

D - 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

- The state's determined levels of performance for postsecondary indicators have been established in accordance with Perkins V utilizing the definitions provided and statutory requirements. The levels of performance were determined from analysis of prior performance under Perkins IV and baseline data runs for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year.
- The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) hosted a series of regional meetings to present information and gather input on how to strengthen career-connected learning for all students in Illinois. Feedback from business, community, and educational leaders informed the five-year plan for career and technical education (CTE) in the state.
- Continued and improved performance under Perkins V aligns with the states 60% by 2025 goal to see 60% of the state's residents with a post-secondary degree by 2025. The federal reauthorization of the Carl D. Perkins CTE Act contains opportunities to increase students' industry connections, better align education and workforce systems, increase success of underserved students, and expand and support innovative practices.
- Information on the public comment process from Whitney and the team should be plugged in under this area.
 - As a part of the process additional public comment will be gathered and analyzed. Public comment under this section is a part of a larger process to gather public comment on the plan. I believe we may incorporate brief webinar sessions to gather feedback from stakeholders on the baseline performance levels and that information could be included here as well.

CTE Baseline Level Performance

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Level			
		FFY 2020	FFY 2021	FFY 2022	FFY 2023
1P1: Postsecondary Retention and Placement	68.8	69	69.4	69.8	70.4
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3
3P1: Nontraditional Program Enrollment	9.5	9.6	9.8	9.9	10.1