ICCB

ILLINOIS COMMUNITY COLLEGE BOARD
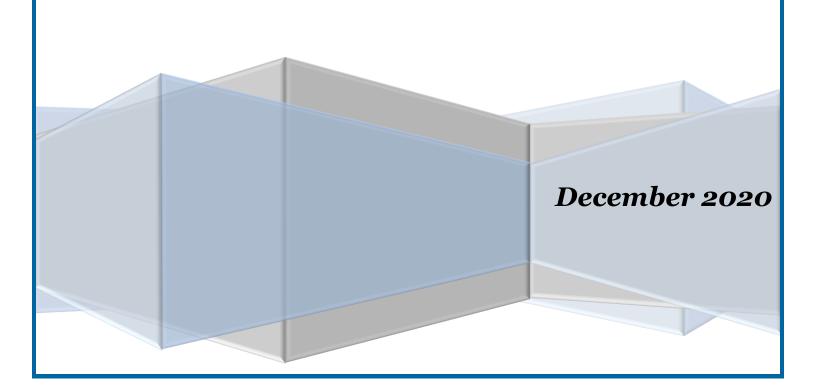
CAREER AND TECHNICAL EDUCATION ANNUAL REPORT: FISCAL YEAR 2020

December 2020

EXECUTIVE SUMMARY

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. At the outset of fiscal year 2020, state-wide, Career and Technical Education (CTE) credit program enrollments accounted for more than one-quarter of all credit students (25.8 percent). Career and Technical Education accounted for 34,911 graduates in the community college system, with over half of the earned degrees and certificates in CTE programs during fiscal year 2020 (53.1 percent).

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. 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 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.

Throughout fiscal year 2020, the ICCB CTE staff pursued and supported projects to achieve its goals, developed the Illinois Perkins V State Plan, and assisted the field in responding to challenges of COVID-19.

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Section 1: Responding to COVID

COVID-19 has dramatically impacted higher education, particularly CTE programming. In the spring of 2020, the ICCB worked closely with the Governor's Office, Illinois Department of Public Health (IDPH), and Illinois Department of Financial and Professional Regulation (IDFPR) to communicate guidance or variance and identify administrative rules that were providing challenges to CTE implementation and student completion. To respond to the needs of community college CTE programs, the ICCB:

- Provided guidance on CTE Offerings in Illinois' Phase 3;
- Provided extensions for the CTE Local Application, current grant agreements, and program review;
- Offered a summer professional development series for faculty to help the smooth the transition to online instruction.

To access available guidance (including ICCB's Return to Campus Guidance) or other resources, please visit: https://www.iccb.org/iccb/coronavirus-updates-and-resources/.

Section 2: Perkins V State Plan

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 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 funding priorities, involves significant stakeholder consultation and focuses on innovation, 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.

II. **Stakeholder Engagement**

Perkins V requires secondary and postsecondary schools, business and industry, and other stakeholders to work together to strengthen CTE programming for students. ISBE and ICCB intentionally engaged all required stakeholders in the process of developing the State Plan through a variety of methods. ISBE and ICCB developed and implemented a comprehensive and multiphase stakeholder engagement approach beginning in September 2018 and commencing in April 2020 to engage as many stakeholders as possible. ISBE and ICCB created an iterative process allowing for regular feedback loops that would improve each draft of the State Plan, so that the final plan would reflect extensive stakeholder input and help to set statewide goals and priorities.

The ICCB and the Illinois State Board of Education (ISBE) held a number of stakeholder engagement events throughout fiscal year 2020, 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. The following table outlines the webinars, Regional Road Shows, and Focus Groups during fiscal year 2020 utilized to garner public comment about the State Plan.

Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Fall 2019	Feedback on the First Draft of the State Plan	• 5 Regional Road Shows (public comment) 　o 10/07/19- Buffalo Grove High School 　o 10/10/19- Wilco Area Career Center 　o 10/23/19- Richland Community College 　o 10/24/19- Kaskaskia College 　o 11/20/19- Malcolm X College • Employer and Student Focus Groups 　o 09/19/19- St. Clair ROE

		o 09/27/19- Woodruff High School o 10/01/19- Rock Valley College o 10/07/19- Buffalo Grove High School o 10/08/19- Carl Sandburg College o 10/31 – 11/08/19- Phone Interviews with Employers • 10/29/19- Perkins V Listening Tour Webinar
Winter 2019/2020	Feedback on the Second Draft of State Plan	• 4 Regional Road Shows (public comment) o 01/28/20- Champaign, IL o 01/29/20- East St. Louis, IL o 01/29/20- Mt. Vernon, IL o 01/30/20- Midlothian, IL • 02/03/20- Perkins V Draft 2 Overview Webinar

III. **State Plan Development and Submittal**

The Illinois Community College Board and the Illinois State Board of Education collaborated with educators, administrators, businesses, workforce board representatives, students, parents, and communities to develop the CTE State Plan which details how the Strengthening Career and Technical Education for the 21st Century Act will be administered in Illinois for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024). The State Plan supports an aligned, high-quality career pathway system informed by industry and community needs and ensures equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals. On May 22, 2020, the Illinois State Plan was approved by the U.S. Department of Education among its first round of approvals.

Section 3: CTE Program Review

Following the program review manual overhaul in FY2017 and the continued revisions that took effect in June 2019, the ICCB continues to work in coordination with the Program Review Advisory Committee and the field to identify areas of improvement for the process and the templates. The ICCB contracted with the Office of Community College Research and Leadership (OCCRL), University of Illinois to The Program Review Illinois website provides space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs.

The Program Review Advisory Committee consists of 10 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.

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

Section 4: Grant Development and Administration

I. **<u>Perkins Basic Grant</u>**
    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 were allowed to implement a transition year. As such, all states opting for this must submit a Transition Plan. The purpose of the Transition Plan was to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan, and accompanying Appendices, streamlined present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois continued to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024). Reauthorization of the Perkins Act prompted a five percent increase in funding to States. In FY2020, ICCB administered a little over $16 million in Perkins Basic Grant dollars to the system.

II. **<u>Title I Perkins Leadership Grants</u>**
    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 Perkins V. 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 FY2020. Taking into consideration these initiatives, priorities, and goals, the following grant opportunities were made available in FY2020 totaling a little over $1.1 million:

    a. *CTE Leadership Grant Package:* The purpose of this grant was to support the improvement and innovation of CTE 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 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 August 31, 2020. The grant recipients, including a synopsis of their project outcomes, are outlined in Appendix III.

    b. *Integrated Education and Training (IET) grant:* A consistently reported barrier to programs offering IETs was the cost of program startup. The ICCB, representing a collaboration between Adult Education and Career and

Technical Education, offered this grant in order to assist programs in developing, implementing, or scaling IETs in their programs. In total, over $97,473 Perkins dollars, and $118, 473 Adult Education dollars were administered to 12 grantees. Of the 12 recipients, 10 were community colleges offering Model 1 programs and the remaining 2 were community based organizations offering Model 2 programs. To help oversee this initiative and promote integrated and transitional programs, an Associate Director for Integrated Career Programs (Angela Gerberding) was hired in January 2019. She worked with the Southern Illinois Professional Development Center (SIPDC) and Illinois Center for Specialized Professional Support (ICSPS) to provide technical assistance. The grant recipients, including a synopsis of their project outcomes, are outlined in Appendix IV.

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 2020, 42 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 Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings 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 5: Professional Development and Technical Assistance

I. **Professional Development**

In fiscal year 2020, 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.

   a. **Forum for Excellence**- The Forum for Excellence is Illinois' premier professional development event that took place in the fall of 2019. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. Fiscal year 2020's Forum featured exceptional informative sessions on topics such as Equity, Illinois' Integrated Career and Academic Preparation System (ICAPS), Perkins V, Employability Skills, Apprenticeships, and Career Pathways.

   b. **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.

   c. **Special Populations Academy**- The Special Populations Academy had been coordinated to take place in May of 2020. This engaging day long training was intended to provide research-based strategies for recruitment and retention of the new special populations. Participants would also be informed of resources to support programs as they work to support their students. However, due to the impact of COVID-19 this in person training was moved to a virtual platform and presented over three days.

   d. **Programs of Study Expectations Tool**- The Illinois Programs of Study Expectations Tool is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal Program of Study (POS) requirements and the high standards set in Illinois. It is intended to guide a Partnership Team – or an internal self-review team – through the various expectations and quality indicators for a single POS. In fiscal year 2020, the ICSPS updated the Tool to reflect the nine quality components for implementation and evaluation of a Program of Study, as laid out in the State Plan, as well as to reflect the updated definition of a POS within Perkins V.

e. **Comprehensive Local Needs Assessment Support**- The Comprehensive Local Needs Assessment (CLNA) was created by OCCRL, in conjunction with the ICCB. The CLNA is a core component of Perkins V and moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. Under the direction of the ICCB, OCCRL provided targeted technical assistance to a select number of community colleges. The culminating events for this assistance were two Equity Academies, in which the OCCRL further assisted colleges in closing equity gaps by utilizing the program review process. ICCB provided similar assistance to a small cohort of colleges that were not selected to receive OCCRL's intensive assistance. Additionally, OCCRL produced and presented two webinars instructing colleges how to utilize the CLNA process to identify racial, equity and opportunity gaps. The Equity Academies were held on 02/21/20 in Chicago, IL, and on 03/06/20 in Centralia, IL.

f. **Perkins Administrator Cohort**- The Perkins Administrator Cohort (PAC) meeting was conducted in the spring. The meeting provided participants with information regarding the FY21 Perkins grant plans, the comprehensive local needs assessment (CLNA), compliance and monitoring, quarterly reporting, upcoming professional development, and opportunities for interactive networking.

g. **Webinars, Newsletters, Podcasts, and Other Engagement**- Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. The following topics were administered through webinars in FY2020: Stakeholder Engagement through Perkins; Nontraditional Fields; Performance Improvement; Exploring STEM Careers: Messaging Matters; Universal Design for Learning (four-part series); Culturally Responsive Teaching; Inspiring Courage Through Self-Efficacy; CTE Counseling Academy: *Comprehensive Local Needs Assessment, Who is in Your CTE Network,* and *Examples of Effective CTE Networks*. 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, among others.

II. **Technical Assistance**

In fiscal year 2020, 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. Additionally, CTE staff communicate daily with Perkins Administrators to provide necessary technical assistance.

Section 6: Civil Rights Compliance

General Background and Update

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.

However, due to the unforeseen circumstances of Covid-19, these reviews were postponed until the spring of 2021.

MOA State Plan

On February 6, 2020, the U.S. Departments Office for Career, Technical, and Adult Education and Office for Civil Rights issued an updated Memorandum of Procedures (MOP) regarding state agencies' Methods of Administration (MOA) programs. The new MOP provides states with more flexibility in conducting its MOA activities, and encourages states to harmonize civil rights activities under MOA and Perkins. Since the issuance of the 1979 MOA *Guidelines* and subsequent MOP (1996) and "Dear Colleague" Letters (DCLs) (1998, 2005, 2012), the Perkins Act has come a long way in terms of equity and respective civil rights provisions. The new MOP allows for states to place more emphasis on technical assistance and preventing discrimination, as opposed to the somewhat rigid nature of the previous MOP and DCLs. States are now encouraged to utilize existing practices such as Perkins grant monitoring, as well as utilize data gleaned from the Local Application and Comprehensive Local Needs Assessment, to supplement MOA activities. The new MOP also created the requirement for states to submit a new MOA State Plan. The State Plan is made up of three sections and is meant to guide the OCR in understanding how a state plans to run its MOA program according to the new MOP.

The MOA activities that ICCB currently conducts have been approved by the OCR. Highlighted below are a few of the revisions moving forward.

✓ **Utilization of Perkins data and data from the Local Application and CLNA**.
✓ **Four reviews instead of two**. The ICCB increased the number of reviews as the reviews' scopes have changed, with on-site not being required for each review.
✓ **Increased flexibility in what will be reviewed and how it will be reviewed**. The selection criteria for determining which colleges are selected for review will consist of Tier I and Tier II criteria. Tier I remains the same. Tier II is new, and provides us with a level of flexibility in terms of what we will review for a specific college. For example, if it is noted that a college has really old buildings that have never been altered, we can use that to determine the need for

conducting a facilities review. In the past, we've conducted facilities reviews for all.

✓ **The timeline for conducting reviews is more flexible than in the past and will allow for more time to complete the letter of finding**.

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

Section 7: Additional Initiatives, Projects, and Achievements

I.   **Facilitating Access to Information and Best Practices**
     ICCB Board Goal 3 (FY2020) 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—Removing the Stigma and Partnerships + Engagement, Work-based Learning, and Data-driven Decision Making.
   b. 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.

II. **Programs of Study Models and Guides**
     In conjunction with ICCB, Educations Systems Center, at Northern Illinois University, worked to develop model Programs of Study, as identified by the CTE State Plan. The primary purposes of the models and guides are to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan; establish a framework for State agencies to develop and implement program supports; identify priority dual credit courses that are foundational to the industry area and well-situated for statewide scaling and articulation; define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area; and identify entry points for employers to support coursework and related experiences. The four areas of focus for fiscal year 2020 were Health Sciences and Technology, Information Technology, Education, and Manufacturing and Engineering. Below is a diagram that outlines the methodology.

IDENTIFY HIGH-PRIORITY OCCUPATIONS → DETERMINE PROMISING CREDENTIALS & MAP STACKABLE DEGREES/CERTIFICATES → IDENTIFY STRATEGIC COMMUNITY COLLEGE COURSES → MAP SECONDARY TO POSTSECONDARY SEQUENCE → DEFINE RELATED TECHNICAL COMPETENCIES

The final models and guides were released in December. They can be found at the following link: https://www.iccb.org/cte/pos-models/
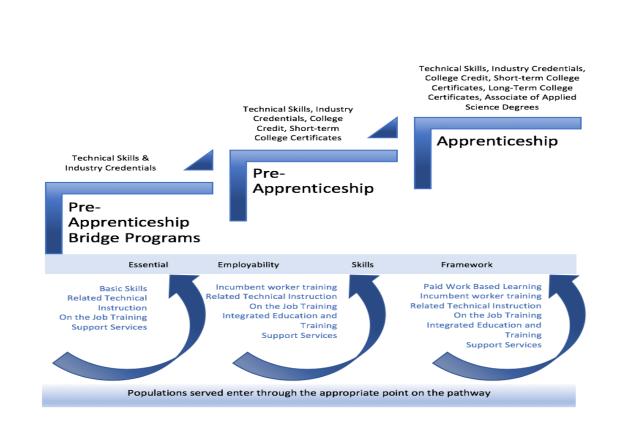
III. **Scaling Apprenticeships**

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 offer a successful workforce development solution for local business and industry. Nearly 2/3 of community colleges in Illinois partner with local employers to offer apprenticeships.

During FY2020, ICCB began its implementation of the four-year Customized Apprenticeship Programming in Information Technology project, a federally-funded grant supported by the U.S. Department of Labor. The CAP-IT project is supporting the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges have received extensive professional development, support, and technical assistance. The ICCB is utilizing its existing Professional Development Network, supplemented by support from CompTIA, Jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful.

The ten partner colleges are:
- City Colleges of Chicago (Chicago)
- College of Lake County (Grayslake)
- Illinois Central College (Peoria)
- Kishwaukee College (Malta)
- Lincoln Land Community College (Springfield)
- Oakton Community College (Des Plaines)
- Parkland College (Champaign)
- Prairie State College (Chicago Heights) *
- Rend Lake College (Ina)
- Richland Community College (Decatur)

Prairie State College ceased its participation in the grant in FY20. Joliet Junior College joins the consortium in FY21.

The image below shows the model that is being implemented by the colleges and supported by the ICCB. An innovation that has been utilized this year was the Integrated Education and Training (IET) component of the pre-apprenticeship. This component allows Adult Education students who are concurrently working on post-secondary credentials to explore pre-apprenticeship options. Their pre-apprenticeship though this grant serves as the workforce training component of their IET. It has served as another step in their pathway.

Technical Skills, Industry Credentials,
College Credit, Short-term College
Certificates, Long-Term College
Certificates, Associate of Applied
Science Degrees

Apprenticeship

Technical Skills, Industry
Credentials, College
Credit, Short-term
College Certificates

Pre-Apprenticeship

Technical Skills &
Industry Credentials

Pre-Apprenticeship Bridge Programs

Essential	Employability	Skills	Framework
Basic Skills Related Technical Instruction On the Job Training Support Services	Incumbent worker training Related Technical Instruction On the Job Training Integrated Education and Training Support Services		Paid Work Based Learning Incumbent worker training Related Technical Instruction On the Job Training Integrated Education and Training Support Services

Populations served enter through the appropriate point on the pathway

Although the first year proved to be challenged by COVID-19, the colleges have a built a foundation for successful implementation in the remainder of the grant.

Year 1 Performance (SFY2020)- Customized Apprenticeship Programming in Information Technology	
1. Total **participants** served.	**215**
2. Total apprentices that are **hired by an employer** and enrolled in an apprenticeship education/ training program.	**14**
3. Total apprentices who **complete** an apprenticeship education/ training program.	**10**
4. Total apprentices who **complete** an apprenticeship education/ training program **and receive a degree or other credential**.	**10**
5. Total number of **unemployed or underemployed apprentices prior to enrollment who complete** an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	**7**

6. Total number of **incumbent worker apprentices who complete** an apprenticeship program and advance into a new position. This includes incumbent workers who advance into a new position with their current employer or a new employer following the completion of a training program.	0

I. **CTE Programs Approved as of September 01, 2020**

Career & Technical Education Program Totals by College & Program Type: August 2020				
College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	50	36	54	140
College of DuPage	75	56	116	247
Black Hawk College	26	25	27	79
Triton College	35	26	50	111
Parkland College	44	31	69	144
Sauk Valley Community College	15	2	28	45
Danville Area Community College	26	16	36	78
Kennedy-King College	18	18	26	62
Harold Washington College	14	13	14	41
Malcolm X College	16	11	15	42
Harry S Truman College	11	11	19	41
Olive Harvey College	10	11	19	40
Richard J Daley College	11	17	26	54
Wilbur Wright College	16	9	20	45
Elgin Community College	32	28	62	122
South Suburban College	33	20	61	114
Rock Valley College	24	12	52	88
William Rainey Harper College	35	23	75	133
Illinois Valley Community College	22	15	33	70
Illinois Central College	44	12	43	99
Prairie State College	21	20	44	85
Waubonsee Community College	24	14	44	82
Lake Land College	47	43	47	137
Carl Sandburg College	16	21	19	56
Highland Community College	19	18	28	65
Kankakee Community College	22	35	78	135
Rend Lake College	28	22	57	107
Southwestern Illinois College	55	30	77	162
Kishwaukee College	24	12	36	72
Moraine Valley Community College	32	31	69	132
Joliet Junior College	56	45	73	174
Lincoln Land Community College	30	28	45	103
Morton College	17	13	30	60
McHenry County College	30	12	54	96
Lincoln Trail College	6	6	17	29

Olney Central College	14	8	22	44
Wabash Valley College	16	13	21	50
Frontier Community College	9	9	12	30
John A Logan College	30	17	16	63
Shawnee Community College	15	10	21	46
College of Lake County	58	38	99	195
Southeastern Illinois College	13	11	16	40
Spoon River College	11	5	33	49
Oakton Community College	28	32	75	135
Lewis & Clark Community College	30	27	54	111
Richland Community College	28	36	68	132
John Wood Community College	21	15	18	54
Heartland Community College	9	7	34	50
TOTALS	**1266**	**970**	**2052**	**4288**

II. __CTE Staff Contact Information__

Jennifer Foster	Deputy Executive Director	jennifer.foster@illinois.gov	(217)785-0171
Whitney Thompson	Senior Director for CTE	whitney.thompson@illinois.gov	(217)558-0318
Natasha Allan	Director for CTE	natasha.allan@illinois.gov	(217)785-0139
Janelle Jones	Associate Director for CTE	janelle.jones@illinois.gov	(217)785-0068
Nicole Joerger	Associate Director for CTE	nicole.joerger3@illinois.gov	(217)524-9119
Ann Storey	Associate Director for CTE	ann.l.storey@illinois.gov	(217)558-4635
Angela Gerberding	Associate Director for Integrated Career Programs	angela.gerberding@illinois.gov	(217)558-2162
Deja Luckett	CTE Research Analyst	deja.luckett@illinois.gov	(217)785-0028

III. **Title I Perkins Leadership Grant Package Summaries**

- 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 used the grant to create training and develop processes that can be used in other CTE areas at the college. The program completed its first semester with nine students, and all nine students continued to the second semester. A partnership was developed with Rockford public schools, and industry-partner relationships began to be developed.

- College of Lake County: Bridge to Success (B2S) Summer Program: Build Your Brand and Career Exploration
College of Lake County sought to build upon its current programs by providing further learning opportunities. The CLC program utilized 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 was also a one-credit Career Exploration course to expose students to different learning environments and opportunities. A one-credit Digital Media Design course was also offered as an option to students. Participants received support services to further enhance the program and its opportunities. The college was able to complete this program and their goal of following up with the students as they continued their academic year, engage them in campus activities, and keep them focused on exploring their career options and career preparation.

- Frontier Community College: Electrical Distribution Systems Pathway to Success
The Electrical Distribution (EDS) Program at Frontier prepares students to build, repair and maintain overhead and underground electrical distribution systems and to use safe practices. The college used the grant funds to expand and enhance career pathways and to incorporate new equipment and technology into the existing program. Particularly, flagger and sprayer certification courses were incorporated into the EDS curriculum and supplies for the courses were purchased. Additionally, a new bucket truck was purchased for the EDS program and students were able to begin to receive training to learn and use all functions of the vehicle prior to the onset of the Coronavirus pandemic, which caused the college to postpone lab courses during the Spring 2020 semester.

- Harold Washington College: Three Fellowships one goal: Supporting Early College and career access for under-represented high school students
Harold Washington plans implemented 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. The college was able to grow their Fellowship portfolio, increase workforce partnerships, and build

more seamless post-secondary transitions for high school students. As a result of this grant HWC was able to conceptualize, and put into practice, two Fellowship initiatives—one in Architecture and the other in Accounting. The college was also able to better align these curriculums, gather the necessary technological resources to support student access, and purchase instructional tools to support more pedagogically rich learning environments.

- Heartland Community College: Guided Pathways to Success: GPS Version X
  Heartland's new initiative sought 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. The college was able to develop and complete Academic Maps for programs in Health Sciences and Technology programs. Additionally, the college purchased Career Coach and is preparing to integrate interactive career maps that can be utilized in various ways, including the Career Connections office where students can be assisted in exploring available career and program pathways. The college also completed a website redesign and is adopting a software to better track student progress.

- 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 utilized a virtual learning process to provide dual credit course access to junior and senior high students at three rural schools who currently offer limited or no dual credit opportunities. By offering these dual credit courses, the 15NOW! Program hoped 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 planned to enhance student transition to and thought postsecondary education. The college was able to deliver learning in a different format that benefited students at three in-district high schools that would not otherwise be able to enroll in a foreign language course. The college shared that with distance learning equipment in place, offering other courses that can benefit future CTE students via this mode of delivery will allow students to get a head start on their college education.

- John Wood Community College: Early Childhood Education Revision Project
John Wood planned 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 was to increase enrollment by creating a robust awareness campaign about the workforce need and appealing to students who need schedules that are flexible. The college also provided concurrent enrollment options for high school students. The college was able to purchase new technology to better prepare students, make significant changes to curriculum and revise classes to better meet students' needs. Additionally, the college was able to have an inclusive classroom that provides new learning opportunities to students. The Advisory Committee continues to grow and current industry needs are able to be best addressed.

- 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 used this grant to build capacity for faculty to implement Prior Learning Assessments (PLA) to evaluate students entering Career and Technical Education pathways who have workforce training, education, or industry credentials. Faculty and administrators were trained on designing and implementing Prior Learning Assessments. In addition, a Prior Learning Assessment process was 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. Joliet Junior College integrated institutionalized measures for awarding Prior Learning Assessments. The college began and completed the formatting of a resource guide that listed all PLA by course name for ease of student access. The college also reviewed and discussed the clarity of the coding of credit for proficiency across all departments to better track and assess its outcomes.

- 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 set out to develop a guided pathway that supports first-generation, underserved and high school youth as they move through the CNA to RN process. A goal was to provide equity-based training for nurse educators at the college and establish a clinical relationship with local employers and workforce agencies. Through the project, a dedicated Nurse Assisting classroom was established and equipped with a sink with running water, three hospital beds, bedside tables, and cabinets and enough supplies were acquired to support two

cohorts of students. A Certified Nurse Assisting program was developed in North Greene High School. All graduates of the program secured employment upon completion.

- McHenry County College: Work Smart: Building Bridges for Work-Based Learning
  McHenry utilized 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 planned 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. The college had planned for a mid-April start of the face-to-face cohort, but had to be delayed due to McHenry's COVID-19 response. Faculty was asked to redesign each of the course modules for virtual synchronous and asynchronous delivery in order to allow the pre-apprenticeship program to continue. The college plans to offer the manufacturing program again virtually in the fall.

- 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 helped reduce barriers to Career and Technical Education programs for these students through the creation of a CT-Aid program. The CT-Aid program provided 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 ensured increased program accessibility as well as an accelerated career track for Special Population students. Through this grant, Morton College developed a relationship between HVAC and Adult Education. The college also used the grant to create a lasting support system for non-native English speakers in these programs. The college hired two bilingual tutors and developed further in-class supports, including technology and written materials.

- Oakton Community College: Supporting Students of Color in CTE
  Oakton set out to utilize this grant to address opportunity gaps for students of color in CTE programs. They sought to use a multi-lens perspective to examine institutional practices and policies that create barriers. Emerging best practices and internal surveys were intended to be used to develop strategies to create a more inclusive environment at the college and address identified equity gaps. Activities anticipated for this project were impacted by the timing of hiring a Grant Coordinator as well as the Coronavirus pandemic. Oakton laid the ground work to assess barriers and increase support for students of color. Ultimately, equipment and remote learning instructional tools were updated for the Automotive Technology Program, in which 61% of enrollees were students of color.

- Olive-Harvey College: Supplemental Instruction and Criminal Justice Apprenticeship Initiatives

Olive-Harvey focused on improving tutoring services for CTE students by adding Student Supplemental Instruction Leaders (SI Leaders) to support CTE programs. The Criminal Justice program planned to 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. The college was able to add Student Supplemental Instruction Leaders (SI Leaders). Additionally, the college purchased six laptops for SI Leaders to continue to support students virtually after COVID-19 disrupted in person learning.

- Rend Lake College: CTE Support Services ADD UP.
  Rend Lake focused on developing and providing student centered support services as well as hiring a CTE Support Specialist. The CTE Support Specialist works with instructors to identify potential barriers and challenges for students and works directly with students to assist them with barriers, provide career coaching, and connect them to support services. A support math class was added to improve placement scores in math for welding programs. In the Fall 2019 semester, the math course had an 88.8% successful completion rate, which was 8% higher than previous courses and the math lab had an 86.6% pass rate, which was over 20% higher than previous courses. Due to the Coronavirus pandemic, in the Spring 2020 semester all math courses were changed to online learning. Unfortunately, this negatively impacted the math course completion rate that semester.

- Rock Valley College: Integrating Curriculum to Improve Pathways.
  Rock Valley used 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 worked collaboratively to revise Technical Writing and Math courses and incorporate employability skills into the curriculum. The project greatly impacted the CTE offerings at Rock Valley College. The Technical Writing and Technical Math courses will now be integrated into the CTE programs to make them more robust to better meet the workforce needs of the college's region.

- Sauk Valley Community College: Building Better Bridges: Sauk Valley Community College, the Keystone from Vocational to a Bachelor's in Technology
  Sauk Valley planned to 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 were to be provided extra coaching for continuous supports as they complete the A.A.S degree. Students were to also be working with Career Services on writing resumes and cover letters as each term progresses. The college had to make several changes to their initial plans due to COVID-19. The college was able to offer tutoring services, as well as paid internships to two Multicraft students. Additionally, the college was able to purchase equipment that ameliorated the damage bought on by the pandemic.

- Southeastern Illinois College: Project Employment
  Southeastern Illinois College used this grant to begin a Project Employment initiative program to benefit Career and Technical Education programs and students at the college. Specific programs involved included Diesel Technology, Early Childhood Education, Business, Cosmetology, Massage Therapy and Allied Health. A part-time Career Evaluator was employed to help Career and Technical Education students with career cruising, to help engage in employer outreach and to provide training and workshops for Career and Technical Education students preparing for the workface. This funding helped strengthen partnerships between the college, students, employers, and the local workforce investment board. The college found several ways to offset costs for CTE students, including creating a Nursing Scrub Closet to offset the cost of scrubs for students, purchasing books and book codes for a Text Library for CTE students, and purchasing two sets of diesel program tools to loan to students who cannot afford the kits. The college also decided to include the Career Evaluator position in their Perkins grant so the services can continue.

- Triton College: "Connecting Women of Color in CTE Programs to a Work-Based Learning Experience"
  Triton College planned 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 were to 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 were to also be actively engaged in helping students reflect on their experiences. The college experienced great challenge due to COVID-19 and had to cancel several events that were planned (SURGE Symposium, college tours and company tours). The program was able to purchase laptops and other technology to aid in the equipment challenges that were being faced. The SURGE Student Success Advisor kept participants engaged, supported and provided weekly mental and physical well-being check-ins. Zoom and various other platforms was used to continue to provide calls, virtual workshops, one-on-one check-ins, mentorship, and academic advisement.

- Wilbur Wright College: Computer Information Systems (CIS) and English Faculty Collaboration to Improve Student Transitions to Employment
  Wilbur Wright College used 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 team taught within the CIS 260 capstone course. In addition, a writing tutor was trained on the CIS 260 course and

coached students on their writing projects outside of class. Throughout this grant project, Career and Technical Education students became more employable with these targeted interventions. Once the success of this integration model is established, the concept will be rolled out into additional Career and Technical Education programs. The college's projects provided a learning environment that helped students realize that what they are learning in the classroom will make them effective in the workforce. By building relationships with area high schools and employers, the college became more engaged with the outside community.

IV. **Title I Leadership Integrated Education and Training Grant Summaries**

- Harper College – *Logistics Career Pathway*: The Logistics certificate of four courses which can be completed in two semesters. The support class helps students develop critical skills in time-management, effective reading strategies, technology, and basic skills. The leadership team sought direct input from area employers to improve and enhance curricular content and strategies. Throughout the Logistics Certificate sequence, there are embedded work-based scenarios. As a result of this grant, Harper College developed a forklift training module resulting in an industry recognized certificate, giving Adult learners a basic, practical, entry-level industry credential in Supply Chain. Harper College was also able to explore and build relationships with key personnel---inside and outside of Harper---who can help Adult learners access educational funding streams.

- Illinois Central College – *Basic Medical Office Certificate*: After completion of the program, students were eligible to enroll in the Medical Office Administrative Assistant program or continue with Associate level programs. This three-semester ICAPS program fast-tracked students into the Medical Office Administrative Assistant (MOAA) program and resulted in 7.5 college credit hours, a BLS-CPR Certificate, a Microsoft Office Specialist (Word) certificate, and an ICAPS certificate in Basic Medical Office. Attainment of a High School Equivalency (GED) is a requirement for MOAA program.

- Illinois Valley Community College – *Phlebotomy or Nursing Assistant Certificate*: The project was a collaborative effort between Department of Nursing in conjunction with the Adult Education Department. Workforce preparation and workforce activities enhanced overall preparation of students participating in the Nursing Assistant or Phlebotomy certificate program(s). All students completed a career interest inventory in Career Cruising to identify digital literacy skills, career interests, and career exploration opportunities. Career Cruising also an ability profile to help students identify how their abilities compare to those in careers of interest. Students increased their employability skills by participating in career exploration activities, time management sessions, career-building exercises, soft skills workshops, college events, and job fairs. Students in both the Nursing Assistant and Phlebotomy programs engaged in a clinical experience, equivalent to eighty contact hours. Students must pass this clinical portion of the course/program in order to successfully complete the IVCC certificate program.

The target population for this support were students who lacked high school diplomas, students with advanced-level English as a Second Language, and students with professional degrees from their native countries

- John A. Logan College – *Manufacturing as a general Applied Technology Program:* This cluster was chosen because the regional economic plan indicated the manufacturing sector would see a steady growth in the coming years and this sector was vital for our region. The ICAPS program allowed students to complete a welding, metallurgy, an electrical, or blue printing class; all of which are required classes for the CNC machinist, Welding, Heating and Air, and Auto collision technology certificates. Once the students complete their first semester of college instruction, they could then branch into any one of these certificate programs. Academic counselors provided individual assistance in identifying and overcoming barriers that can affect attendance and success. A counselor dedicated to transition services helped students complete the processes involved in college admissions, financial aid, advisement, and identification of support services. The transition counselor maintained contact with the student after transitioning to post-secondary education to help students overcome barriers and meet deadlines. A Career Navigator helped in completing applications and resumes, learning interview skills, and finding employment.

- Joliet Junior College – *Transportation, Distribution, and Logistics*: The support class continued on-ground, but having the course online alleviated some access issues of transportation for students. This initiative primarily addressed employees of local logistics and supply chain companies. JJC also provided ELL and HSE curriculum on ground in addition to the online blended instruction. A computer lab dedicated to Adult Education students, facilitated by the Adult Education co-teacher, was available for students who wanted additional support or needed to access the coursework. Students benefited from several site visits to local employers to experience a real-work environment for this industry. Two local partners engaged in this ICAPS work are United Parcel Service (Lockport facility) and Cadence Logistics.

- Lake Land College – *Manufacturing Skills I Certificate*: Manufacturing Skills I is a 16 credit hour industry recognized certificate to prepare graduates for entry level manufacturing positions. Emphasis is placed on measurement, hydraulics, pneumatics, electric motors and mechanical and electrical drives. Basic skills in blueprint reading and mathematics are also included. Students were exposed to team teaching, lab learning, computer skills, contextualized learning on different levels to accelerate their educational pathway. The Adult Education Advisor visited the classroom to build a relationship with students and to help to remove barriers to completion of the coursework. This program provided work-place tours for students to get a real world work experience, in addition to workplace simulation in the lab. The grant offered students the opportunity to gain the specific skills needed for employment, while also refining soft skills needed by employers.

- Malcolm X College – *Adding Student Ambassadors to current Healthcare ICAPS program:* These Student Ambassadors improved the program by providing the students enrolled with peer-level social and educational support, an evidence-based strategy for increasing student success. The Student Ambassadors (SA) were supervised and supported by MXC's Transition Specialist (TS), the nursing department faculty, and Adult Educators who teach in the program. While the SAs did not provide direct instructional assistance, they engaged their peers in productive use of MXC resources, including free academic and study skills tutoring in the Academic Success Center, and generated a sense of community designed for encouraging retention and completion. Communication-based affective competencies are reflective of the Personal Ethic, Communication, and Teamwork elements of the Essential Employability Skills Framework. These skills were assessed via the clinical experience as students interacted with patients in a professional environment. The Student Ambassadors were trained in the Essential Employability Skills. As they met with the enrolled students in the academic and social environment, the SAs were able to share the tenets of professionalism with their peers, serving as role models or mentors.

- Morton College – *Project EDO: Education Door to Opportunity – Education and Training Cluster*: Project EDO was an opportunity to develop a new program between the Adult Education and the Early Childhood Education departments. This project consisted of four early childhood courses, and one adult education support course. Upon successful completion of these classes, students earned their Early Childhood Aide Career Certificate. However, students could continue with additional stackable certificates, earning additional credentials leading to better paying jobs. Because the Early Childhood Education department has childcare and a Pre-Kindergarten program, there were opportunities for students to observe work-based experiences. Bi-weekly check-ins with their adult education transition coach included academic and career guidance, as well as referrals to academic and/or social support services offered through the college and the community. The next career certificate, Early Childhood Assistant, is only six credits, (two courses) and allows students to apply for the Level II ECE Illinois Gateway Credential. The Early Childhood Education career certificate and the Associate in Applied Science degree allow students to apply for additional Gateway credentials, with each step opening additional career opportunities.

- Rend Lake College – *Basic Machining*: Over the past year, industry partners have become more involved in recruitment, employment, and curriculum planning for this program. Partnerships with local businesses have helped improve program quality. The Basic Machining Certificate is a certificate for students who are seeking to improve their skills for the machining industry. The Basic Machining Certificate is a lecture/lab combination. Students learned the fundamentals of machining using lathes and milling machines. In reviewing the program and holding advisory meetings, the need was identified for a machining blueprint course. There was a course on the books that was revised and updated to meet this need. Additionally, RLC requires all certificate seeking students to take BUSI 1202 - Work Ethics. This course is currently in revision with both the CTE Support

Specialist and the Adult Education Director serving on the review team. The Illinois Essential Employability Skills Framework will be the new foundation for BUSI 1202. Students were exposed to industry opportunities and real work environments through guest speakers and field trips. Partners who have contributed resources were encouraged to continue providing monetary assistance or services to support the program.

- Safer Foundation – *Construction and Electrical*: Besides the classroom work, participants worked at other locations including the RTP/PACE Construction Learning Center. Cloud-based modules were utilized where accessible. PACE collaborated closely with credential training providers to ensure lesson plans and curriculums were tailored for people with criminal records. Work-based learning provided students the opportunity to learn technical, academic, and essential employability skills in a real work environment while also increasing credential attainment and workforce preparation. The PACE Institute partners with Reconstruction Technology Partners (RTP) and Associated Building Contractors of Illinois (ABCIL) to provide integrated training that includes HSE preparation and examination. ABCIL provided pre-apprenticeship training. RTP offered on-the-job training. The target population for this project was detained or incarcerated individuals, and/or persons with a criminal / arrest record. This included juveniles who were disadvantaged and/or have been introduced to the criminal justice system.

- Truman College – *Information Technology*: This program improved student success by recruiting Student Ambassadors, other ESL students who have undergone similar A+ training and education, to support the IET students. The course was offered over two semesters, giving students more time with the material. Students then sat for the Test-Out certification putting them on the path to a career and an Associate in Science degree in Computer Information Systems. In Fall 2019 and Spring 2020, Truman offered the CIS 111 course to ESL students. Students engaged first with hardware through hands-on curriculum and learning outcomes in the fall. The A+ hardware certification is a building block to most Information Technology careers and a requirement for IT Help Desk work. In the spring, students moved into software A+ certification and learning outcomes, which are fundamental to employment. This project increased academic and social support services for students by adding student ambassadors to the various support structures. Students had access to the career center, tutoring centers, CIS lab, and transition specialists throughout their course.

- Universidad Popular – *Entrepreneurship*: Career development included a focus on job-appropriate and job-focused vocabulary and grammar, help with writing or visualizing business plans, dialog and speech development through pitch competitions, and navigating job-markets with local business mentors. For those participants who needed additional instruction, they were paired with volunteer mentors who provided individualized support for students on a one-on-one basis. The mentors assisted students in discussing real life experiences in marketing, production, growth, sales, and planning. This program was offered concurrently

with ESL classes. This IET allowed participants to gain critical thinking and problem-solving skills through analyzing community data and news, assessing employment opportunities, learning about civic engagement, and identifying ways in which they can change their lives and the community through personal economic development. Students also learned how to obtain licensure and industry recognized credentials and certifications. A non-paid internship model with current business partners was developed to provide real experience and training at worksites. During the pilot of this model they secured 3 partners in food industry, manufacturing and social assistance to provide experienced based training and workforce preparation activities.

V. **Resources**
1. Illinois State Plan for Perkins V: https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf
2. ICCB Civil Rights Compliance webpage: https://www.iccb.org/cte/civil-rights-reviews/
3. Illinois Civil Rights Review Tool: https://www.ilcivilrightsreview.com/
4. MOA State Plan for Postsecondary Education: https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf
5. Model Programs of Study Guides: https://www.iccb.org/cte/pos-models/
6. Programs of Study Expectations Tool: https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf
7. Postsecondary Perkins Grant Manual: https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf
8. Program Review Portal (OCCRL): https://occrl.illinois.edu/pri
9. Program Review webpage (ICCB): https://www.iccb.org/academic_affairs/?page_id=36
10. ICSPS: https://icsps.illinoisstate.edu/
11. OCCRL: https://occrl.illinois.edu/