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
Poll Question

What are you most interested in learning about today based on the objectives of the day?

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

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!

In Perkins V law, POS = career pathway
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**
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:

1. Data Analysis
2. Finding Identified Gaps & Needs
3. Determine Goals & Objectives
4. $$$$$$$ Budget Local or Perkins

- Determine Goals & Objectives
- Identify Gaps & Needs
- Data Analysis
- $$$$$$$ Budget Local or Perkins
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
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?
Step 1: Understand district performance on the federal indicator

CTE Concentrator Graduation Rate

District Graduation Rate (all students)
Step 2: Identify data needs and requirements

Disaggregated by all subpopulations

All student population (CTE and non-CTE)

For the last three school years

WISEdash for Districts (secured)
Step 3: Collaborate with data stewards

WISEdash for Districts (secured)
Step 3: Collaborate with data stewards

HS Completers for Grad Cohort 2019 by Gender

- Female: 94.9%
- Male: 89.3%

2018-19 (4 Years or Less)

WISEdash for Districts (secured)
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)*.
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

High School

- Course in Health Occupations 5
- Family Health
- Entrepreneurship/Entrepreneurship
- Parenting
- *all the above
- Health Science Careers 2
- CNA
- Skilled/LPN/Technical (PN) - AON

- *all the above
- Chemistry
- Anatomy & Physiology
- Medical Assisting - AON
- Medical Assisting - Technical (MTS)
- *Chemistry
- *Medical Assisting - AON
- Physical Education
- *Medical Assisting - Technical (MTS) - AON
- *Occupational Therapy Assistant
- *Pharmacy Technician

- Professional (AAS) - AAS Graduate
- *all the above
- *Applied Math

Industry-Recognized Certifications
- Certified Nursing Assistant
- Oftentimes a class in the district

Work-Based Learning
- Youth Apprenticeship - Health Sciences, Pre-Reliability/Support Services*
- Youth Apprenticeship - Health Sciences, Pre-Therapeutic Services*

College Credit Opportunities
- Cardiac/Respiratory Assistant
- AAS Nursing
- RN to BSN...
- AAS Science
- AAS CNA
- Dual Enrollment Academy (AAS/...)
- Dual Enrollment Academy (AAS/...
- Dual Enrollment Academy (AAS/...
- Dual Enrollment Academy (AAS/...
- Dual Enrollment Academy (AAS/...

Pathway Courses
- Entry Level
- * all the above
- Health Science Careers 2
- CNA
- Skilled/LPN/Technical (PN) - AON
- *all the above
- Chemistry
- Anatomy & Physiology
- Medical Assisting - AON
- Medical Assisting - Technical (MTS)
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University

- Licensed Practical Nurse
- Hiring University

Bachelor of Science - Nursing
- Alverno College
- Cardinal Stritch University
- Carroll University
- Carthage College
- Concordia University
- Estrella University
- Marquette University
- MSOE University
- UW-Milwaukee
- Wisconsin Lutheran College

Entry Level Work
- Rehab/Medication Case, Community Based Residential Facilities (CBRF)
- Entry Level Work
- Home Health Aide
- Personal Care Aide/Resident Aide
- Housekeeper
- Transporter or Orderly
- Regional Median Wage: $17,020 (2019)

Military
- Army ABC-Practical Nursing
- Associate Degree: LPN (4 Year)
- Air Force: BMT/IO (3 Year)
- Air Force: BMT/IO (4 Year)
- Air Force: BMT/IO (3 Year)
- Air Force: BMT/IO (4 Year)

Technical College
- Milwaukee Area Technical College (MATC)
- Technical Diploma: Nursing Assistant
- Technical Diploma: Practical Nursing (LPN)
- Associate Degree: LPN to RN
- Associate Degree: Registered Nurse (ADN)

Gateway Technical College (GTC)
- Technical Diploma: Nursing Assistant
- Associate Degree: LPN to RN
- Associate Degree: Registered Nurse (ADN)

Waukesha County Technical College (WCTC)
- Medical Assistant Course
- Technical Diploma: Nursing Assistant
- Associate Degree: LPN to RN
- Associate Degree: Registered Nurse (ADN)

Semi-Skilled
- LPN Certification
- CNA/CNA
- Regional Median Wage: $15,000 (2019)

Skilled
- LPN Technical Diploma (NCLEX Exam)
- Licensed Practical Nurse (LPN)
- Regional Median Wage: $14,900 (2019)

Technical
- RN (Associate Degree Nursing) - NCLEX
- Registered Nurse (ADN)
- Regional Median Wage: $45,200 (2019)

Professional
- RN (Bachelor of Science - Nursing) - NCLEX
- Registered Nurse (BSN)
- Regional Median Wage: $61,200 (2019)

Graduate
- Certified Registered Nurse Anesthetist
- Nurse Practitioner
- Certified Nurse Midwife
- Clinical Nurse Specialist
- Informatics Nurse Specialist
- Nurse Manager or Leader
- Professor or Nurse Educator
- Nurse Researcher
- Regional Median Wage: $95,200 (2019)
## State-Endorsed Regional Career Pathway

<table>
<thead>
<tr>
<th>High School Elements of an SERCP (Must offer all four)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence of courses</td>
</tr>
<tr>
<td>Industry-recognized credential</td>
</tr>
<tr>
<td>Work-based learning experience</td>
</tr>
<tr>
<td>College credit opportunity</td>
</tr>
</tbody>
</table>
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
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:**
- Route Endorsed/Regional Pathway
- Locally Developed Pathway

*For locally developed pathways, provide the following:
1. Evidence of the LMI need in your area and site reference.
2. Provide exact hyperlinks.*

## Size, Scope, and Quality

<table>
<thead>
<tr>
<th>Sequence of Courses</th>
<th>List sequence of courses for the pathway*</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least for high school CTE courses in a sequence</td>
<td></td>
</tr>
<tr>
<td>As part of the pathway, please note:</td>
<td></td>
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<tr>
<td>- The length of a course is equivalent to a semester or longer</td>
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<tr>
<td>- Course is taught by appropriately licensed or certified CTE teachers</td>
<td></td>
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<tr>
<td>- Course may include CTE dual credit courses taught by higher education faculty</td>
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<tr>
<td>Quality considerations:</td>
<td></td>
</tr>
<tr>
<td>- Course progression from introductory to more advanced</td>
<td></td>
</tr>
<tr>
<td>- Curricula align with local workforce needs and skills as verified by local or regional advisory</td>
<td></td>
</tr>
<tr>
<td>- Course rigor and align to state academic and CTE standards</td>
<td></td>
</tr>
</tbody>
</table>

## Work-Based Learning (WBL) Options

| Work-based Learning Options may be state certified programs or local programs that meet the state certification criteria as outlined below. |
| List Work-based Learning Options for the pathway* |
| At least one WBL opportunity for the pathway is offered. |

## Industry Recognized Credentials (IRC)

| At least one IRC is offered. |
| List appropriate Industry Recognized Credentials for the pathway* |
| IRCs are essential to the pathway. |
| IRCs must be recognized by employers in the region. |
| IRCs do not need to be on the National Registry (as of 2019). |

## Dual Credit Opportunities

| Dual credit opportunities include programs such as: |
| List Dual Credit options for the pathway* |
| Advanced standing |
| Start College Now Program |
| Early College Credit Program |

## CTEO

| CTEO Activities are offered that align to the career pathway. |
| Identify CTEO activities that support the academic and technical skill development for students in this pathway* |
| A Career and Technical Student Organization is certified 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 CTEOs are recognized: |
| - FBLA |
| - FCCLA |
| - FFA |
| - DECA |
| - HOSA |
| - STEMSA |
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.
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
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 included 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.
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
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
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
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!
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 transcripted 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?
Career and Technical Student Organizations

CTSOs

DECA
FBLA
FFA
FCCLA
SkillsUSA
HOSA
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
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 → $ → Perkins

Size, Scope → Funds

& Quality → $
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
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
How can you, *in collaboration with your stakeholders*, use the results of the CLNA in your district or consortium to elevate quality CTE pathways?
Thank You!

Presentation materials from today will be available on the Perkins V webpage.

Watch your inbox for a survey about your experience today!

Your feedback is welcome and appreciated!