

 **CTE™** Learning that works for Wisconsin

Perkins V Technical Assistance Workshop

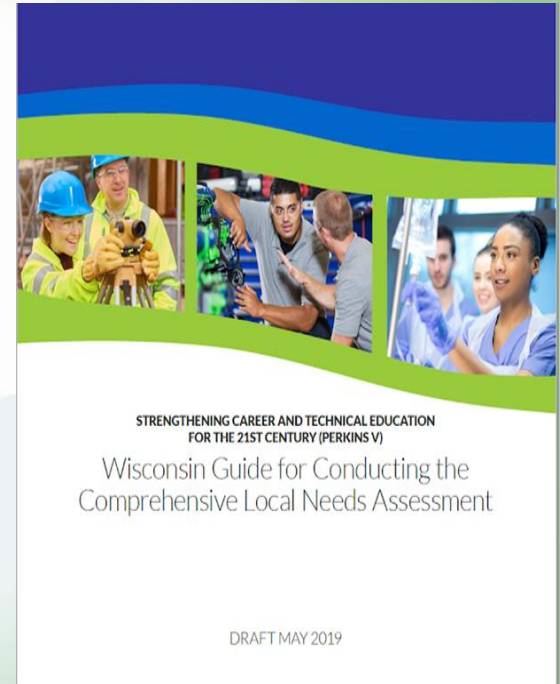


WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

About the Day

Objectives:

- Learn about Perkins V Legislation
- Hear about Wisconsin's vision for Career Pathways
- Take home tools and resources to conduct a Comprehensive Local Needs Assessment



Wisconsin's Vision for CTE

- Develop *high quality* Career Pathways
- Apply an *equity* lens to ensure all students have access to high quality CTE programs and career pathways

Key Perkins V Themes

- Build on current successes
- Revised accountability indicators
- Increased stakeholder involvement
- Enhanced efforts to serve special populations
- Data-driven decision-making



Builds on Current Successes

- Programs of Study and Career Pathways continue to be the central focus
- Consistent definitions across federal programs
- Maintains funding formula

Current Successes - Career Pathways

16 Clusters/79 Pathways

U.S. Dept of Education (2000) organizing framework

In Perkins V law,

POS = career pathway

The focus is on leveraging COMMON elements:

- Comprehensive counseling through ACP service and delivery,
- Leveraging partnerships through Economic & Workforce Development regions,
- Technical skill attainment through WBL programs and IRCs
- College articulations into postsecondary programs that count!

Revised Accountability Indicators

Similar accountability indicators

- Graduation (4-year) and Extended Graduation (7-year)
- Academic proficiency
 - Reading/Language Arts
 - Mathematics
 - Science
- Post-program placement
- Non-traditional program concentration

Plus a new area for Wisconsin:

- Program quality - Participation in work-based learning (WBL)

Efforts to Serve Special Populations

- **Serving special populations** - a theme throughout the reauthorization process
- **Data disaggregation** will highlight gaps and inform program decisions
- Representatives of **special populations** - a required stakeholder group

Efforts to Serve Special Populations

Additional special populations have been identified:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, foster care
- Single parents, including pregnant women
- Youth with a parent who is in active duty with the armed forces

Table Discussion:

Which special population group(s) have you typically focused on to address performance or participation gaps? Why?

(A list of the required special populations is on pages 7-8 of the CLNA Guide.)

Increased Stakeholder Involvement

- **Stakeholder involvement is required in:**
 - Conducting the comprehensive local needs assessment (CLNA) and
 - Developing the local application
- **Eight groups of stakeholders are identified in the law.**
 - All stakeholder groups must be involved.
 - All stakeholders are not required to participate in every aspect of the CLNA or local application.
 - Additional stakeholder group: Work-based Learning programs
- **Collaboration and coordination is critical**

Increased Stakeholder Involvement

Table Discussion

What are some strategies or opportunities to collaborate and coordinate within your geographical region to engage stakeholders?

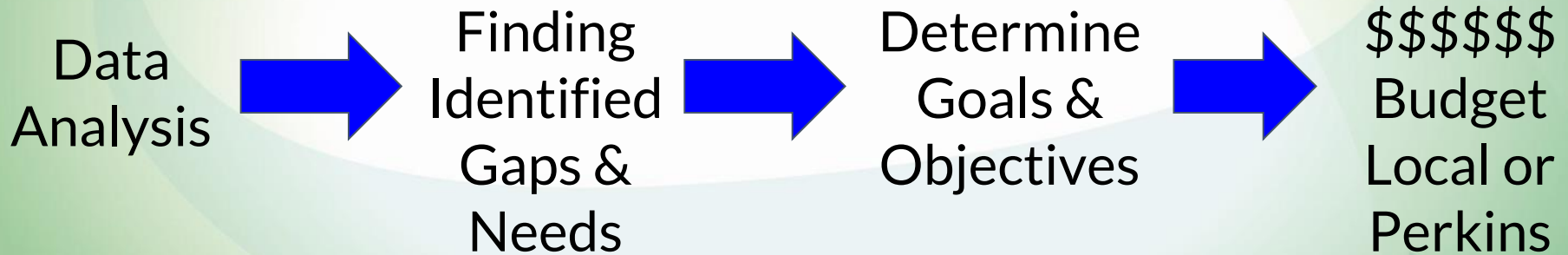
Data-driven decision-making

Comprehensive Local Needs Assessment (CLNA)

- significant stakeholder consultation
- must be updated at least every two years and
- serves as the driver for local initiatives and spending
 - To **improve and modernize, not maintain** your CTE programs
 - To ensure workforce skills taught in CTE programs are **aligned with current labor needs**

Data-Driven Decision-Making

Needs Assessment Basics:



Data-Driven Decision-Making

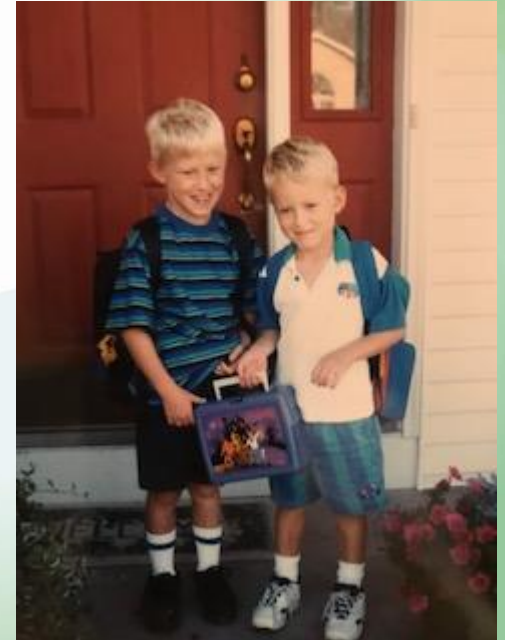
Single district vs. Consortium applicants

- ***One*** needs assessment for each eligible recipient
- ***All*** CTE programs are represented in needs assessment

Data-Driven Decision-Making

Comprehensive Local Needs Assessment (CLNA)

- Determine a core leadership team
- Determine who will perform various tasks
- Create a timeline
- Gather data
- Plan with your final report in mind
- Find efficiencies where possible



Components of the CLNA

1. Student performance
2. **Labor market information (LMI)**
3. **Size, scope, and quality**
4. **Evaluation of progress towards implementation of pathway**
5. Teacher recruitment, retention and professional development
6. Improving access and equity

Comprehensive Local Needs Assessment

Compiling Results of the CLNA

1. Data Reviewed
2. Gaps and Needs
3. Goals
4. Objectives (short-term/long-term)
5. Funding
6. Measurable Outcomes

1. Student Performance

The law requires LEAs to consider students' performance on federal accountability measures (aggregated and disaggregated data according to subpopulations):

- Gender
- Race and ethnicity
- Migrant status (per ESEA)
- Perkins V Special Populations

Student Performance

General guidelines for evaluation process:

Step 1: Understand overall performance on federal accountability measures.

Step 2: Identify data needs and requirements.

Step 3: Collaborate with data stewards.

Step 4: Review and analyze data.

Student Performance

Key data measures:

- Graduation rate
- ACT “proficiency or above” rate
- Non-Traditional Program Concentration

Other data measures:

- CTE program participation
- Work-based learning participation

Student Performance

Data resources:

- [District Profiles](#)
- CTEERS files
- [WISEdash for Districts \(secured\)](#)
- [WISEdash Public Portal](#)

Additional supporting resources:

- [District and school report cards](#)
- [ESSA accountability report](#)
- Ad-hoc reports in your student information system (SIS)

Student Performance

Example:

Jefferson School District would like to gather and review data around graduation rate as a measure for student performance as part of their CLNA.

Where should the district start?

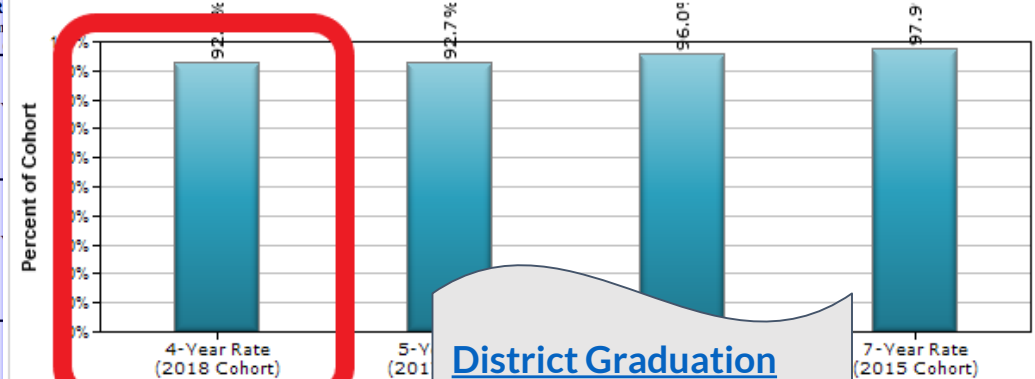
Student Performance

Step 1: Understand district performance on the federal indicator

CTE Concentrator Graduation Rate

	RY 18 State Standard	RY 18 LEA Data	RY 18 Compliance (A)	Com
1S1	Academic Attainment - Writing Number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11 and tested proficient and above. Denominator: Number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11.	Numerator: 54 Denominator: 139 Rate: 38.85%	No	
1S2	Academic Attainment - Math Numerator: Number of CTE senior concentrators who took the ACT Plus Writing: Math Assessment in grade 11 and tested proficient and above. Denominator: Number of CTE senior concentrators who took the ACT Plus Writing: Math Assessment in grade 11.	Numerator: 50 Denominator: 139 Rate: 35.97%	No	
2S1	Technical Skill Attainment Numerator: Number of CTE concentrators enrolled in Certificated Work Methodologies who earned a certificate or are continuing in the certification process during reporting year. Denominator: Number of CTE concentrators enrolled in Certificated	Numerator: 48 Denominator: 48 Rate: 100.00%	Yes	
3S1 4S1	Secondary School Completion Student Graduation Rates Numerator: Number of CTE senior concentrators whom graduated in reporting year. Denominator: Number of CTE senior concentrators enrolled in reporting year.	Numerator: 150 Denominator: 150 Rate: 100.00%	Yes	NA Yes No Yes

HS Completion Rates by [All Students] (2017-18)
Completion Credential: Regular



District Graduation Rate (all students)

Student Performance

Step 2: Identify data needs and requirements



Disaggregated by
all subpopulations

All student
population
(CTE and non-
CTE)

For the last three
school years

Student Performance

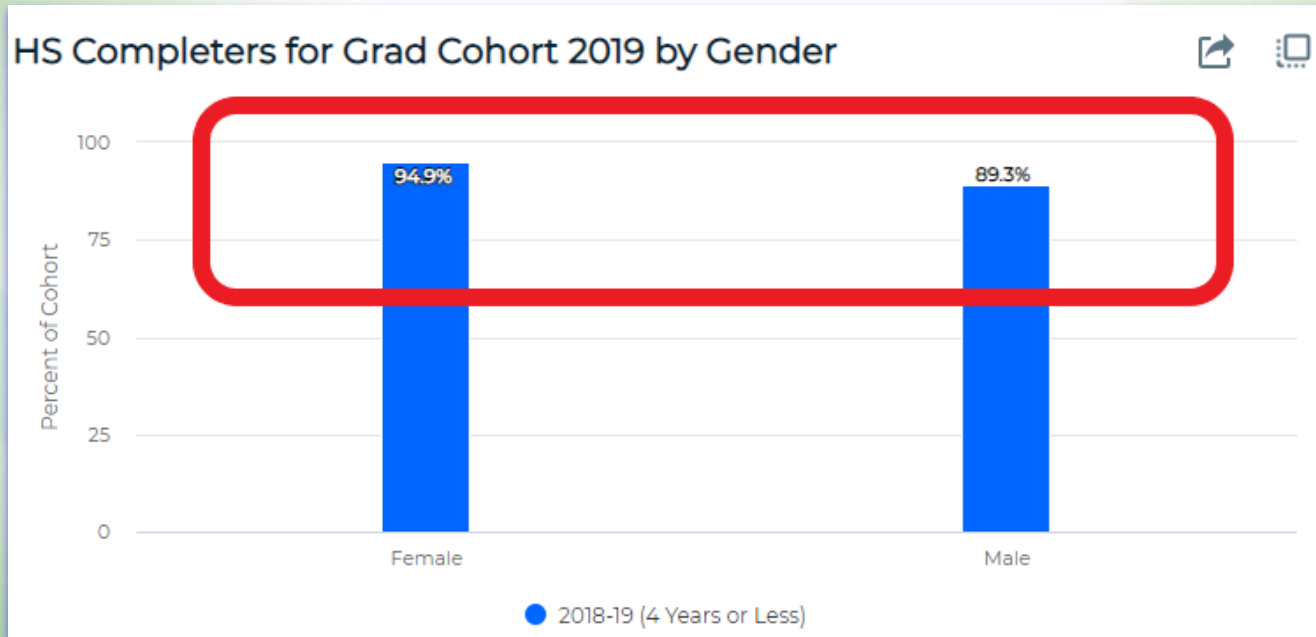
Step 3: Collaborate with data stewards



[WISEdash for Districts \(secured\)](#)

Student Performance

Step 3: Collaborate with data stewards



Student Performance

Step 4: *Review and analyze the data*



Student Performance

Step 4: *Review and analyze the data*

- How are my CTE students performing on this federal accountability indicator in comparison to non-CTE students?
- Which groups of students are struggling to achieve this performance measure?
- Are there any gaps in performance for this indicator between subgroups? If so, where are the gaps appearing?

Student Performance

Remember...

- Explore data together as a team.
- Wide variety of data resources and tools are available.
- Allow data findings and questions to guide your student performance evaluation process.
- There is a story behind the data.

Table Discussion:

How do you plan to work in collaboration with your data stewards on gathering the data?

State-Endorsed Regional Career Pathways



What is Pathways Wisconsin?

Pathways Wisconsin partners with **employers** to build a “**ready-made**” Academic and Career Plan for students that showcases **high-skill, in-demand** occupations.

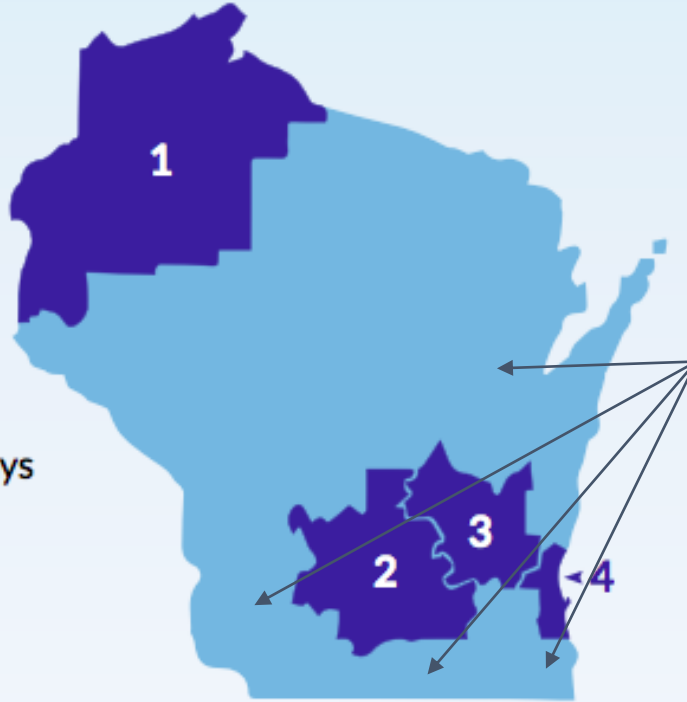
We call these **State-Endorsed Regional Career Pathways (SERCP)**.



Pathway Wisconsin Regions

1. Indianhead
2. Madison
3. Moraine Park
4. Milwaukee

The Regional Directors will create Regional Career Pathways Councils to work alongside key partners in developing the career pathways materials.

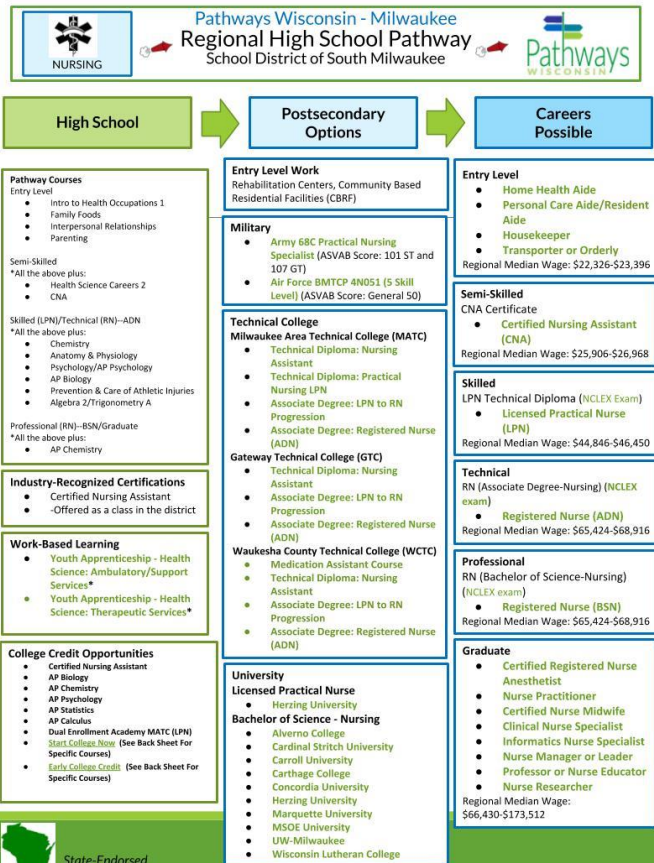


Regions have been expanded!

Added in 2019:

- Milwaukee expands to Racine/Kenosha
- Moraine Park expands to New North
- Madison expands to SW and Southcentral

A “Ready-made” Academic and Career Plan



State-Endorsed Regional Career Pathway

High School Elements of an SERCP (Must offer all four)

Sequence of courses

Industry-recognized credential

Work-based learning experience

College credit opportunity

State-Endorsed Regional Career Pathway

Available Now:

- Nursing
- Construction
- Advanced Manufacturing Technology
- Information Technology

<https://dpi.wi.gov/pathways-wisconsin>

In Development:

- Patient Care
- Business Management
- Finance
- Marketing

In the Future:

- Education & Training
- Agriculture
- Biomedical

What does this mean?

Reflect on the following questions and discuss at your table:

- How can a State-endorsed Regional Career Pathway (SERCP) help strengthen our CTE programs?
- How can a SERCP strengthen Academic and Career Planning? How can we use the pathway map as an advising tool with students?
- How will this approach help our region work together so that MORE students can participate in and complete pathways?

Career Pathways Worksheet

Labor Market Information: _____ State Endorsed Regional Pathway _____ Locally Developed Pathway		
For locally developed pathway, provide the following: a) evidence of the LMI need in your area and site reference: b) provide exact hyperlink:		
Size, Scope, and Quality		
Sequence of Courses: At least two high school CTE courses in a sequence	<ul style="list-style-type: none"> At least two high school CTE courses in a sequence are offered as part of the pathway. Please note: <ul style="list-style-type: none"> The length of a course is equivalent to a semester or longer Courses are taught by appropriately licensed or credential CTE teachers The courses may include CTE dual credit courses taught by higher education faculty Quality considerations: <ul style="list-style-type: none"> Courses progress from introductory to more advanced Curricula align with local workforce needs and skills as verified by local or regional advisory Courses are rigorous and align to state academic and CTE standards 	List sequence of courses for the pathway*
Work-based Learning (WBL) Options At least one WBL option within the pathway is offered.	Work-based Learning options may be state certified programs or local programs that meet the Perkins V definition of WBL as outlined below. WBL encompasses the following characteristics: <ol style="list-style-type: none"> Offers sustained interaction with industry or community professionals. Is situated in real workplace settings, as practicable, or simulates environments at an educational institution. Fosters in-depth, firsthand engagement with the tasks required in a given career field. Aligns with curriculum and instruction. 	List Work-based Learning Options for the pathway*
Industry Recognized Credentials (IRC) At least one IRC is offered	<ul style="list-style-type: none"> IRCs are essential to the pathway IRCs must be recognizable by employers in the region IRCs do not need to be on the State Approved List (Class of 2019) 	List appropriate Industry Recognized Credentials for the pathway*
Dual Credit Opportunities At least one dual credit opportunity is offered	Dual or concurrent enrollment programs include programs such as: Advanced standing Start College Now Early College Credit Program Transcripted credit Dual Credit options must count in the postsecondary program	List Dual Credit options for the pathway*
CTSO CTSO Activities are offered that align to the career pathway	<ul style="list-style-type: none"> A Career and Technical Student Organization is defined as an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. In Wisconsin, the following CTSOs are recognized. FBLA • FCCLA • FFA • DECA • HOSA • SkillsUSA 	Identify CTSO activities that support the academic and technical skill development for students in this pathway*

2. Why Is LMI Important?



LMI Essential Questions

1. What industry sectors are projected to grow the most in our local area as well as in the state?
2. What are the emerging jobs in each CTE area for which we should be preparing students? What skills will they need in the future?
3. How do our CTE programs align with these industry projections and emerging occupations? Are we teaching students the right skills? Where are the biggest gaps? How can we work with employers, postsecondary and community partners in our region to fill these gaps?

Projected Growth

1. What industry sectors are projected to grow the most in our local area as well as in the state?

- New jobs that will be created
- Jobs that will be unfilled because people are retiring or moving to different industries or jobs

How to Access Reports for Projected Growth

Labor Market Information webpage:

<https://dpi.wi.gov/cte/labor-market-information-lmi>

This link is also on the Perkins V webpage.

	A	B	C	D	E	F
1	Career Cluster: <i>Agriculture, Food & Natural Resources</i>					
2						
3	Total of 37 SOC codes					
4						
5	Agriculture, Food & Natural Resources Cluster will be increasing 8.1% by 2026, faster than the state rate of 6.8%					
6	This career cluster does not include any hot jobs or in demand occupations					
7	Top 5 occupations gaining most new jobs are:					
8	1	Nonfarm Animal Caretakers				
9	2	Farmworkers and Laborers, Crop, Nursery, and Greenhouse				
10	3	Farmworkers, Farm, Ranch, and Aquacultural Animals				
11	4	Agricultural Equipment Operators				
12	5	Refuse and Recyclable Material Collectors				
13	Top 5 occupations with the fastest-growth are:					
14	1	Nonfarm Animal Caretakers				
15	2	Natural Sciences Managers				
16	3	Biological Technicians				
17	4	Farm Labor Contractors				
18	5	Agricultural Equipment Operators				
19	Top 5 occupations with the most annual total openings are:					
20	1	Farmworkers and Laborers, Crop, Nursery, and Greenhouse				
21	2	Farmworkers, Farm, Ranch, and Aquacultural Animals				
22	3	Nonfarm Animal Caretakers				
23	4	Agricultural Equipment Operators				
24	5	Refuse and Recyclable Material Collectors				
25	Occupations with the top annual median wages :					
26	1	Natural Sciences Managers				
27	2	Environmental Engineers				
28	3	Farmers, Ranchers, and Other Agricultural Managers				
29	4	Animal Scientists				
30	5	Buyers and Purchasing Agents, Farm Products*				
31						

*this particular occupation is declining but the median wage is increasing

Emerging Occupations

2. What are the emerging jobs in each CTE area for which we should be preparing students? What skills will they need in the future?

Labor Market Information webpage:

<https://dpi.wi.gov/cte/labor-market-information-lmi>

This link is also on the Perkins V webpage.

State-Endorsed Regional Career Pathways

<https://dpi.wi.gov/pathways-wisconsin>

- Healthcare
- Construction
- Advanced manufacturing
- Information technology

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PATHWAYS WISCONSIN

Pathways Wisconsin

What are Career Pathways?

Career pathways are a series of connected education, training, and support strategies aimed at helping students achieve their own definition of success.

Using Your LMI

3. How do our CTE program enrollments match the industry and job projections in my region or in the state? How do our CTE program enrollment align emerging occupations and future skills? Where are the biggest gaps? How can we work with employers, postsecondary, and community partners in our region to fill these gaps?

Regional Partners

- Employer
- Postsecondary
- Economic development
- Workforce development

K12

- District and building administrators
- Curriculum and Instruction Director
- CTE and Work-based learning coordinators
- Academic and CTE teachers
- Special education teachers

Applying What You've Learned

Go to <https://dpi.wi.gov/cte/labor-market-information-lmi>

- **Select an Industry Projection report: Which jobs have the most Annual Total Openings in the state? Your region?**
- **Look at the Emerging Trends reports: What skills will students need for the jobs of tomorrow?**
- **What are some potential gaps that a district or consortium might include in CLNA after looking at this LMI?**

3. Size

Must offer at least one career pathway.

- ONE locally adopted SERCP (state-endorsed regional career pathway program)

OR

- ONE locally developed career pathway that meets minimum requirements for quality.



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3. Scope

Must offer:

- A minimum of two CTE courses from introductory to more advanced levels
- Articulation options for postsecondary programs
- Incorporated into ACP service delivery and advising



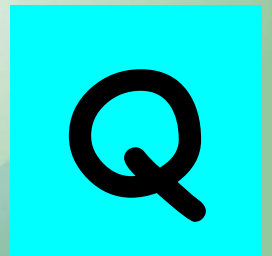
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3. Quality

Five quality elements in the same career pathway:

- A progressive sequence of CTE courses aligned to current labor market needs,
- A work-based learning experience,
- Attainment of an industry-recognized credential,
- A related dual-credit college course,
- Related CTSO activities that align with pathway skills

SERCP Pilot Project informed Perkins **Elements of a Quality Pathway*



Sequence of Courses

Progressive sequence of CTE courses aligned to current labor market needs.

- Advance from **introductory to more advanced**
- At least **two CTE courses** taught by licensed CTE teacher
- **CTE dual enrollment** courses may count
- **Curriculum aligns/crosswalks** to CTE program standards



WBL: Perkins V Requirements

Work-Based Learning (WBL) means:

1. **Sustained interactions with industry or community professionals**
2. **In real workplace settings, as practicable, (or *simulated* environments at an educational institution)**
3. **That foster in-depth, firsthand engagement with the tasks required in a given career field**
4. **That are aligned to curriculum and instruction**

CBLEs & WBL

ACP Career Experiences Spectrum

Two levels of student, school, employer engagement

1. **Career-Based Learning Experiences (CBLEs)** - The collective set of ACP business-connected experiences and opportunities that allow K12 students to participate in career awareness, career exploration, and/or career development.
1. **WBLs are a specific set of CBLEs - Work-based learning experiences (WBLs)** that meet the required Perkins definition.



Is it a CBLE or WBL?

Think about different types of career development experiences.

- Supervised agriculture experience (SAEs)
- Volunteer/service learning
- Simulations at school
- School store



You make the call!

Industry-Recognized Credential

Qualities of IRCs - “industry-recognized”

Credentials are an umbrella term for **degrees, diplomas, certifications.**

- Recognizable
- Hirable
- Portable
- NOT just a vendor certificate for course curriculum completion
- Employer endorsement is NOT the same as “recognition”
- **CTE Incentive Funding List:** Approved or Not Approved is separate from this



College Courses

In District

- WTCS transcribed credit
- WTCS advanced standing
- Other articulation agreements (ie CAPP or PIE)

Out of District

- Early College Credit Program
- Start College Now
- Dual enrollment academies

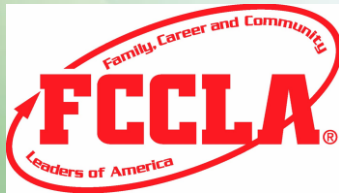


Most Important:

1. Will the credit give the student a head start on a postsecondary program related to the career pathway?
2. Will it apply to a college or university that the student plans to attend?

CTSOs

Career and Technical Student Organizations



ACP Advising & Promotion



Pathways should be shared!

- Include in school district materials, e.g., course handbook.
- Promote the pathways in ACP postsecondary and career planning activities and discussions.
- Ensure that ALL students are included in marketing the pathways for ALL routes; do not assume.
- Provide pathway information to core content teachers to provide relevance in non-CTE courses.
- Other?

4. Progress Towards Implementation

In each district:

- Scan CTE pathways for size, scope, and quality
- Review gaps
- Identify options to address gaps
- Prioritize options, both short- and long-term
- Select options
- Identify timeframes and measures to verify progress
- Measure progress and note trends



SERCP: A Value Add for Perkins

School districts that align to a State-Endorsed Regional Career Pathway:

- Do not need to provide LMI for that pathway
- Have a group of regional partners ready to work on this with you!
- Can include already identified regional gaps/needs in your CLNA, including equity goals
- Will likely meet size, scope, and quality criteria



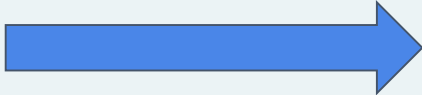
Pathway Quality Elements

Table discussion: **Health Science Pathway SAMPLE**

Review the five sample size, scope, and quality elements.
Review the sample district evaluation.

- *How would you approach getting this information?*
- *How would you ensure that the gaps, goals and metrics are appropriate?*
- *How can this data and activity be useful to students? The school? The district?*

Requirements for Funding

Gaps and needs		\$
Size, scope, and quality		Perkins funding
LMI		\$

5. Teacher Recruitment, Retention & Professional Development

- Assess and develop plans to improve your faculty and staff
- Evaluate state and local district policies
- Focus on professional development experiences that are sustainable, relevant, and quality

6. Progress Toward Improving Access and Equity

Reflection: Think about the students in your building

- Who is actively engaged and who is not?
- Based on data, which groups of learners have not yet accessed or benefited from CTE opportunities?
- To what extent are stakeholders (students, parents, support personnel) involved in informing equitable policies and practices?

Progress Toward Improving Access and Equity

Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- Homeless individuals described in (Sec. 725) McKinney-Vento – Homeless Assistance Act
- Youth who are in, or have aged out of, foster care
- Single parents, including pregnant women
- Youth with a parent who is in active duty with the armed forces.

Progress Toward Improving Access and Equity

- Who has access?
 - Review disaggregated student data to determine over or under representation of special populations (SP)
 - What evidence-based strategies will you use to increase access by these learner groups?
 - Depicting students from SP in promotional materials
 - Actively recruiting students from SP into high-wage, high-skill, in-demand opportunities
 - Providing career guidance that helps students from SP choose a pathway that fits their goals and strengths
- Performance
- Program Delivery - Equitable Practices and Decision-Making

Closing Activity

What was your biggest “take-away” or AH-ha moment?

