Linking Education and Employment (The Roles of Adult Education, CTE, and Workforce Education)

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Perkins V State Plan and WIOA State Plan Goal Alignment

HIGHLIGHTS

Illinois Perkins V State Plan FYs 2025-28

▶ **Equity as a Foundational Tenet**: Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

▶ **Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential.**

- ICCB will support the implementation of Bridge programming through the utilization of the Integrated Career and Academic Preparation Systems (ICAPS) model to assist students in bridging the skills gap so they may more readily matriculate into CTE programs. Note: Perkins funds cannot monetarily support Bridge programming.

▶ **Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.**

- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.

Illinois Perkins V State Plan FYs 2025-28

► **Goal 4: Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.**

- Comprehensive college and career advising and a full continuum of work-based learning to empower students with labor market information and skill development will be embedded within the college and career pathways system to inform education and career decisions.

- ISBE and ICCB will help educators expand programs to include an industry-recognized credential where possible and ensure collaboration with workforce partners on industry credentials in secondary and postsecondary programs.

► **Goal 6: Expand access to quality work-based learning for all students.**

- Recipients will integrate work-based learning opportunities into programs of study to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.

- ICCB will utilize Perkins Leadership funds to support efforts to scale the success of the Customized Apprenticeship Programming in Information Technology grant (CAP-IT, funded through the U.S. Department of Labor). The CAP-IT grant program was extremely successful, and the models used to customize apprenticeship programming can be scaled to other career clusters. Figure 7 shows the customized apprenticeship model wherein integrated education and bridge programming are utilized.

- ISBE and ICCB will develop resources for promoting work-based learning in all its forms- internships, apprenticeships, on-the-job-training, job shadowing, etc. ISBE and ICCB will provide awareness to business and industry regarding the benefits of work-based learning.

- The agencies will promote opportunities for individuals with disabilities around work-based learning, such as the Secondary Transition Experience Program (STEP) that is provided through IDHS in collaboration with ISBE.

Illinois WIOA State Plan PYs 2024-27

▶ **Goal 1: Illinois' Workforce Development System is an example of excellence in its approach to collaboration and customer service.**

b. Strategy: The Workforce Development System advances diversity, equity, inclusion and access.

c. Strategy: WIOA partners and other workforce and education systems in Illinois enhance coordination and collaboration.

d. Strategy: Jobseekers and employers have a broader awareness of the Workforce Development System.

▶ **Goal 2: Illinois' Workforce Development System will enhance employers' abilities to hire and retain skilled workers that meet their emerging needs.**

a. Strategy: The Workforce Development System supports, informs and enhances employers' talent strategies.

b. Strategy: The various partners in the Workforce Development System leverage their business services to provide more holistic support to employers.

c. Strategy: The Workforce Development System will build out tools and practices that can help employers adopt a culture that promotes equity and accessibility.

Illinois WIOA State Plan PYs 2024-27

▶ **Goal 3: Illinois' Workforce Development System will use customer-centered and data informed practices to improve the quality of the jobseeker experience in pursuing fulfilling career pathways in a manner that is equitable and accessible.**

    a. Strategy: The Workforce Development System educates and supports jobseekers regarding how to navigate the labor market.

    b. Strategy: The Workforce Development System interacts with jobseekers in the places where they live and visit.

    c. Strategy: The Workforce Development System will use a data-informed approach to reduce barriers to services for jobseekers who have historically faced barriers to accessing services.

▶ **Goal 4: Illinois' Workforce Development System will support the state's efforts to cultivate next-generation technologies, such as clean energy, bio-tech, and quantum computing.**

    a. Strategy: The Workforce Development System provides exposure to individuals and jobseekers to career opportunities in emerging industries, such as electric vehicle production, battery energy storage, bio-tech, smart manufacturing, and solar energy.

Adult Education, CTE, and Workforce Education: Shared Goals

All 3 areas focus on preparing learners for workforce readiness and career success.

1. FOCUS ON WORKFORCE READINESS

2. CAREER PATHWAYS APPROACH

3. WORK-BASED LEARNING

4. TARGETING IN-DEMAND SECTORS

5. BRIDGING BASIC & TECHNICAL EDUCATION

Focus on Workforce Readiness

Skill Development: Technical and soft skills

Industry Certifications: Improve employment prospects

Focus on Workforce Readiness

Adult Education

- Focuses on workforce readiness by equipping learners with the necessary skills for employment, such as literacy, numeracy, and English language proficiency.

- Focuses on ICAPS providing adult learners with technical education, helping them transition into workforce and training.

CTE

- Employer-informed competencies and skills are incorporated into curriculum

- Collaboration with industry professionals

- Qualified instructors with industry experience

Workforce Education

- Bridges and ICAPS

- Non-Credit

- IBT Grant

- Apprenticeships

Career Pathways Approach

Structured pathways aligned with high-demand fields

Stackable credentials for advancing skills

Career Pathways Approach

Adult Education

- Adult Education plays a critical role in offering career pathways, which align with in-demand industries and provide multiple entry and exit points for learners.

- Help learners advance th rough stackable credenti als that improve their job prospects.

CTE

- Programs of study

- Multiple entry and exit points

- Stackable credentials

- Career exploration, development, and guidance

Workforce Education

- Non-Credit

- ICAPS – Model 1 and Model 2

- Ability to Benefit

Work-Based Learning

On-the-job training like apprenticeships and internships

Employer partnerships ensure relevant skills

Review of general employment skills

Work-Based Learning

Adult Education

- Apprenticeships, on- the-job training and employer partnerships.

- These partnerships with local employers ensure that learners acquire skills that meet industry demands.

- (Employer based sub-tests)

CTE

- Work-based learning is a component of the local application

- Work-based learning is a required component of a program of study

- Grant programs that allow colleges to expand work-based learning opportunities

Workforce Education

- Bridges

- ICAPS training – clinicals, observations, job shadowing

- Employer facility tours

- Pre-apprenticeships

- Apprenticeships

Targeting In-Demand Sectors

Programs aligned with local labor market needs

Focus on industries such as healthcare, IT, and skilled trades

Targeting In-Demand Sectors

Adult Education

- Local labor Market Alignment
- Grant opportunities
- Customized training
- Bridging to technical training

CTE

- Comprehensive Local Needs Assessment (CLNA)
- Program of study focus
- Grant opportunities for in-demand sectors

Workforce Education

- IBT Grant
- Apprenticeships
- ITAC Grant – Energy Reduction and Efficiency for Manufacturers
- Non-Credit
  - Customized Training
  - Incumbent Worker Training

Bridging Basic and Technical Education

Bridge programs connecting foundational education to technical training.

Integrated instruction in programs like ICAPS.

Bridging Basic and Technical Education

Adult Education

- Bridge programs
- Integrated instruction
- Supportive learning environment
- Collaborative efforts
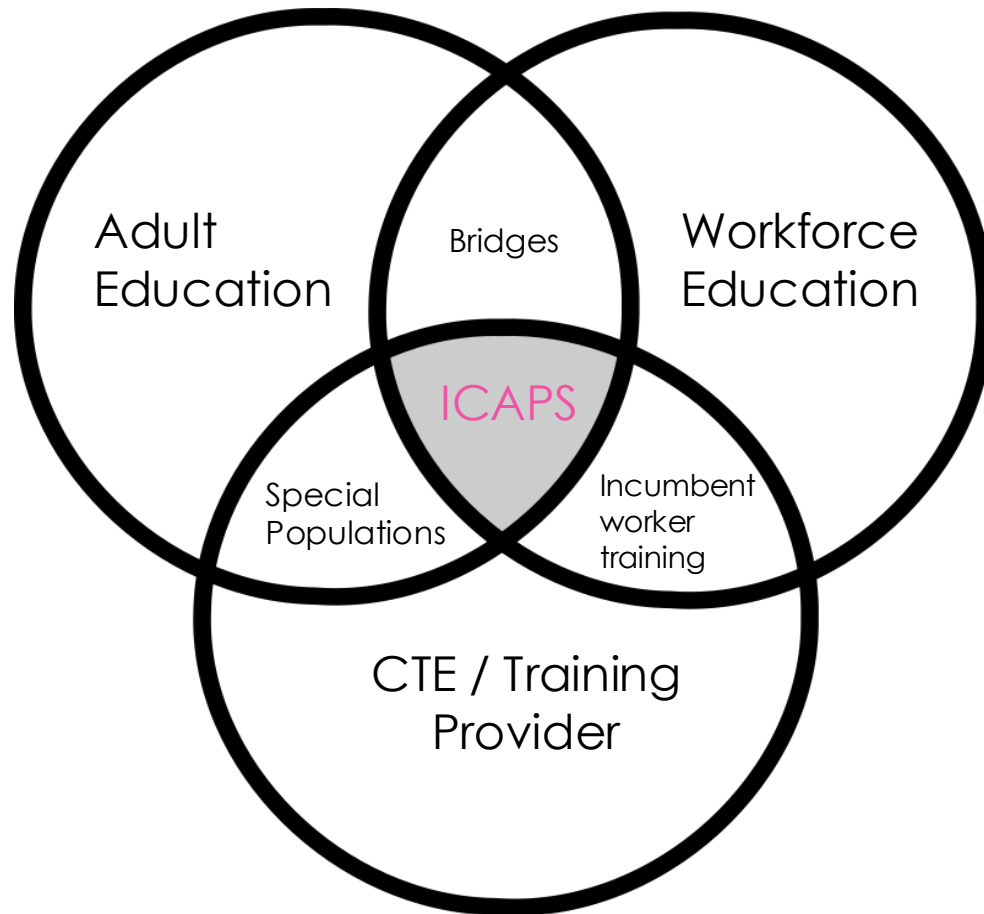- Preparing for career success

CTE

- ICAPS as a transition point

Workforce Education

- Bridges
- ICAPS
- Incumbent Worker Training
- Pre-apprenticeships

Collaboration

ICAPS

How Are We Collaborating at ICCB?

- ▶ Working together to plan the Forum of Excellence

- ▶ Working together today at the Transitions Academy

- ▶ Working together to plan the Cohort Convos

- ▶ Showing up at other meetings – ICAPS Office Hours, PAC meetings, Adult Education Admin meetings

- ▶ Sharing documents internally – approval lists, quarter reports (as needed), program reviews (as needed)

- ▶ Asking questions as they come up

How Can You Collaborate in the Field?

- ▶ Identify the "missing" person – Adult Ed or CTE/training provider.

- ▶ Reach out to the "missing" person.

- ▶ Learn to speak their language – what do they need, what are their grant requirements, what are their gaps that you can fill.

- ▶ Schedule regular meetings for follow ups and check-ins.

- ▶ Reach out to ICCB for help if the "missing" person ghosts you.