

Strengthening CTE: Putting the Pieces Together

Size, Scope, Quality, and POS Progress Evaluation

Robin Kroyer-Kubicek
Education Consultant
August 21, 2019



Good morning. I'm Chris Lenske, and I'm the grant specialist with the Wisconsin Department of Public Instruction Career and Technical Education Team. If you haven't already, please mute your speakers at this time.

Thank you for joining us for this installment of the "Strengthening CTE: Putting the Pieces Together" series.

The Strengthening CTE for the 21st Century Act (or Perkins V) requires districts and consortia that seek Perkins funding to complete a comprehensive local needs assessment (which we refer to as the CLNA), the results of which must be included in the Perkins grant application.

The webcast series addresses various requirements of the CLNA and provides technical assistance to get you going in the right direction. Webcasts in the series are recorded and posted to DPI's Perkins V website.

Six Focus Areas

- I. Performance on federal accountability indicators
- II. Alignment to labor market needs
- III. Scope, size and quality of programs offered**
- IV. Progress toward implementing programs and programs of study**
- V. Recruitment, retention, and training of faculty and staff
- VI. Progress toward improving access and equity



There are six focus areas of the needs assessment. Because each of the six areas is key to the needs assessment, the Wisconsin Guide to Conducting a Comprehensive Local Needs Assessment (or CLNA Guide), found on the Perkins V website, dedicates one section to each. You will need to engage stakeholders in setting a future vision to address the results of your CLNA, including deciding which programs and activities to prioritize in your Perkins V grant application. We covered alignment to labor market needs during our last webcast. Today we will focus on assessing program **size, scope, and quality**, as well as **program evaluation**.

Today's Presenter

Robin Kroyer-Kubicek
Education Consultant,
Career Pathways
Pathways WI Project Lead
WI Dept. of Public Instruction
Career and Technical Education

(608) 266-2022 robin.kroyer-kubicek@dpi.wi.gov



Today's presenter, Robin Kroyer-Kubicek, is the Career Pathways Education Consultant at DPI. She has co-led the implementation of Academic & Career Planning, and continues to develop regional career pathways under a three-year national JP Morgan Chase grant. Her experience also includes updating Wisconsin's Youth Apprenticeship programs, and she developed the Child Labor Law Guide for employers. Over to you, Robin.

Perkins Requirements



- Required definitions for size, scope, quality
- Overall Carl Perkins V intent:
 - To identify, support, and rigorously evaluate data-driven and innovative strategies and activities
 - To **improve and modernize, not maintain**, your CTE programs
 - To ensure workforce skills taught in CTE programs are **aligned with current labor needs**



Thanks, Chris, I really appreciate it, and good morning, everybody. We're going to dive right into our topic today. Hopefully everybody can hear me; please post in the chat if you cannot. Under Perkins V, Wisconsin is required to include specific definitions for "size," "scope," and "quality" of career and technical education programs. Previously under Perkins IV, Wisconsin and many other states did not have these specific requirements for these components. Therefore, these added requirements will require eligible recipients to review current CTE programs as part of the comprehensive local needs assessment.

These new definitions of size, scope, and quality apply to all CTE programming that will be submitted for annual funding. Keep in mind that the overall intent of the Perkins V grant funding is:

- To identify, support, and **rigorously evaluate data-driven** and innovative strategies and activities;
- **to improve and modernize, not maintain**, your CTE programs; and
- to ensure workforce skills taught in CTE programs are **aligned with current labor market needs**.

From POS to Pathways

16 Clusters/79 Pathways

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

In Perkins V law,

POS = career pathway

Focus on leveraging COMMON elements for CLNA and planning:

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



Now we're going to talk a little bit about the change in terms from POS to pathways. In 2000, the U.S. Dept of Education developed the 16 Career Cluster/79 Pathways organizing framework in order for schools and education agencies to compile common knowledge and skills in careers. This in turn made it possible to develop postsecondary education curriculum.

Now, with Perkins V reauthorization, the term “**career pathway**” reinforces a comprehensive approach that is similar to other federal reauthorizations. This is NOT the old program of study (or POS) recipe for a specific group of jobs. It is for this reason that DPI will use the term “career pathway” to more accurately reflect quality CTE programming. The POS term that was used to mean the sequence of courses in one of the 79 industry pathways will not be referred to as much in the future. Instead, a **career pathway** is a more accurate term to use for the comprehensive approach of career development, no matter the industry sector.

So as we talk about size, scope, and quality in the next several slides, we're using the term career pathway.

Size

**Each eligible recipient MUST offer at least one career pathway.
This may be either:**

- ONE locally adopted state-endorsed regional career pathway program
- OR**
- ONE locally developed career pathway that meets minimum requirements for quality.



First, size. Definitions of size typically address such factors as the minimum number of programs offered by each eligible recipient, or available to each student; the minimum number of courses offered within each program or pathway; or minimum class size.

In Wisconsin, going forward, each eligible recipient must offer at least one career pathway program that meets minimum requirements for quality. This may be a state-endorsed regional career pathway for those of you in the pilot regions and going statewide next year OR a locally developed pathway that meets the minimum requirements.

Scope

Each eligible recipient **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



Definitions of scope typically refer to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter.

In Wisconsin, going forward, each eligible recipient must offer a sequence of, at minimum, two CTE courses in a pathway that progress from introductory to more advanced knowledge and skills, and include options for postsecondary articulations. These pathways must be incorporated into the district's Academic and Career Planning (or ACP) service delivery and advising.

Quality

The quality pathway consists of 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,
- CTSO

Years 1-2 = 3 of 5 offered
Years 3+ = 4 or 5 of 5 offered



Definitions of quality address, in general, requirements for CTE programs to impart the knowledge and skills necessary for success. These requirements may include specific criteria such as implementation of a continuous improvement plan, presence of an advisory committee, or evidence of faculty qualifications.

In Wisconsin, going forward, a quality career pathway consists of five elements in the same career pathway. The five quality elements are:

1. A CTE sequence of courses
2. A work-based learning option (or WBL)
3. An industry-recognized credential (or IRC)
4. A dual college credit option
5. And access to a CTE Student Organization (or CTSO)

In years 1-2 of the Perkins V grants, a district must offer at least three of the five quality elements in the same career pathway. Beginning in year 3, four of the five quality elements must be offered in order to be considered for Perkins funding. Funding could be used in years 1 and 2 to ensure that a fourth quality element is added.

The combination of a progressive sequence of CTE courses aligned to current labor market needs, a work-based learning experience, industry-recognized credential attainment, a related dual-credit college course, and a CTSO affiliation, comprise a quality CTE pathway for Perkins V requirements in Wisconsin.

Scanning for Quality

Use a survey tool to gather the following data in each pathway:

- Sequence of courses
- Dual-credit college courses
- Work-based learning available
- IRCs available
- Applicable CTSO
- Pathway curriculum development and review process
- ACP advising



The CLNA process requires eligible recipients to complete a comprehensive scan of current pathways offered in each district for size, scope, and quality.

It may be useful to complete such a scan through a survey tool to ascertain the current status of each pathway, in each district, that intends to use Perkins funding for improvements. A simple scan should gather the following data about each pathway offered at a district:

- A list of courses offered from basic to advanced in the pathway,
- The dual-credit college class or classes offered,
- The work-based learning options available,
- The industry-recognized credential (or IRC) available,
- The applicable CTE Student Organization opportunity, and
- The ACP advisory process for pathways in general.

Additionally, you may also want to ask about how the curriculum and offerings in the pathway have been determined, developed, reviewed, and updated.

Gap Analysis

REVIEW OF QUALITY ELEMENTS:



- Course progression from beginner to advanced
- Curriculum rigor
- Dual credit that counts in postsecondary program
- Availability and access to work-based learning (WBL) and industry-recognized credentials (IRCs)
- CTSO



Once the scan of pathways is complete in your district or in each district, determine if your pathway includes the quality elements. Review the five elements for course progression, curriculum rigor and relevance, dual credit college courses that count in the postsecondary programs, availability to access work-based learning, attainment of an industry recognized credential, and availability of a related CTE Student Organization.

It will also be important to identify outdated pathways or pathways that represent industries not in demand locally, regionally, or statewide.

While any local CTE programming offered is up to the district, Perkins V funding can only be spent on quality pathways that fulfill the requirements of size, scope, and quality.

Progress towards Implementation

IN EACH DISTRICT:

- Scan CTE pathways
- 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



Progress towards implementation of a quality pathway in each district will require an ongoing review of the gaps identified as part of the scan, options to address the gaps, and the plans to implement the prioritized needs. Furthermore, actual measures will need to be identified to determine if plans are indeed addressing these gaps.

For example, a small rural district offers a CTE welding program that has outdated equipment but is popular with students. They have a SkillsUSA CTSO (student organization) and the teacher helps students to access work-based learning opportunities through short summer internships at a local company. The gaps identified are the outdated equipment, access to a dual college credit course, and there is no way for students to earn an industry-recognized credential. The teacher also has a desire to expand the work-based learning program to more students. The program meets the quality components of size, scope, and quality for Perkins V grants in years 1 and 2; but a need still exists.

Some prioritized options could include purchasing equipment, finding more companies for work-based learning in partnership with the regional economic development organization, getting certified to offer the American Welding Society (or AWS) certificate training and/or working with the technical college to offer a dual college credit course that offers AWS certification. Measures could be the number of students earning the AWS certification, the number that take dual credit and continue into the tech college degree program, the number of students in internships and/or the number of students who take a job in welding after graduation.

Thank you!

Questions?

Robin Kroyer-Kubicek

(608) 266-2022

robin.kroyer-kubicek@dpi.wi.gov



It is wise to remember, in these times of restricted budgets, that creative and innovative strategies are welcome. They are especially important when considering whether to continue pathways just because they are popular.

Join us next time when we discuss progress toward improving access and equity, so that more students can access the quality elements of a CTE program.

Now, back to Chris Lenske.

Thank you, Robin. That concludes the presentation.

Before we take questions, I want to make our audience aware that we will be holding two all-day technical assistance workshops for fiscal agents on the CLNA in September. All fiscal agency CTE coordinators will be receiving an invitation with details and a link to register your team.