommodations Assistance
- Academic Skills development

## Action Steps

- Develop comprehensive individual evaluation to assess targeted needs for special populations students.
- Develop tools for communities to assist with asset mapping to better serve special populations students.
- Develop local resource guides and a framework for local partnership implementation.
- Provide clear, comprehensive and timely messaging about targeted supports to students, families and guides.
- Require that communications with students have multiple touch points.
- Provide professional development on strategies to support special populations students for teacher/faculty, counselors/advisors, EFE directors and Perkins Administrators which includes:
- Online and face to face options to reach all audiences.



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# Equity and Access

**Goal 3: Illinois CTE will provide professional development and resources to support programs in collecting and using data for program improvement and review.**

## Objectives

3.1 Provide professional development and develop resources to support CTE programs in collecting and using data for program improvement and review.

## Action Steps

- Provide professional development to ensure educators and administrators have access to and know how to use cultural competencies and pedagogy in curriculum development and delivery.
- Develop professional development for teachers/instructors, counselors and administrators to ensure CTE programs are accessible for all students in a manner that supports and accommodates the student's needs.
- Ensure professional development encompass all levels of equity – including gender, race, sex, color, national origin socioeconomic status and disability.
- Leverage existing policy frameworks and resources such as the Essential Employability Skills Framework and PWR competencies to inform curriculum development and program delivery.



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# Equity and Access

**Goal 4: Secondary and Postsecondary CTE will work in coordination to collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create programs that are equitable, create opportunities for work-based learning, and insures access to high quality programming.**

## Objectives

4.1 Process clarification on secondary to postsecondary alignment and defining partnerships.

## Action Steps

- Define program quality holistically to address barriers not simply subject area competencies.
- Create tool kit to support and create dialogue around the ideas, roles and value of partnership – Partnership Guide pointing local districts to national and local examples of partnership building mechanism.
- Provide education on how to effectively braid funding and leverages resources to best serve all students.
- Provide guidance on how to best serve the individual and the individual barriers that can exist.
- Support college and career pathway endorsements



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# Other Considerations

- Fall Road Show Feedback
- P-20 Council Recommendations
- Alignment with current statewide initiatives and goals including 60X2025 Postsecondary Attainment Goal, Governor Pritzker's Executive Order #3, the Postsecondary and Workforce Readiness Act, the WIOA Unified State Plan, among others



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# Next Steps

- By June 21, 2019, committee members may provide additional feedback to be considered to [Perkins@isbe.net](mailto:Perkins@isbe.net) or [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)
- 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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# 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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