

This document serves to assist Statewide Afterschool Networks in their efforts to provide feedback to state agencies around their Perkins V draft plans. This language serves as a framework and a suggestion for what you can propose to your state in meetings with your state CTE Director or through written comments and public testimony on the Perkins planning process. Please be sure to tailor the language below to your states terminology for afterschool programs.

In general, afterschool programs support Career and Technical Education in the following areas that are included in the Perkins V plans:

- Career Exposure
- STEM Engagement
- Employability skills
- Special Populations
- Opportunities for Hands on and Work Based Learning
- Expanded time, place and people to leverage limited resources

The following sections of the state plans provide opportunities for afterschool, out-of-school time, summer, and youth serving organizations to be explicitly mentioned by states in their plans. The examples below serve as suggested language for state afterschool leaders to propose to their SEA, or CTE governing agency, to incorporate into their plan submitted to the US Department of Education. *If short on time – **Yellow Areas** could be prioritized. See the section area of plans in bold followed by sample language in italics.*

Key Ways Afterschool Can Fit in to the State CTE Plan with sample language: ( )

1. State Vision for Education and Workforce Development (Sec B. 1)
  - a. **States Strategic Vision and Set of Goals (Sec B. 1.b):** *The state supports collaboration with community partners and youth serving providers, such as afterschool and summer programs, to rethink and expand the times, places, and resources students have access to in learning as they engage in career exploration, career pathways and hands-on and work-based learning experiences.*
  - b. **State Strategy for joint planning, alignment and coordination (Sec B.1.c):** *The state encourages innovative partnerships and relationships with community based providers and intermediaries such as afterschool and summer programs that help leverage resources towards achieving the state's vision of student goals for CTE success.*
  - c. **Describe how the eligible agency will use State leadership funds (Sec.B.1.d):**
    - i. *The state will use leadership funds to increase professional development of CTE administrators and teachers on how to improve parental and community involvement, including coordination with community partners and youth serving providers.*
    - ii. *The state will invest to support local recipients in building more broad collaborative coalitions with eligible partners including workforce, community based providers, youth serving organizations, educational entities, parents and students as envisioned under the law to leverage community resources and enhance seamless rather than segmented service provision.*

- iii. *The state will support funds that extend the reach of CTE programming including curriculum which can be used in afterschool and summer programs.*
- iv. *The state will support funds that establish partnerships with afterschool and summer programs to expand access to CTE programming among students from across a district that otherwise lacked access during the school day.*
- v. *The state will support innovative methods of delivering work-based learning including collaborations with intermediaries, afterschool and summer programs that connect schools and students to hands-on learning opportunities*
- vi. *The state will support career exposure programs that coordinate with afterschool and summer programs to increase youth experiences in a broad range of career pathways.*

2. Implementing Career and Technical Education Programs and Programs of Study

- a. **Expand access to CTE for Special Populations\* (2,B, ii):** *Local applications where applicable, shall mention community partnerships including with youth serving providers such as afterschool and summer programs which support building student interest, exposure and experience in non-traditional and underrepresented career fields for students of special populations to expand the time and opportunity these students have to engage with career pathways. \* Special populations are defined below.*
- b. **Support the inclusion of employability skills (2, B, iii):** *Applications are encouraged to show a plan to develop employability skills along a continuum from PreK to Post-Secondary and in coordination with other partners and programs including CTSOs and other out of school time learning opportunities, such as community partners providing afterschool and summer learning programs, which can instill the skills early and reinforce them across time and setting.*
- c. **Describe how the eligible agency will make information available (c, i):** *The eligible agency will partner at the state level with community groups that serve youth and their parents, such as statewide PTOs and Statewide Afterschool Networks, to communicate opportunities in career exposure, enrollment, work-based learning, and other resources available to students, including opportunities extending beyond the school day during afterschool and over the summer.*
- d. **Facilitate collaboration among eligible recipients in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points (c,ii):** *The eligible agency will encourage local plans to discuss how they have considered leveraging local community and business resources that expand where, when and how students have access to career exposure and career pathway experiences, including opportunities before school, after school and or over the summer.*
- e. **Ensure equal access to approved CTE program of study and activities for special populations (c,iv):** *The agency will support supplemental learning environments and experiences that support the engagement of special populations such as targeted*

summer experiences, gender specific programming and near-peer and similar demographic mentors during and after the school day.

**f. Support effective, meaningful collaboration to provide students with experience in and understanding of all aspects of an industry which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities (c, vi):** *Collaboration will be supported by ensuring the local needs assessment engagement process include relevant stakeholders including local employers, and community based and youth serving organizations such as afterschool and summer programs, as well as parents and students.*

**g. Improve outcomes and reduce performance gaps for CTE concentrators including those who are members of special populations (c, vii):** *The agency will support research-based interventions which may include access to afterschool and summer programs which provide additional time and engaging experiences as a means to provide extra resources to close gaps in performance.*

3. Meeting the Needs of Special Populations

**a. Describe ... how individuals who are members of special populations will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations:** *Programs will expand student exposure through, where applicable, engaging in community partnerships that leverage time, spaces, volunteers, and experiences to help students of special populations learn in ways that are engaging and effective at building and sustaining interest in their chosen pathways, which can include afterschool and summer programs designed to increase exposure and confidence in non-tradition and underrepresented fields*

\*Special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who— is a member of the armed forces and is on active duty.

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Below is Example from an early **draft of the Illinois State Plan**. This language could be useful in sharing existing references within draft state plans.

1. State Vision for Education and Workforce Development (Sec 1.a)

**a. Building partnerships among K-12, Adult Education, CTE, and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations.**

**b. Influencing policy shifts to allow more time for students in K-12 to have more hands-on training, internship, and co-op education.**

2. Strategic Vision (1.B)

a. *Guiding Principals: Community-Building/Engagement:* Community engagement promotes positive relationships among state organizations and community groups, civic organizations, nonprofits, and municipalities. Strengthening these relationships is critical to offering students opportunities to learn and grow beyond the classroom.

3. Implementing Career and Technical Education Programs and Programs of Study

a. **Expand access to CTE for Special Populations (2,B, ii):**

i. Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.

ii. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations, that may provide supports and programming that supplements CTE and ensures student success, will be leveraged to expand access to and support persistence in CTE programming for special populations through smooth transitions and coordination of services.

4. Describe how the agency will

a. **Support effective, meaningful collaboration to provide students with experience in and understanding of all aspects of an industry which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities (c, vi):**

i. *Advisory Committee Guidebook:* ISBE and ICCB has set forth the expectation that an advisory committee, which includes local employers and other relevant stakeholders, including community-based organizations and students, inform all CTE programs of study.