



CAREER AND TECHNICAL EDUCATION ANNUAL REPORT: FISCAL YEAR 2019

September 1, 2019

EXECUTIVE SUMMARY

The ICCB CTE division administers the Postsecondary Perkins Grant. Moving into fiscal year 2019, statewide career and technical education (CTE) credit program enrollments accounted for more than one-quarter of all credit students (25.2 percent). CTE accounted for the largest number of graduates (40,913) with nearly two-thirds of the earned degrees and certificates in CTE programs during fiscal year 2018 (63.3 percent). During fiscal year 2018 and 2019, 225 new CTE programs were approved to meet workforce demands. In Illinois, federal Perkins Title I funds are divided between the secondary and postsecondary career and technical education systems where administration is shared between the Illinois State Board of Education (ISBE) and ICCB. The 39 community college districts receive funds from ICCB to support postsecondary CTE programs.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006, was signed into law on July 31, 2018. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. The intent of Illinois postsecondary CTE is to provide students with the skills and knowledge necessary to excel in the global economy.

In collaboration with other divisions, ICCB CTE staff provide support to the community college system, specifically as it relates to CTE programming, through grant administration, policy guidance, professional development, and technical assistance.

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Section 1: Perkins Reauthorization

I. Perkins V Reauthorization

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006, was effective July 1, 2019. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. The new law maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local spending, and involves significant stakeholder consultation and focuses on innovation and modernization and accountability. The law also significantly changes the process for setting performance targets, shifts accountability indicators and focuses on the disaggregation of data by maintaining the required disaggregation by student populations. For State Fiscal Year 2020, Illinois will be implementing a Transition Plan which was approved by the Department of Education in June 2019. As described throughout this section, during SFY2020, ICCB will be developing the Full Perkins State Plan that will guide Postsecondary CTE implementation for SFY2021-2024.

II. Transition Plan

July 01, 2019, marked the beginning of the implementation of Perkins V. For the first year of the law, states are allowed to implement a transition year. As such, all states opting for this must submit a Transition Plan. The purpose of the Transition Plan is to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan, and accompanying Appendices, streamline present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois will continue to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024).

III. Stakeholder Engagement

Postsecondary CTE administrators, faculty, and programs are heavily engaged in stakeholder partnerships at all levels. At the state level, the ICCB represent postsecondary CTE on the Illinois Workforce Innovation Board, P-20 Council, Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee, WIOA Interagency Team, Governor's Cabinet, among numerous other task forces, workgroups, and subcommittees. For the purposes of Perkins V planning, the ICCB is required to engage a variety of stakeholders.

ICCB and ISBE held six regional CTE roadshow information sessions in December 2018, sharing information about the recent Perkins Reauthorization and collecting feedback to inform statewide planning. Educators, administrators, businesses, workforce board representatives, students, parents, and communities were invited to participate in these discussions. Additionally, a webinar was hosted to widen access to those not available to attend the sessions. Surveys were disseminated to participants to identify barriers within the current CTE system, highlight successes/effective practices to support, and collect feedback on state leadership funding priorities. This

feedback informed the initial drafting of the Full State Plan. The Regional roadshow engaged over 200 participants.

December 4, 2018: Palos Hills (Moraine Valley Community College), 75 participants

December 6, 2018: Springfield (Crowne Plaza), 46 participants

December 10, 2018: Mt. Vernon (Elementary School), 36 participants

December 12, 2018: Elgin (Elgin High School), 25 participants

December 18, 2018: Open Webinar, 125 participants

In the Spring of 2019, a Perkins V State Plan Work Group was convened to more intentionally engage and consult with external stakeholders in the development of the State's Perkins Plan (FY2021-FY2024). The goal was to ensure all external stakeholder voices were heard; collect goals objectives, strategies, and actions steps to inform the State Plan; and identify statewide priorities to set a strategic direction in motion. Over 100 participants representing all required partners as identified in Sec. 122(c)(2) of the Act, contributed to the Work Group. Participants were distributed among six committees based on their area of expertise, involvement, and perspective. The six committees represented six areas of opportunity within Perkins V:

1. Innovation
2. Transition and Alignment
3. Teacher Pipeline and Professional Learning
4. Employer Engagement
5. Equity and Access
6. Data and Accountability

IV. **State Plan**

For Fiscal Year 2020, ICCB will continue to engage stakeholders in order to develop a comprehensive State Plan. The State Plan will be submitted to the Department of Education in April 2020. For more information on Perkins planning, please visit: <https://www.iccb.org/cte/>.

Section 2: CTE Program Approval and Review

I. High-Quality CTE Program Approval Grant Project

In 2019, the ICCB was awarded \$40,000 through a competitive grant process facilitated by the Joyce Foundation and Advance CTE to assess and strengthen existing program approval and review policies. Additionally, the ICCB utilized Advance CTE's Policy Benchmarking Tool to update and align program approval and review processes. The ICCB provided professional development and technical assistance to ensure that CTE programs continually meet high-quality standards. The following colleges participated as pilot sites and program development experts in this 20-month grant project.

- Black Hawk College
- College of Lake County
- John A. Logan College
- Kankakee Community College
- Kishwaukee College
- Lincoln Land Community College
- Oakton Community College
- Parkland College
- Rend Lake College
- Waubesa Community College
- Elgin Community College

The 10 participating colleges were convened in September in Springfield, IL, with the assistance of Advance CTE staff. The 10 colleges represented by 19 staff inclusive of Institutional Researchers, Chief Academic Officers, Deans, and those responsible for curricular design. Colleges utilized the policy benchmarking tool to assess their policies and processes, including the State's, when developing a CTE program. The results were similar to the state's assessment rating that the utilization of labor market information is strong, but secondary and postsecondary relationships represented a great opportunity for improvement.

Field work was conducted by ICSPS with the 11 participating colleges and focused on the assessment of current program development processes, including the partners involved in program development; the determination of program need; the development of new programs' curricular content including alignment; issues of program accreditation and industry credentialing; assessment of student learning; and the colleges' input of technical assistance that might help improve their program development and approval processes. The project concludes with a statewide training. A final report detailing fieldwork findings can be found at:

https://www.iccb.org/academic_affairs/programcourse-approval/. Illinois' work on this project is also documented in a blog by Whitney Thompson: <http://www.iccb.org/blog/2019/08/23/using-advance-ctes-policy-benchmark-tool-to-address-gaps-in-policy-and-practice/>.

The Illinois Community College Board invited community college administrators, staff, and faculty to a one-day training to be held on September 10, 2019 on *processes that foster high-quality programming* in career and technical education. Participants will learn about quality program development, the newly revised Program Approval Manual, and continuous quality improvement through processes such as program review.

II. **Program Review Updates**

In FY2017, the ICCB completed an overhaul of the statewide program review process. These changes stemmed from calls from the field and the variety of college program review submission quality. To ensure that the revised process, manual, and review instruments resulted in increased accountability and continuous quality improvement, met the rigor expected through by a statewide assessment process, and met the needs of the colleges to ensure local programming was effective and viable, in FY2018, the ICCB contracted with the Office of Community College Research and Leadership (OCCRL), University of Illinois to conduct an external evaluation as well as facilitate focus groups. Recommendations and findings extending from the evaluation were released in October 2018.

In response to these recommendations, the ICCB created the Program Review Advisory Committee. It consists of a number of administrators and faculty from across the system. This committee is charged with 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and, 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. A list of committee meetings can be found in Appendix VII.

In addition, the ICCB contracted with OCCRL to provide on-going technical assistance and support. The Program Review Illinois website provides space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, [*Creating a Space for Student Voice in Advancing Program Review*](#) (Thrill, 2019) outlines why and how students play an instrumental role in the program review process. In June 2019, the ICCB released further revisions to the Program Review manual in response to the external evaluation and PRAC recommendations. The revised manual and other materials can be found at: https://www.iccb.org/academic_affairs/program-review/

For more information, visit the [ICCB's Program Review webpage](#) or [OCCRL's Program Review Illinois portal](#).

Section 3: Grant Development and Administration

I. Perkins Basic Grant

On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), reauthorizing the existing Perkins IV law. Perkins V took effect on July 01, 2019, with the first year being a transition year. July 01, 2019, marks the beginning of the implementation of Perkins V. For the first year of the law, states are allowed to implement a transition year. As such, all states opting for this must submit a Transition Plan. The purpose of the Transition Plan is to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan, and accompanying Appendices, streamline present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois will continue to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024).

II. Title I Perkins Leadership Grants

Through Perkins Title I Leadership funds, the ICCB develops innovative grant opportunities to support the improvement and innovation of career and technical education programming throughout the Illinois community college system. Grants range in scope and funding amounts and align with Section 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The funding opportunities also represent a strategic alignment with various statewide education and workforce initiatives and priorities (e.g. work-based learning expansion, the Workforce Education Strategic Plan, and the state's implementation of WIOA). Additionally, the grants aim to fulfill the ICCB's strategic goals for FY2019. Taking into consideration these initiatives, priorities, and goals, the following grant opportunities were made available in FY2019 totaling \$1.1 million:

- a. *CTE Improvement Grant*: The purpose of this grant was to support the improvement and innovation of career and technical education programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients were able to choose from three project areas: curriculum development, support services for CTE students, work-based learning. In all, \$500,000 was made available to support 10 projects across the system beginning January 1, 2018 and culminating June 30, 2019. The grant recipients, including a synopsis of their projects, are outlined in Appendix III.
- b. *Pathways to Results*: Pathways to Results (PTR) is aimed at improving student transitions to and through postsecondary education and into employment. It empowers organizations to use methods, templates and tools to continuously improve pathways and programs of study by addressing inequities in student outcomes. The Office of Community College Research and Leadership (OCCRL) finalized their work with Illinois community colleges on PTR Year 2: Implementation Communities grants. PTR Year 2 was modeled on a synthesis of four theoretical frameworks for change: Networked Improvement

Communities, Design-Based Implementation Research, Design Thinking, and the TCI Principles for Scaling. The initiative aimed to create an experience for implementation to accelerate learning and disseminate evidence-based processes and practices across the state. The grant recipients, including a synopsis of their projects, are outlined in Appendix IV.

- c. *CTE Leadership Package*: The purpose of this grant is to support the improvement and innovation of Career and Technical Education (CTE) programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients are able to choose from the following three improvement project areas:
 - 1) Enhancing Student Transitions
 - 2) Support Services for CTE Students
 - 3) Work-based Learning

In all \$1,050,000 was granted to support 21 colleges beginning January 1, 2019 and culminating June 30, 2020. The grant recipients, including a synopsis of their projects, are outlined in Appendix V.

- d. *CTSO (Career and Technical Service Organization)*
The Illinois Community College Board awarded the Career and Technical Student Organization (CTSO) Grant for \$15,000 *to one recipient: SkillsUSA*. The purpose of this competitive grant opportunity is to support CTSOs in enhancing student learning through contextual instruction, leadership and personal development, applied learning, and real world application. The grant recipients, including a synopsis of their projects, are outlined in Appendix VI.

III. **Monitoring and Technical Assistance**

Per Federal Perkins legislation, community colleges are subject to monitoring. All on-site monitoring and desk audits are based on the previous fiscal year's activities. During fiscal year 2019, 24 on-site monitoring visits or desk audits were conducted altogether. Colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an AR is encouraged—but not mandated—to employ recommendations offered by the ICCB monitors. All CF ratings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development, Research, and Resource Creation

I. Professional Development, Technical Assistance, and Research

a. Professional Development

In fiscal year 2019, the ICCB continued partnerships with both the Illinois Center for Specialized Professional Support (ICSPS) and the Office of Community College Research and Leadership (OCCRL). The ICSPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. The ICCB, ICSPS, and OCCRL collaborated on a number of webinars, conferences, and workshops; these opportunities are summarized below. Both ICSPS and OCCRL are funded through Title I Perkins Leadership funds.

Forum for Excellence- The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. Fiscal year 2018's Forum featured exceptional, informative sessions on topics such as the career pathways, the Workforce Innovation and Opportunity Act (WIOA), strategies to support special populations, Illinois' Integrated Career and Academic Preparation System (ICAPS), and exploring equity using the Pathways to Results (PTR) process.

Transitions Academy- The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and Integrated Career and Academic Preparation Systems (ICAPS) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS models, Illinois Bridge programs, and Illinois Programs of Study.

Special Populations Academies- Two Academies were conducted to observe innovative initiatives and activities brought forth by the aforementioned grant recipients. This Academy featured a national equity expert, as well as highlighted national resources for serving nontraditional students.

Civil Rights Review Simulation Training workshop - In the spring of 2019, ICCB CTE staff members, in conjunction with ICSPS staff members, conducted a Civil Rights Review Simulation Training workshop. The workshop was offered solely to the northern colleges, with the intention of offering the same training to the central and southern colleges the following academic year. Of 17 colleges invited, six participated in the all-day, intensive training. The purpose of the training was to provide an in-depth look at both how and why the ICCB conducts civil rights reviews. Participants walked through all components of the ICCB review process and the importance of submitting

proper documentation, including where to locate the documentation requirements in each corresponding civil rights law. Attendees also participated in mock interview sessions, received hands-on training regarding facility accessibility issues, and were able to review the compliance of their own college's notices of nondiscrimination and grievance procedures. Evaluations of the workshop were extremely positive.

Nontraditional Occupations Summit- This interactive session provided CTE educators with tools and activities to identify data driven and research-based strategies to increase access and achievement for students in nontraditional career preparation programs. Additionally, leadership from the National Alliance for Partnerships in Equity (NAPE) shared their Explore Nontraditional Careers Toolkit; this toolkit provides a research-grounded process to assist educators and counselors in transforming practices to increase the participation and persistence of women, and other underrepresented students, in STEM and other in-demand career fields.

Perkins Administrator Cohort- Two Perkins Administrator Cohort (PAC) meetings were conducted, one in the fall and one in the spring. Each meeting provided participants with information regarding Perkins grant compliance and monitoring, quarterly reporting, upcoming professional development, and opportunities for interactive networking.

WIOA Summit- While not supported by CTE funding, ICCB CTE participated as a partner in providing content at the WIOA Summit. The objective of the summit was to share the vision of service integration in Illinois by addressing the components necessary for success that are impacted by policy. This Summit provided high level guidance on implementing service integration and innovative practices related to policy.

Webinars, Newsletters, Podcasts, and Other Engagement- Webinars were offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. The following topics were administered through webinars in FY2019: Technical Math Webinar- Findings and Request for Technical Assistance, Transitions for Disabilities, Programs of Study (POS), Eliminating Barriers Through Culturally Responsive Classrooms, English Learners in Special Education and other Legal Updates, Perkins V and Special Populations, Team Teaching Models, ICAPS Model One and Two, IET Practitioners' Guide, Pathways to Results (PTR), Program Review, Equity. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE topics, equity, transitions, Pathways to Results projects, among others.

b. *Technical Assistance*

In fiscal year 2019, staff continued the CTE Learning Community. The purpose of the Postsecondary CTE Learning Community is to provide a platform where Perkins Administrators can share effective practices within their institutions and programs, and troubleshoot concerns/issues in relation to Perkins and CTE programs. Community talks were held once a month, and a new topic was posted to the community prior to each webinar with a request for questions and discussion points.

Stemming from ICCB's support and implementation of the Postsecondary and Workforce Readiness Act and the technical math scan conducted in FY2018, the ICCB contracted with Northern Illinois University to offer technical assistance to community college math faculty on implementation strategies outlined in the technical math research scan. Additionally, NIU worked with community college and high school math faculty along with CTE professionals and employers to develop contextualized, open materials that will be housed in the Illinois Open Educational Resources (IOER) webpage for use by community college technical math instructors. NIU also explored alignment between the PWR transitional technical math courses and community-level technical math courses

c. *Featured Research*

Equity in CTE- The State of Illinois (Public Act 97-588) as well as Illinois Community College Board (ICCB) defines those who are underrepresented/underserved as students who have been traditionally excluded from full participation in our society and its institutions. As a result, the OCCRL worked to identify community college career and technical education programs that have made noticeable gains for students traditionally underrepresented/underserved in terms of program recruitment, retention, and completion; and assisting students in securing gainful employment in their field of study. Within these specific CTE programs, the OCCRL examined what key structures and practices are culturally responsive and effective in supporting students who are traditionally underrepresented and/or underserved. Once this multi-year research project commences, results, recommendations, and strategies will be shared with the field to ensure colleges are able to address inequities in their CTE programming in an effort to scale access and persistence for underserved students across the state.

Section 5: Civil Rights Compliance

ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct two on-site civil rights reviews at Illinois community colleges. The ICCB utilizes a targeted plan to identify which colleges will receive an on-site review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR. Points are assigned based on the following factors:

- 1) disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and
- 2) when, if ever, the college last received an on-site civil rights review.

ICCB CTE staff members, in conjunction with ICSPS staff members, worked collaboratively to conduct two on-site reviews, one in the fall of 2018 and one in the spring of 2019.

Every two years, the ICCB is required to submit a biennial report to the OCR, detailing information about the respective onsite reviews and the data we utilize to determine how those colleges are chosen; this report was submitted on July 02, 2018, the next report being due in July of 2020. Additionally, a Civil Rights Review Simulation Training workshop was provided to several colleges. This opportunity was explained in further detail within Section III of this report.

For more information, visit [ICCB's Civil Rights Compliance webpage](#) and the [Illinois Civil Rights Review Tool](#).

Section 6: Additional Initiatives, Projects, and Achievements

V. **Facilitating Access to Information and Best Practices**

ICCB Board Goal 3 promotes engaging with all stakeholders to align board policies with student outcome improvement and increasing access to public information on system effectiveness. Several digital mediums are utilized to help share career and technical information with stakeholders and the system.

- a. **CTE Month:** In February, the CTE community celebrates CTE Month to heighten awareness for how career and technical education helps students prepare for careers and college. CTE Month is a time to recognize and celebrate achievements and accomplishments in CTE and at the community colleges. Colleges are encouraged to advocate for CTE within their own networks and invite community partners to participate in celebratory events on campus. A series of CTE spotlight topics were explored throughout February including: Rethinking CTE, Equity as a Guiding Principle, Advocacy and Engagement and Innovation.
- b. **CTE News and Spotlights:** Monthly CTE News & Spotlights were sent to Chief Academic Officers, Postsecondary CTE, Special Populations and Dual Credit listservs with exciting events, awards, resources, Perkins information, professional development opportunities and happenings at all the community colleges in Illinois. The larger goal is to have a dedicated informal space to share best practices with local practitioners.

CTE staff worked to maintain the CTE website in order to provide the most up-to-date information to users and the public. The site provides compliance information to the colleges and also links users with information on professional development opportunities, dual credit, apprenticeships, and other emerging initiatives.

VI. **Scaling Apprenticeships**

The ICCB is committed to supporting and expanding work-based learning opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as "earn while you learn" but offers a successfully workforce development solution for local business and industry. Over half of the community colleges in Illinois partner with local employers to offer apprenticeships.

The ICCB, through Perkins grant funding, has supported the colleges' efforts to develop and scale apprenticeship programming in high-demand and high-wage sectors. During FY2019, the ICCB was notified that it received *the Scaling Apprenticeships Through Sector-Based Strategies Grant* to serve more than 1,600 apprentices in pre-apprenticeship and apprenticeship programs that will lead to employment in the information technology sector. The \$4 million grant from the U.S. Department of Labor, will support the development and expansion of apprenticeship

programs in partnership with ten Illinois community colleges that represent the geographic and demographic diversity of the state. Over the next four years, the ICCB will work to develop or expand a Customized Apprenticeship Program-Information Technology (CAP-IT) Model at each of the ten partner colleges. This model includes bridge programs to help low-skilled and low-wage workers improve their basic skills; programs to provide related technical instruction; and apprenticeship programs to provide paid work based learning and postsecondary education. The participating colleges will receive extensive professional development, support, and technical assistance. The ICCB will utilize its existing Professional Development Network, supplemented by support from CompTIA, One Million Degrees, Jobs for the Future, and Harper College (among others) to ensure that the colleges have the resources they need to be successful.

The ten partner colleges are:

- City Colleges of Chicago
- College of Lake County
- Illinois Central College
- Kishwaukee College
- Lincoln Land Community College
- Oakton Community College
- Parkland College
- Prairie State College
- Rend Lake College
- Richland Community College

APPENDICES

I. CTE Programs Approved as of August 2019

Career & Technical Education Program Totals by College & Program Type				
College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	53	37	57	147
College of DuPage	75	58	119	252
Black Hawk College	26	25	27	79
Triton College	36	25	47	108
Parkland College	45	31	69	145
Sauk Valley Community College	15	2	29	46
Danville Area Community College	27	16	33	76
Kennedy-King College	16	17	24	57
Harold Washington College	14	13	11	38
Malcolm X College	16	11	13	40
Harry S Truman College	11	11	18	40
Olive Harvey College	9	10	20	39
Richard J Daley College	10	16	25	51
Wilbur Wright College	15	9	23	47
Elgin Community College	33	30	63	126
South Suburban College	31	19	58	108
Rock Valley College	25	12	55	92
William Rainey Harper College	36	23	77	136
Illinois Valley Community College	22	15	31	68
Illinois Central College	43	13	40	96
Prairie State College	21	18	42	81
Waubonsee Community College	24	15	44	83
Lake Land College	47	41	49	137
Carl Sandburg College	16	21	19	56
Highland Community College	19	15	27	61
Kankakee Community College	22	35	78	135
Rend Lake College	29	22	59	110
Southwestern Illinois College	54	29	71	154
Kishwaukee College	23	12	37	72
Moraine Valley Community College	31	28	74	133
Joliet Junior College	55	51	73	179
Lincoln Land Community College	30	27	43	100
Morton College	18	12	25	55
McHenry County College	29	10	55	94
Lincoln Trail College	8	7	14	29
Olney Central College	14	8	21	43

Wabash Valley College	19	14	21	54
Frontier Community College	10	9	11	30
John A Logan College	31	19	12	62
Shawnee Community College	15	9	21	45
College of Lake County	57	36	92	185
Southeastern Illinois College	16	14	28	58
Spoon River College	11	6	35	52
Oakton Community College	28	32	71	131
Lewis & Clark Community College	30	27	56	113
Richland Community College	31	38	69	138
John Wood Community College	21	14	17	52
Heartland Community College	10	10	24	44
TOTALS	1277	972	2027	4276

II. CTE Staff Contact Information

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Vacant	Associate Director for CTE		
Vacant	Associate Director for Integrated Career Programs		

III. **Title I Perkins Leadership Grant Summaries: CTE Improvement Grant**

This grant was provided through Illinois Community College Board Perkins (Title I) Leadership funds. A maximum of \$50,000 was available per recipient. Grant Period: January 15, 2018 through June 30, 2019.

- **Black Hawk College:** Black Hawk College was committed to employ a career navigator who will partner with employers, workforce development professionals, CTE faculty, and college staff to create policies and procedures to structure the college's CTE internship program, providing students with a high-quality internship experience. Processes were developed for the expansion and maintenance of internship sites. Barriers encountered during this project included administrative changes with regard to the oversight of Career Services, which houses the Internship Program. The project exceeded the college's expectations. The number of students completing internships increased by 117%. During the 2018-19 academic year, thirteen students completed internships. One of the students interning in the spring semester was hired at the internship site.
- **College of DuPage:** The college used the grant to improve faculty knowledge about counseling and academic advising which will improve overall processes. An intrusive advising strategy was chosen to be implemented. Faculty attended trainings and conferences to learn best practice on advising throughout the year. This information was then shared with adjunct faculty and other administrators in meetings and training sessions to help analyze current institutional practice. A mentor counselor was also identified to help monitor and advise as the new intrusive advising process was implemented. Over 100 students were advised through the process.
- **Harold Washington College:** The college used the grant to put structures and tools in place to scale created apprenticeship programs. The college was able to establish and solidify the program development process and develop the business objects needed to support and replicate the process. Along the way they were able to adapt the process to include opportunities that pulled students from multiple campuses and moved them into great earn and learn career options. Several new programs benefited from this work including McDonalds, additional Accenture business units, and JP Morgan Chase. These programs on boarded nearly 60 new apprentices during the grant period. To further these gains both the college as well as the District Office are adding Coordinator resources to support the expansion of these programs to offer these extraordinary opportunities to more students.
- **John Wood Community College:** John Wood Community College created a goal to improve the college's Health Sciences Career Pathways to include a Certified Medical Assistant certificate. The college hoped for 10 students to enroll in the first cohort of the CMA program and surpassed that number with 14 enrollees. The grant helped the program purchase supplies and equipment to effectively teach related courses. The college has plans in place for the start of the second cohort in the fall. Conversations are also in place with clinic partners to better support students, and come up with scholarship options for students in the program.

- Lake Land College: Lake Land College number one goal for this grant was becoming the first downstate Illinois community college to act as a sponsor of USDOL Registered Apprenticeship programs. The grant helped create a pathway for the incumbent worker to improve their economic standing and facilitates the entrance of non-traditional students into technical occupations. However, after receiving initial technical, monetary and personnel support from several prominent local plastics manufacturers, it was found the same manufacturers were reluctant to pursue apprenticeship training as it was not conducive to their work cycles. Companies also expressed concern over having their valued employees “off the floor” during the classroom portions. Although the goals of the proposed timeline did not come to fruition, overall the grant enabled Lake Land College to open a dialogue with local manufacturers about the availability and benefit of apprenticeships.
- McHenry County College: The grant provided the college the opportunity to develop and establish apprenticeships that engaged multiple company partners supporting this initiative. The current apprenticeships are offered in the AAS Engineering Technology degree with either a certificate in Industrial Maintenance Technology or Computer Numeric Control machining. MCC runs a 4:1 model, 4 days a week working for the company and 1 day at college for 3 semesters a year (Spring, Summer and Fall). The apprenticeship is a 5-year commitment, 3 years training and education and 2 years as a full time employee in the high skills, high paying job they were trained for. MCC will start its second cohort to start Fall 2019 with anticipated 12 apprentices at 6 companies. To ensure the success of each apprentice, MCC’s coordinator maintains regular contact with the apprentices as their success coach, with faculty as a support and for program coordination, and with the companies as their point-of-contact to ensure needs are met and issues are addressed effectively.
- Moraine Valley Community College: Funding from the Perkins CTE Improvement Grant enabled Moraine Valley Community College (MVCC) to hire a part-time Education Specialist to assist the full-time Education Specialist in providing supplemental instruction (SI) to students in its pilot nursing program at the Education Center at Blue Island (ECBI). MVCC recently expanded the capacity for its nursing program by constructing new nursing classrooms and simulation labs at ECBI and purchasing new equipment. This expansion was justified by both local labor-market demand for nurses and the high number of applicants to MVCC’s nursing program each year. Students are admitted to the nursing program based on prior grades on a matrix of pre-requisite courses. In evaluating the nursing pilot at ECBI, the college found that MVCC’s current nursing students are more diverse and less well-prepared than prior student cohorts and though all nursing students were offered supplemental instruction, some chose not to participate. Supplemental Instruction is mandated in the Nursing-140 syllabus but there is no penalty in terms of attendance points. As a result of the grant, the college offered a free boot-camp course during the summer semester to provide additional

instruction in the challenging pharmacology course, and hired a tutor with an RN credential to assist ECBI nursing students starting in fall semester 2019.

- Oakton Community College: Oakton's grant focus was to improve its automotive department. During this past quarter the automotive department the automotive department continued to prepare for the ASE evaluation. The instructor completed two dual credit instructor class observations at Maine East and West High Schools and held a dual credit lunch meeting with participating high schools in multiple disciplines. The automotive also department has received several new pieces of equipment: A/C Refrigerant Identifier, A/C Sealant Detector, CV Boot expanding/Installation tool, CV Boot Kit. The automotive department held their second Bi-annual ASE/Advisory Meetings and participated in an inspection completed by insurance company that covers Oakton Community College.
- Lincoln Trail College: Through FY 18 CTE Improvement Grant funds, Illinois Eastern Community Colleges modified Broadband Telecom program laboratories with equipment that graduates will use in the field, provided training for three Broadband Telecom instructors, developed a new curriculum (Broadband Technician Certificate), developed an apprenticeship program, and engaged industry partners in learning more about the College and its Broadband Telecom program. The new equipment enhanced the learning experience for approximately 20 students during the grant period and will continue to benefit students as they matriculate through the program. The grant allowed IECC to learn more about apprenticeship programs and the College is now considering adapting a similar model for some of its CTE health professions programs.
- Waubonsee Community College: The college used the grant to improve programs and curricula. Welding faculty finalized the analyzing competencies and the Business and Career Technologies Dean and CIS faculty visited John A. Logan College for an informative and helpful two-day intensive review of their cybersecurity program and curriculum. This visit was so successful that it resulted in the college not having to invest in a consultant to build a curriculum. Training on the SkillsBoss equipment commenced with intentions to incorporate the lessons and competency demonstration into Fall 2019 curriculum. The project also enabled the college to be able to offer a Cybersecurity program along with welding and CAD, at a newly re-designed/focus of the Plano Campus. Currently, welding is offered at a partner high school only. This grant informed design and ideas of how to revitalize a campus with low enrollment as it did not have the programming that part of our district needed. This grant also allowed the college to engage the Full-time welding faculty with a focus on both credit and non-credit opportunities.

IV. **Title I Perkins Leadership Grant Summaries: Pathways to Results Grant**

This grant was provided through Illinois Community College Board Perkins (Title I) Leadership funds. Grants were funded at a maximum amount of \$15,000 per project: a cumulative total of \$60,000 was awarded. Grant Period: July 01, 2018 through June 30, 2019.

Year2:

- Black Hawk College: Black Hawk college focused on reducing barriers to Health Science pathways. Through a regular series of meetings, students became acquainted with the Student Services staff, Physical Therapy Assistant and Nursing department faculty members, and fellow students. Participants explored different career options in Healthcare, received support in program prerequisites through tutoring and study groups. Due to the large number of students that intended to enter a select admission program, determining where the equity gap truly lies was difficult. The college will continue the work of this project by conducting further student surveys and offering additional support services. A survey will be developed and administered to students newly admitted to ADN, LPN, PTA, Surgical Technology, and Veterinary Technology programs to determine factors in their success and additional services that may be needed.
- Harold Washington College: The college focused this grant on Equity and Justice Leadership and TEAM: Transitional Education through Affective Methodologies. Both activities listed above were assessed as part of this grant. The Equity and Justice Leadership Academy proved to be a collaborative context of praxis (reflection and action) where members of the college community (faculty, staff, and administration) could not only better understand how race and class influence the structures, systems, and processes of our school (and the world) but were provided a space to do something about the offensive mechanisms. The series of T.E.A.M. meetings brought together faculty, administrators, advisors, wellness staff, students, and tutors to learn, reflect, and develop interventions related to developmental education at HWC. The college plans to scale both of these initiatives moving forward.
- Sauk Valley Community College: Sauk Valley placed an emphasis on the Vet to Tech Marketing Campaign through this grant. The Vet to Tech marketing efforts included the investment of billboards around the SVCC district to bring attention to the radiology program for male veterans. The college will continue to have male students who enroll complete surveys to attempt to find out what inspired them to pursue a career in Radiology. This will allow the college to learn if their marketing strategies had an impact, and also gather information about how to attract male students to the program better in the future. Other aspects included work towards better utilization of the Retention Coordinator for Rad Tech students, the establishment of a mentorship program, and the continuation of the Rad Tech informational course (RAD 100).

V. **Title I Perkins Leadership Grant Package**

This grant was provided through Illinois Community College Board Perkins (Title I) Leadership funds. Grants were funded at a minimum amount of \$10,000 and a maximum amount of \$20,000 per project. Grant Period: January 1, 2019 through June 30, 2020.

- College of DuPage: PEER Preparatory Experiences for Employment Readiness.
The PEER program was designed to actively engage employers from the Culinary industry in collaborative development of culinary curriculum aligned with workplace modules. The college will use the grant to create training and develop processes that can be used in other CTE areas at the college.
- College of Lake County: Bridge to Success (B2S) Summer Program: Build Your Brand and Career Exploration
College of Lake County seeks to build upon its current programs by providing further learning opportunities. The CLC program will utilize funding to expand the program to offer two sessions of a two-credit, 11-day summer program open to incoming high school students and returning students, targeting students of color and other underrepresented populations. There will also be a one-credit Career Exploration course to expose students to different learning environments and opportunities. A one-credit Digital Media Design course will also be offered as an option to students. Participants will receive support services to further enhance the program and its opportunities.
- Frontier Community College: Electrical Distribution Systems Pathway to Success.
The electrical distribution program at Frontier prepares students to build, repair and maintain overhead and underground electrical distribution systems and to use safe practices. The college will use the grant funds to expand and enhance career pathways and to incorporate new equipment and technology into the existing program.
- Harold Washington College: Three Fellowships one goal: Supporting Early College and career access for under-represented high school students
Harold Washington plans to implement early college initiatives to Chicago Public Schools by placing students on an experiential track, mixing classroom instruction with community-based problem solving scenarios to: increase the number of HS students entering the post-secondary pipeline, provide HS students from under-represented groups early career exposure, and engage students at the HS level in opportunities to (re)imagine and (re)build their communities.
- Heartland Community College: Guided Pathways to Success: GPS Version X
Heartlands new initiative seeks to develop an expansion of dual credit that clearly defines pathways accessible for all secondary student populations; create new connections for adult learners into CTE pathways; enhance collaborations with education and industry partners; deliver detailed academic maps to ensure student progress and completion; and develop a plan for tracking student progress and transitions along their chosen pathways.
- Illinois Central College: Implementing Innovative Instructional Models Including Competency-Based Education
ICC has Career and Technical Education course curriculum that is outdated and not fully aligned with current industry standards. This project will identify general and industry-specific competencies for high demand courses, programs, and

related careers in the fields of HVAC, CNC machining, and Advanced Manufacturing. Subject Matter Experts, college personnel, and industry experts will all work together to align the curriculum with industry standards as well as restructuring the curriculum to include a competency based education model.

- John A. Logan College: 15NOW!
John A. Logan will utilize a virtual learning process to provide dual credit course access to jr. and sr. high students at three rural schools who currently offer limited or no dual credit opportunities. By offering these dual credit courses, the 15NOW! Program plans to increase student CTE completion, increase employability, improve area correction facility shortages, keep students in their local communities' post-graduation, and add much more needed dollars to the local community. This project also plans to enhance student transition to and thought postsecondary education.
- John Wood Community College: Early Childhood Education Revision Project
John Wood plans to update the curriculum and delivery methods of its Early Childhood Education program through curriculum research, development, reviews, and revisions that meet state standards while offering updated and innovative content. The goal is to increase enrollment by creating a robust awareness campaign about the workforce need and appealing to students who need schedules that are flexible. They will also provide concurrent enrollment options for high school students.
- Joliet Junior College: Improving Access for Adult Learners: Implementing Credit for Prior Learning
Prior Learning is a key feature in the matriculation of adult students. Joliet Junior College will use this grant to build capacity for faculty to implement Prior Learning Assessments to evaluate students entering Career and Technical Education pathways who have workforce training, education, or industry credentials. Faculty and administrators will be trained on designing and implementing Prior Learning Assessments. In addition, a Prior Learning Assessment process will be created for multiple Career and Technical Education fields including Industrial Maintenance Technician, Electrical/Electronic Automated Systems, Management and Supervision, Computer Information and Office Systems, Horticultural Sciences, Law Enforcement, Construction Management, and Logistics.
- Kishwaukee College: Part-time Evening Nursing Program to NIU-BSN Completion
Kishwaukee plans to create and implement a cost effective, part-time evening and weekend Associate Degree Nursing Program, with the goal to remove the fulltime participation barrier for individuals with work and family constraints. This program will also align with the NIU co-enrollment BSN completion program.
- Lewis and Clark Community College: Creating an Inclusive Dual Credit CNA to RN Career Pathway.
The Lewis and Clark project seeks to develop a guided pathway that supports first-generation, underserved and high school youth as they move through the CNA to

RN process. It will also provide equity-based training for nurse educators at the college and establish a clinical relationship with local employers and workforce agencies.

- McHenry County College: Work Smart: Building Bridges for Work-Based Learning
McHenry will utilize this grant to help launch a pilot apprenticeship program and support a new Apprenticeship Coordinator position that will collaborate with area employers in the recruitment and placement of student-apprentices. This program plans to strengthen the capacity of employers to provide effective and replicable training experiences and increase the capacity of apprentices to best prepare them for success during and after their work-based learning.
- Morton College: CT-Aid: Support for Individuals with Limited English Proficiency in CTE Classes
Morton College has Illinois' largest percentage of individuals with limited English proficiency. This project will help reduce barriers to Career and Technical Education programs for these students through the creation of a CT-Aid program. The CT-Aid program will provide support to limited English proficiency students who are enrolled in the college's HVAC program by using team teaching, individual and group tutoring, bilingual academic advising, and professional support for faculty. The CT-Aid program will ensure increased program accessibility as well as an accelerated career track for Special Population students.
- Oakton Community College: Supporting Students of Color in CTE
Oakton will utilize this grant to address opportunity gaps for students of color in CTE programs. A multi-lens perspective will examine institutional practices and policies that create barriers. Emerging best practices and internal surveys will be used to develop strategies to create a more inclusive environment at the college and address identified equity gaps.
- Olive-Harvey College: Supplemental Instruction and Criminal Justice Apprenticeship Initiatives
Olive-Harvey will focus on improving tutoring services for CTE students by adding Student Supplemental Instruction Leaders (SI Leaders) to support CTE programs. The Criminal Justice program will implement an Apprenticeship program that targets the special populations groups. This will also be an offered opportunity to students that are enrolled in the Associate of Applied Science. The program is also working towards more work-based learning opportunities to further prepare students for employment.
- Rend Lake College: CTE Support Services ADD UP.
Rend Lake will focus on developing and providing student centered support services as well as hiring a CTE Support Specialist. The Specialist will work with instructors to identify potential barriers and challenges for students and to work with instructors on integrating academic content. A support math class will be added to improve placement scores in math for welding programs.

- Rock Valley College: Integrating Curriculum to Improve Pathways.
Rock Valley will use this grant to engage and develop writing and math skills as they relate to CTE courses. Divisions of Communications and Humanities, Math and Science and Aviation and Engineering faculty will work collaboratively to revise Technical and Math courses and incorporate employability skills into the curriculum.
- Sauk Valley Community College: Building Better Bridges: Sauk Valley Community College, the Keystone from Vocational to a Bachelor's in Technology
Sauk Valley will utilize this grant to increase the pipeline of high school students interested in manufacturing, expand first-year internship opportunities, and improve retention rates of Multicraft Technology (MT) students through additional tutoring and intrusive advising (support services). Along with intrusive advising, students will be provided extra coaching for continuous supports as they complete the A.A.S degree. Students will also be working with Career Services on writing resumes and cover letters as each term progresses.
- Southeastern Illinois College: Project Employment
Southeastern Illinois College will use this grant to begin a Project Employment initiative program to benefit Career and Technical Education programs and students at the college. Specific programs involved include Diesel Technology, Early Childhood Education, Business, Cosmetology, Massage Therapy and Allied Health. A part-time Career Evaluator will be employed to help Career and Technical Education students with career cruising, help engage in employer outreach and provide training and workshops for Career and Technical Education students preparing for the workforce. This funding will help strengthen partnerships between the college, students, employers, and the local workforce investment board.
- Triton College: "Connecting Women of Color in CTE Programs to a Work-Based Learning Experience"
Triton College plans to offer students strong comprehensive work-based learning experiences that will include a mixture of: one-on-one mentoring, group mentoring, group tours to CTE companies, weekly reflections, industry speakers and panel discussions, and individual student work-based learning plans. CTE students who are enrolled in the SURGE (Sisterhood of Undergraduates Representing Great Excellence) program will be provided the opportunity to connect with an educational-business partner to receive mentoring outside of Triton College to gain an understanding of their field of choice. Career advisors will also be actively engaged in helping students reflect on their experiences.
- Wilbur Wright College: Computer Information Systems (CIS) and English Faculty Collaboration to Improve Student Transitions to Employment
Wilbur Wright College will be using this grant to help improve student employability by incorporating a linked learning community within the English Department and Computer Information Systems program. Career and Technical Education students in the Computer Information System program have stated that

they would be better prepared for the workforce if they had stronger writing skills. To address this gap, an English faculty member will be team teaching within the CIS 260 capstone course. In addition, a writing tutor will be trained on the CIS 260 course and will coach students on their writing projects outside of class. Throughout this grant project, Career and Technical Education students will become more employable with these targeted interventions. Once the college establishes success of this integration model, the concept will be rolled out into additional Career and Technical Education programs.

VI. **Career and Technical Student Organization (CTSO) Grant**

- **SkillsUSA**: SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. The group used grant funds to support dramatic growth and development of its post-secondary offerings through expansion of its annual regional conference. It had the highest attendance it has ever had with 2000 attendees. It also used the funds to help support regional competitions held at local community colleges (Elgin, Joliet, Illinois Central College and SWIC). These regional events serve as direct contacts for recruitment for the colleges.

VII. **Program Review Advisory Committee**

Member	College
Brandon Nichols, Director of Accreditation, Assessment, and Educational Development	City Colleges of Chicago
Dave Naze, Vice President for Academic Affairs	Kankakee Community College
Jonita Ellis, Coordinator of Academic Assessment and Reporting	College of DuPage
Kathleen Gorski, Dean for Outcomes Assessment	Waubonsee Community College
Kathy Malcolm, Director for Planning and Institutional Effectiveness	Black Hawk College
Michelle Johnson, Director for Institutional Effectiveness	Carl Sandburg College
Patty Zuccarello, Dean of Career and Technical Education	Joliet Junior College
Teena Zindel-McWilliams, Director for Institutional and Academic Planning	Richland Community College
Sheryl Otto, Associate Provost for Student Affairs (ICCCSSO)	William Rainey Harper College
Jacob Winters, Math Instructor	Black Hawk College

VIII. **Resources**

1. ICCB CTE website: <https://www.iccb.org/cte/>
2. Advisory Committee Guidebook: <https://icsps.illinoisstate.edu/wp-content/uploads/2018/02/Advisory-Committee-Guidebook-Updated.pdf>
3. Career Pathway Compendium: <https://icsps.illinoisstate.edu/wp-content/uploads/2018/02/Promising-Practices-in-Illinois-Career-Pathways.pdf>
4. Career Pathway Dictionary: https://www.iccb.org/cte/wp-content/docs/CP_Dictionary_111318_FINAL.pdf
5. Community Colleges, the Racialized Climate, and Engaging Diverse Views Through Intergroup Dialogue:
<https://occrl.illinois.edu/docs/librariesprovider4/news/update/racialized-climate.pdf>
6. ICCB Civil Rights Compliance webpage:
https://www.iccb.org/cte/?page_id=680
7. Illinois Civil Rights Review Tool: <https://www.ilcivildrightsreview.com/>
8. Pathways to Results: <https://www.iccb.org/cte/projects-initiatives/pathways-to-results/>
9. Postsecondary Perkins Grant Manual: https://www.iccb.org/cte/?page_id=48
10. Program Approval Resources:
https://www.iccb.org/academic_affairs/programcourse-approval/
11. Program Review Portal (OCCRL): <https://occrl.illinois.edu/pri>
12. Program Review Resources (ICCB):
https://www.iccb.org/academic_affairs/?page_id=36