

Illinois Community College Board

PERKINS V STATE PLAN

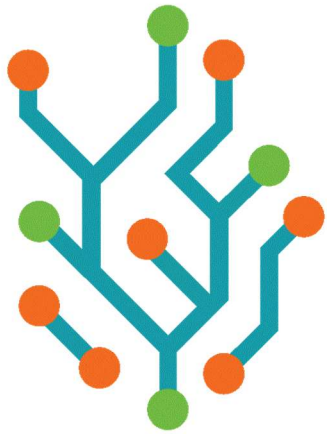
Illinois Community College Board staff is seeking approval of the Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24. The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB). The plan also describes the processes and policies that will be carried out by ISBE, ICCB, Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds.

ICCB, in partnership with ISBE, has conducted comprehensive stakeholder engagement including two public comment periods, multiple regional convenings, briefings, and webinars. The vision, goals, and activities described throughout the plan were informed by this stakeholder engagement and is aligned to ICCB goals as well as other statewide plans and initiatives. Pending Board approval, the Perkins V State Plan will be sent to Governor's Office for signature and submitted to the U.S. Department of Education by April 15, 2020. Staff will provide a brief overview of the plan, including the vision, mission and goals.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and authorizes staff, in collaboration with the Illinois State Board of Education, to submit the plan to Governor's Office for signature and submittal to the Department of Education by April 15, 2020.



CAREER & TECHNICAL EDUCATION

Career-Connected Learning
for All Students

ILLINOIS STATE PLAN FOR THE
STRENGTHENING CAREER AND
TECHNICAL EDUCATION FOR THE
21st CENTURY ACT (PERKINS V)

JULY 1, 2020-JUNE 30, 2024



Illinois
State Board of
Education



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I. Introduction

Illinois' Perkins V State Plan (State Plan)

This document details Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24 (July 1, 2020- June 30, 2024). Congress passed Perkins V in 2018. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and became effective July 1, 2019. Perkins V is the most important piece of federal legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. This plan meets all requirements set forth by the U.S. Department of Education Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029) and has been organized in a way that will clearly guide Perkins V implementation in Illinois. A crosswalk of the State Plan Guide Narrative elements and Illinois' responses within this State Plan is provided in Appendix A.

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) as they administer the federal Perkins program. The State Plan describes the processes and policies that will be carried out by ISBE, ICCB, the Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. Activities within the State Plan are aligned to the state's CTE vision and mission and with other statewide education and workforce development goals and plans, which aim to create an educated and skilled workforce.

Illinois is submitting the Perkins V State Plan and the Workforce Innovation Opportunity Act (WIOA) Unified Plan separately. ISBE, ICCB, and WIOA agencies, such as the Department of Commerce and Economic Opportunity (DCEO), have collaborated in the development of each plan. Activities and services, which are coordinated and aligned, are described in both plans. The vision, mission, and goals specific to Illinois' Perkins V State Plan are:

Vision

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their

- interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills¹;
 4. Provide targeted supports to students who have a broad range of backgrounds and skills; and
 5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois will support the achievement of this vision and mission through the implementation of activities aligned to six goals grounded upon one foundational tenet.

Foundational Tenet

Increase educational equity for members of special populations², as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

Goals

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.
2. Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
3. Increase participation in CTE dual credit coursework.
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
5. Recruit and retain a robust and sustainable pipeline of CTE educators.
6. Expand access to quality work-based learning for all students.

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, acknowledging that opportunity and achievement gaps exist for members of special populations. Perkins V affords Illinois the opportunity for an increased focus on meeting the needs of members of special populations by improving systems to identify and understand equity gaps, aligning resource systems, and providing professional learning to support the implementation of CTE programs that are accessible and effective for all students.

Perkins V emphasizes local flexibility, collaborative engagement and planning, innovation, equity, accountability, and alignment with other education and workforce programs. This State Plan builds

¹ Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills, such as math and reading. ICCB's Essential Employability Skills Framework and the Essential Employability Competencies under the Postsecondary and Workforce Readiness Act define these skills and competencies.

² Special Populations — Students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

upon the progress made during SFY 2020, under the direction of the Illinois Transition Plan, and aligns with other statewide goals and initiatives, which include, but are not limited to, the following:

- Adult Education and Literacy Strategic Plan;
- Dual Credit Quality Act;
- Every Student Succeeds Act (ESSA) Plan;
- Executive Order 3 signed by Governor JB Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries provided in Appendix B;
- Expansion of work-based learning, including Illinois' recent National Governors Association Grant, the work of the Workforce Innovation Board's Apprenticeship Committee and the adoption of the Career Pathways Dictionary definition;
- Illinois' Postsecondary education attainment goal of 60 percent of adults earning a certificate or degree by 2025;
- P-20 Higher Education Equity Targets;
- Postsecondary and Workforce Readiness Act;
- WIOA Unified State Plan; and
- Workforce Education Strategic Plan.

This Perkins V State Plan for Illinois was developed through a collaborative statewide effort and will be administered by both ISBE and ICCB.

The primary CTE delivery system in Illinois is a partnership between secondary schools and public community colleges, which collaborate with other partners, such as four-year colleges and universities, to broaden career pathways for students. The Illinois State Board of Education oversees secondary CTE (grades 5-12) by providing state-level leadership and technical assistance. This work is further operationalized using 56 regional Education for Employment (EFE) systems. Each EFE system is a consortia of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and 24 Area Career Centers. Additional information in Appendix C. EFE systems in Illinois include three systems organized by state agencies that serve secondary students: the Illinois Department of Juvenile Justice; the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and the IDHS Division of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership, coordination, and technical assistance to the community college system. The Illinois community college system, which is composed of 48 colleges in 39 locally controlled community college districts, is the third-largest community college system in the country. In addition, ICCB provides funding to the Illinois Department of Corrections to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

II. Plan Development and Consultation

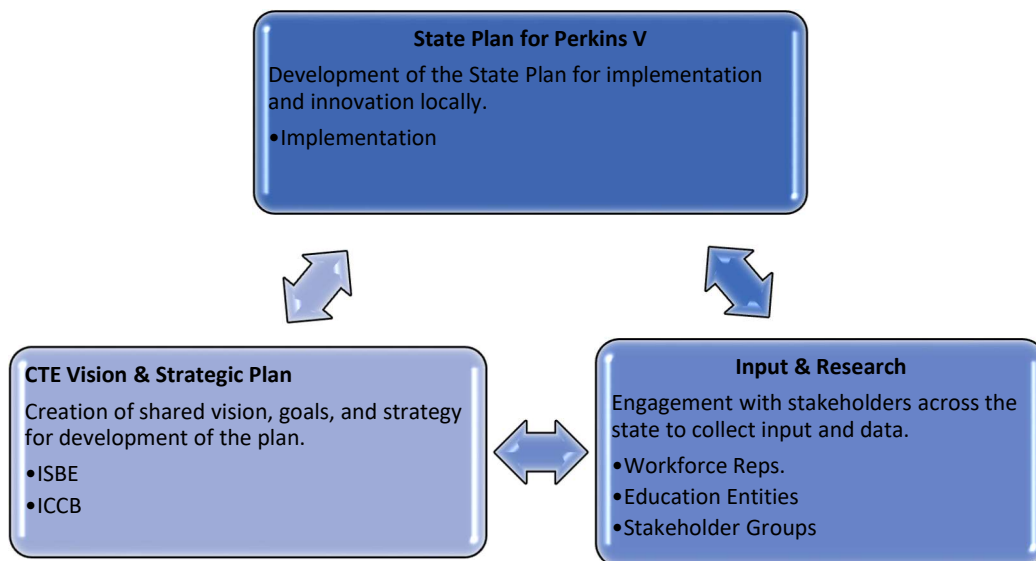
This section details the timeline and phases for developing Illinois' State Plan, including a description of stakeholders, engagement activities, opportunities for public comment, and notices of objections to the plan.

a. Stakeholder Engagement

How was the State Plan developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V? (State Plan Guide II.A.1.)

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 multi-phase 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. This section details the timeline and phases of Illinois' State Plan development, including the means through which stakeholders were engaged.

Figure 1: Stakeholder Engagement Strategy



State Plan Development Timeline

Table 1 outlines each phase and stakeholder engagement activities that occurred throughout the State Plan development process. The first phase would initially focus on teaching stakeholders about the requirements and opportunities within the law as well as gaining feedback on the barriers and successes of the existing CTE system. Stakeholders were consulted as each draft of the State Plan was developed. Table 1 provides an overview; stakeholder engagement activities are thoroughly described beginning on page 10.

Table 1: Illinois Perkins V State Plan Development Timeline		
Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Fall 2018	Information Sharing	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • 4 Regional Road Shows (information sharing) • Public Webinars (ReThink CTE³, Perkins V) • Individual presentations at conferences, meetings, and associations
Spring 2019	Stakeholder Engagement to Inform Initial Plan Development	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • Public Webinars • Perkins V State Plan Work Group • Individual presentations at conferences, meetings, and associations
Summer 2019	Plan Writing	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings, and associations
Fall 2019	Feedback on the First Draft of State Plan	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • ISBE⁴ and ICCB⁵ staff consultation with Boards • 5 Regional Road Shows (public comment) • Employer and Student Focus Groups • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings, and associations

³ For additional information on ReThink CTE Webinar, please access <https://www.isbe.net/Documents/Perkins-Overview-Webinar-9-27-18.pdf>.

⁴For additional information on ISBE Board meeting, please access <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4561>.

⁵ For additional information on ICCB Board meeting, please access <https://www.iccb.org/iccb/board-information/board-meetings/board-meeting-september-20-2019/>.

		<ul style="list-style-type: none"> • General Assembly Legislative Briefing • 1st Public Comment Period for the State Plan and Performance Targets
Winter 2020	Feedback on the Second Draft of State Plan	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • Public Webinar • ISBE and ICCB staff consultation with Boards • Consultation with Governor’s Office • General Assembly Legislative Briefing • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings and associations • Four Regional Road Shows (public comment) • 2nd Public Comment Period for the State Plan and Performance Targets
Spring 2020	Final Consultation with Governor Pritzker and Submission (<i>Plan due April 15, 2020</i>)	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • ISBE and ICCB staff consultation with Boards • Consultation with Governor Pritzker and the Governor’s staff • P-20 Council and Subcommittee on Perkins V • Individual presentations at conferences, meetings, and associations

Stakeholder Engagement Activities

ISBE and ICCB conducted comprehensive stakeholder engagement throughout the planning and development of the State Plan. Each stakeholder engagement activity is listed in the State Plan Development Timeline (Table 1) and is described below.

1. Interagency Perkins V Core Team

ISBE and ICCB created a Perkins V Core Team to provide leadership and advisement throughout the development of the Transition Plan and the Multi-Year State Plan. The Core Team met on a regular basis to identify stakeholder engagement strategies, statewide priorities, and areas for workforce and education coordination and alignment. Additionally, the Perkins V Core Team formed subcommittees for Data and Communications. The Data Subcommittee analyzed performance trends for both secondary and postsecondary CTE, aligned indicators as appropriate, and identified performance target recommendations for the accountability system. The Communications Subcommittee worked to determine the rebranding of CTE in Illinois to include a joint logo and defined the most appropriate communication methods and strategies for engaging with partners and the public.

The Core Team included representatives from:

- Illinois State Board of Education
 - CTE and Innovation Department
 - Curriculum and Instruction Department
 - Special Education Department
 - Data Department
 - Legislative Affairs Department
 - Communications Department
- Illinois Community College Board
 - Career and Technical Education Department
 - Adult Education Department
 - Institutional Effectiveness Department
 - Legislative and External Affairs Department
- The Governor's Office
- Illinois Workforce Innovation Board
- Department of Commerce and Economic Opportunity (WIOA Title I)

2. *Information Sharing Regional Road Show Sessions*

ISBE and ICCB hosted multiple, in-person opportunities across the state to share information about Perkins V and elicit feedback to inform the State Plan. The first set of Regional Road Show sessions were held in December 2018 during the *Information Sharing Phase* of State Plan development, while the second set of Regional Road Show sessions were held throughout the fall of 2019 during the first round of public comment.

ISBE and ICCB conducted Regional Road Show sessions at four locations across the state in December 2018, with one statewide open webinar. The purpose of the first round of Regional Road Shows was to share information with local communities, required state and local partners, parents, students, and community organizations on CTE and the new opportunities made available through reauthorization of the Perkins Act. In addition, the Regional Road Show format provided an opportunity to share expectations and opportunities for stakeholder engagement and local planning and to collect feedback from participants to inform statewide planning. Surveys were disseminated to participants during the sessions to help identify any barriers within the current CTE system, highlight successes and effective practices, and collect feedback on state leadership funding⁶ priorities. This feedback informed the initial drafting of the Full State Plan. The December 2018 Regional Road Shows engaged more than 300 participants. Details of the meetings are detailed in Table 2 below. A summary of the Fall 2018 Regional Road Show Sessions can be found in Appendix D.

⁶ State leadership funding is authorized in Section 112 of the Perkins Act, whereas states are allowed to expend up to 10 percent of their state allotment on activities listed in Section 124 of the Act.

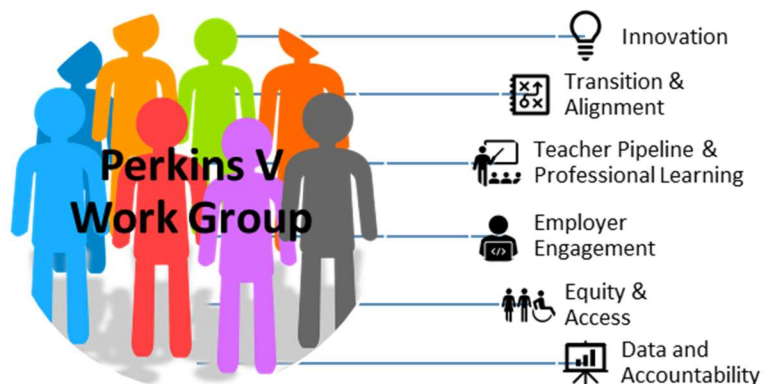
Date	Location	Participants
December 4, 2018	Palos Hills: Moraine Valley Community College	75
December 6, 2018	Springfield: Crowne Plaza Hotel	46
December 10, 2018	Mount Vernon: Mount Vernon High School	36
December 12, 2018	Elgin: Elgin High School	25
December 18, 2018	Statewide: Public Webinar	125

3. Perkins V State Plan Work Group

The Perkins V State Plan Work Group was formed to consult with external stakeholders in the development of the State Perkins V Plan. This group included CTE educators; administrators and school leaders; advocacy organizations, including those representing special populations; the military; state agencies; business and industry; and other workforce systems. This work group was designed to ensure diverse external stakeholder voices were considered in establishing statewide goals, objectives, and strategies that would guide the entirety of the State Plan development. Participants in this work group were invited to an in-person meeting on February 21, 2019. More than 100 participants representing all required partners as identified in Section 122(c)(2) of the Act were invited. A full list of state plan work group attendees and affiliations can be found in Appendix E. Participants were assigned among six committees based on their area of expertise and interest. The committees are listed in Figure 2.

Each committee of the Perkins V Work Group met three times (virtually) following the in-person meeting to identify recommendations to be considered for inclusion in the State Plan. The work group’s recommendations informed the strategies and activities for each draft of the State Plan. See Appendix F for a full list of the Work Group committee recommendations.

Figure 2: Perkins V State Plan Work Group Committees



4. Regional Road Shows Held for the First Draft of the State Plan

ISBE and ICCB engaged more than 200 participants in fall 2019 at five Regional Road Show sessions held during the first public comment period to collect feedback on the first draft of the State Plan, which was released October 7, 2019. Table 3 on the next page details the dates, locations, and topics discussed during each session. Attendees ranged across stakeholder groups. More details, including the presentation that was provided and a summary of the feedback that was collected, can be found in Appendix G.

Date	Location	Participants	Topics and Feedback
October 7, 2019	Buffalo Grove: Buffalo Grove High School	30	<ul style="list-style-type: none"> • Teacher licensure issues • Vision and goals • Reserve funding • Comprehensive Local Needs Assessment
October 10, 2019	Romeoville: Wilco Area Career Center	65	<ul style="list-style-type: none"> • Needs of rural programs • Size, scope, and quality • Engaging 4-year higher education institutions • Teacher licensure issues
October 23, 2019	Decatur: Richland Community College	54	<ul style="list-style-type: none"> • System alignment • Dual credit • Teacher pipeline
October 24, 2019	Centralia: Kaskaskia College	54	<ul style="list-style-type: none"> • Recruitment of Teachers • Advisory councils
November 20, 2019	Chicago: Malcolm X College	12	<ul style="list-style-type: none"> • Support for community colleges • Comprehensive Local Needs Assessment

5. *Focus Groups*

Following the *Stakeholder Engagement to Inform Initial Plan Development Phase*, it was noted that employer and student participation and engagement had been limited. On behalf of ISBE and ICCB a consultant facilitated focus groups in fall 2019 with employers as well as students (e.g., high school, community college, and adult education) across the state. Five 90-minute focus group meetings were facilitated with students and employers, separately. Employer attendance at the focus groups was limited, so individual phone interviews were conducted with more than 70 employers. A summary of the focus groups is detailed in Table 4. The final report that details the methodology, findings, and recommendations to ISBE and ICCB stemming from the focus groups and employer phone interviews can be found in Appendix H.

Date	Location	Key Recommendations
September 19, 2019	Belleville: St. Clair Regional Office of Education	<p><u>Student Focus Groups:</u></p> <ul style="list-style-type: none"> • Reimagine CTE course structure to maximize student exposure to a breadth of career pathways and provide more ability to change directions • Deepen work-based learning

September 27, 2019	Peoria: Woodruff High School	<p>opportunities</p> <ul style="list-style-type: none"> • Expand the commitment and capacity of employers to offer internships • Provide advisers to help navigate decisions • Reduce CTE stigma among students, families, and educators by (1) increasing visibility of student success, (2) raising awareness that many CTE programs provide family-sustaining wages, and (3) reinforcing the message that many CTE credentials are stackable and can lead to a bachelor’s degree and beyond • Ensure student entry into CTE is intentional <p><u>Employer Focus Groups:</u></p> <ul style="list-style-type: none"> • Forge relationships between employers and education institutions • Raise the profile of skilled trades and technical careers • Expand work-based learning opportunities • Prioritize the development of students’ “soft” skills • Capitalize on employers’ desire to contribute
October 1, 2019	Rockford: Rock Valley College	
October 7, 2019	Buffalo Grove: Buffalo Grove High School	
October 8, 2019	Galesburg: Carl Sandburg College	
October 31- November 8, 2019	Phone Interviews (<i>employers only</i>)	

6. Legislative Briefings for the General Assembly

ISBE and ICCB also engaged directly with members of the Illinois General Assembly. The Illinois General Assembly passed House Resolution 371 in May of 2019 in response to stakeholder engagement efforts. The resolution identified recommendations from the General Assembly to ISBE, ICCB, and the Illinois Workforce Innovation Board (IWIB) as the Perkins V State Plan and WIOA Unified State Plan were being developed. As required by HR 371, ISBE, ICCB, DCEO and IWIB representatives submitted a report regarding the recommendations to the General Assembly and the P-20 Council on November 27, 2019, as required by the resolution. The HR 371 found in Appendix I. Additionally, ISBE and ICCB staff participated in a Perkins V legislative briefing to General Assembly members and their staff on October 30, 2019. A second legislative briefing was held February 6, 2020.

7. Individual Engagement with Stakeholders through Presentations and Meetings

ISBE and ICCB staff sought input from key stakeholders through various external meetings and conferences, as well as requested presentations on Perkins reauthorization, Illinois’ Perkins V planning efforts, and Illinois’ proposed vision and goals for CTE. Presentations and meeting information were tailored to each audience. Various stakeholders and meetings are summarized.

- **Community Colleges** –ICCB regularly engaged community college leaders, administrators, and faculty represented across academic, CTE, and adult education throughout each phase of the State Plan development process. This engagement included, but is not limited to, presentations at conferences and meetings, such as Chief Academic Officer meetings and the Forum for Excellence, as well as webinars, site visits, and resource dissemination.
- **Secondary CTE System Leaders** –ISBE CTE staff conducted regional training sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. These provided an opportunity for these key stakeholders to provide additional feedback to inform Perkins V planning.
- **Illinois Workforce Innovation Board** – ISBE and ICCB, as members of the IWIB, kept IWIB members abreast of plan development at quarterly meetings. IWIB members were invited to attend Regional Road Show events and focus groups.
- **P-20 Council and Perkins V Subcommittee** - The Illinois P-20 Council is an important Illinois stakeholder group that provided input and feedback on the plan. The council is a statewide coordinating council established in 2009 by Illinois Public Act 98-463 to study and make recommendations concerning education at all levels. The objective of the Illinois P-20 Council is to develop a statewide agenda that will move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, fostering innovative approaches to education, promoting lifelong learning, easing the transition to college, and reducing remediation. The College and Career Readiness Committee’s subcommittee on Perkins V, which includes a broad range of stakeholders, underwent an extensive formal review and feedback process throughout draft development to ensure the plan is aligned to existing frameworks and policies such as the PWR Act.
- **Student Advisory Committees** – In addition to the student focus groups, ISBE and ICCB engaged secondary and postsecondary students respectively through each of the agencies’ student advisory committees. Additionally, leaders from all Career and Technical Student Organizations (CTSOs) were asked to provide feedback on their experiences in CTE and within the CTSOs.
- **Local Workforce Innovation Boards** – Meetings were held with individual local workforce boards and their members as well as the Illinois Workforce Partnership, a leadership collaborative of local workforce board staff.
- **Interagency Work Groups** – Individuals such as those who comprise the team responsible for drafting the WIOA Unified State Plan, were engaged through individual meetings to discuss alignment of goals, programs, and services.

8. *Public Webinars and Virtual Feedback Loops*

ISBE and ICCB offered a variety of public webinars and disseminated information virtually through listservs and websites to expand access to more stakeholders so they could learn about the plan and provide feedback. Both agencies developed websites dedicated to Perkins V to support stakeholder engagement via electronic means and promote Illinois’ development of the State Plan. The website addresses are:

- ISBE Perkins V Website - www.isbe.net/perkins
- ICCB Perkins V Website - www.iccb.org/cte/

Table 5 provides an overview of public webinars held during the State Plan development process.

Date	Title	Attendance
September 27, 2018	Perkins Reauthorization Overview	79
December 18, 2018	Inform Five-Year Plan on Career-Connected Learning	200
March 12, 2019	Perkins V & Special Populations – What is on the Horizon?	52
March 27, 2019	Perkins V Deep Dive	105
April 12, 2019	What is a Program of Study?	41
April 18, 2019	Nontraditional Occupations – What is New for Perkins V?	37
October 29, 2019	Perkins Listening Tour	45
February 3, 2020	Perkins V Draft 2 Overview	40

Summary of Engagement with Required Stakeholders

ISBE and ICCB worked to provide the opportunity for all required stakeholders to be involved throughout the development of the Perkins V State Plan. Required stakeholders as described in Section 122(c)(1) of the Perkins Act are listed in Table 6, including how each stakeholder group was engaged. Required stakeholders will continue to be consulted regularly during the implementation of the State Plan (SFY 2021-24).

Required Stakeholders	Stakeholder Engagement Activities			
	<i>Regional Road Shows</i>	<i>State Plan Work Group</i>	<i>Individual Meetings</i>	<i>Focus Groups</i>
Secondary CTE Leaders, Administrators and Teachers	X	X	X	
Postsecondary CTE Leaders, Administrators, and Faculty	X	X	X	
2-Year Minority Serving Institutions	X	X	X	
Adult Education Providers	X	X	X	
Charter Schools	X	X	X	
Specialized Instructional Support Personnel	X	X	X	
Career and Academic Guidance Counselors	X	X	X	
Paraprofessionals	Invite & NR*	Invite & NR*	X	
Parents	X	X	X	
Students	X		X	X
Community Organizations	X	X	X	
State and Local Workforce Development Boards	X	X	X	X
Members and Representatives of Special Populations	X	X	X	Undisclosed

Business and Industry, including Small Businesses	X	X	X	X
Labor Organizations	X	X	X	
Agencies Representing Out-of-School Youth	X	X	X	
Agencies Representing Homeless Children and Youth	X	X		
State Coordinator for Education of Homeless Children and Youths designated under McKinney-Vento Homeless Assistance Act	Invite & NR*	X	X	
Individuals with Disabilities	Undisclosed	X	Undisclosed	Undisclosed

*“Invite & NR” indicates that an invitation was sent; however, no representative was present.

b. Opportunities for Public Comment

Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)(State Plan Guide II.A.3.)

First Draft of the State Plan

ISBE and ICCB provided both in-person and virtual opportunities for public comment on the first draft of the State Plan. The first round of public comment occurred between October 7-November 7, 2019. ISBE and ICCB convened a second series of Regional Road Shows in fall 2019 to invite in-person feedback on the first draft of the State Plan. The Regional Road Shows held during the first public comment period are detailed in Table 3 on page 13.

ISBE and ICCB posted a draft version of the State Plan on their respective Perkins websites on October 7, 2019. Also included on each site was a link to the plan feedback survey. Invitations to provide public comment were disseminated through various listservs. The State Plan was also translated and available in the top five non-English languages spoken in Illinois.⁷ ISBE and ICCB received feedback from 131 participants via email and 56 participants via survey. The survey included multiple choice options and open-ended responses. Emails, survey responses, and formal feedback from the P-20 Council and Governor’s Office on the first draft of the State Plan are provided in Appendix J.

Second Draft of the State Plan

Opportunities to provide public comment on the second draft of the State Plan were provided from January 24 through February 14, 2020, following presentations and discussions at both ISBE and ICCB January Board meetings. The State Plan draft was posted on ISBE and ICCB’s websites with a second feedback survey. ISBE and ICCB held a third series of Regional Road Shows in January 2020 to invite in-person feedback on the second draft of the State Plan are detailed in Table 8. A public webinar was held on February 3, 2020. Emails, survey responses, and formal feedback from the P-20 Council on the second draft of the State Plan are also provided in Appendix J.

⁷ As of December 2019, the top five non-English languages spoken in Illinois were Arabic, Polish, Spanish, Tagalog, and Urdu.

Table 8: Regional Road Shows for Draft #2		
Date	Location	Participants
January 28, 2020	Champaign, IL	11
January 29, 2020	East St. Louis, IL	36 (including 32 students)
January 29, 2020	Mt. Vernon, IL	10
January 30, 2020	Midlothian, IL	18
February 3, 2020	Webinar	40

c. Notice of Objections

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the U.S. Secretary of Education. (State Plan Guide II.A.2.)

ISBE, the eligible agency representing secondary education, and ICCB, the eligible agency representing the community college system and adult education, co-led the efforts to develop and coordinate Illinois’ Perkins State Plan to meet the state’s education and workforce needs.

Any objections and corresponding responses will be included in Appendix K and will be filed with the final State Plan submitted to the U. S. Secretary of Education.

III. State's Vision and Goals for Education and Workforce Development

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V) (State Plan Guide II.B.1.b)

The vision, mission, and set of goals detailed in this section will guide ISBE and ICCB in the administration of the State Plan. The vision, mission, and goals were developed as a part of the comprehensive stakeholder engagement and are aligned or are coordinated with other statewide goals and priorities.

Vision

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission

Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted supports to students of a broad range of backgrounds and skills; and,
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois' Perkins State Plan Goals for SFY 2020-24

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

- Illinois will place equity at the forefront of decisions made regarding CTE programming, acknowledging that an opportunity gap exists for members of special populations. Findings from equity-guided, continuous quality improvement processes and evaluations, such as Pathway to Results⁸, will drive fiscal and programmatic decision-making.
- To level the playing field for all students, an increased focus on meeting the needs for members of special populations through educator professional learning is critical.

⁸ For more information about Pathways to Results see: <https://occr1.illinois.edu/ptr>

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

- Illinois seeks to increase the integration of strategic and high-value credentials for high-wage⁹, high-skill, and in-demand¹⁰ occupations throughout our secondary and postsecondary CTE pathways. This will help advance equitable postsecondary attainment and work to meet the needs of employers by narrowing the skills gap.
- This goal aligns with the statewide objective for 60 percent of adults obtaining a postsecondary certificate, degree, or industry-recognized credential by 2025 set by the P-20 Council.¹¹

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

- In alignment with ICCB goals, ISBE and ICCB aim to increase alignment and smooth transitions between secondary and postsecondary systems.
- Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated progression and seamless transitions to and through programming. This will include alignment to policy frameworks, such as College and Career Pathway Endorsements, and the expansion of innovative strategies, such as competency-based education.
- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.

Goal 3: Increase participation in CTE dual credit coursework.

- Illinois will expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- ISBE and ICCB are jointly committed to expanding participation in quality dual credit coursework to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations (students of color, students from low-income families, and

⁹ The occupation is high skill, meaning that it requires skill attainment beyond high school, that meets one of the following criteria :a) a postsecondary degree; or b) some college, no degree or a higher level of educational attainment; or c) occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.

2.The occupation is high wage, meaning that it meets at least one of the following wage criteria:

a) when at least half of the wage measures are at or above the regional average for all occupations using the MIT Living Wage Calculator, both for entry-level employment and over the course of a career; or b) while the occupation does not pay a family-supporting wage, it is a springboard occupation, meaning that it is a prerequisite position for advancing to an occupation with more responsibility that pays a family-sustaining wage.

¹⁰ The occupation is in-demand, meaning that it meets at least one of the following demand criteria: a) an industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate (including through jobs that lead to economic self-sufficiency and opportunities for advancement), and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or b)an occupation that currently has or is projected to have a number of positions in an industry sector (including positions that lead to economic self-sufficiency and opportunities for advancement) so as to have a significant impact on the State, regional, or local economy, as appropriate. c) DETERMINATION.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State workforce board or local workforce board, as appropriate, using State and regional business and labor market projections, including the use of labor market information. (As defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).)

¹¹ Currently, 51.2% of Illinois adults hold a postsecondary degree or credential, and attainment rates are lower across several special populations, as defined by Perkins V.

students with disabilities).

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

- ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and high-skill.
- Embedded within the college and career pathways system will be comprehensive college and career advising and a full continuum of work-based learning to empower students with labor market information and skill development to inform education and career decisions.

Goal 5: Recruit and retain a sustainable pipeline of CTE educators.

- Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway by coordinating recruitment activities and providing evidence-based professional learning opportunities for faculty and staff of CTE programs.
- Essential to this goal is increased coordination among and between state agencies and stakeholders, such as ISBE, ICCB, IBHE, teacher preparation programs, CTE teachers' associations, and IWIB.
- ISBE and ICCB will support strategies to recruit and retain educators who are underrepresented among CTE educators.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching in order to support our students who are culturally diverse.

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

- Recipients will integrate work-based learning opportunities into programs of study to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.
- ISBE will support EFEs and local districts to increased work-based learning access through reduction of barriers related to teacher credentialing previously required to offer work-based learning at the secondary level.
- ISBE has added CTE course offerings to its course catalogue that focus on work-based learning for all state-approved pathways have been expanded for offering during SFY 2021.
- ISBE will support local districts in implementation of work-based learning by providing curriculum resources for CTE teachers and supporting strategies for employer engagement with CTE programs.
- ICCB will support community colleges in expanding paid work-based learning opportunities for students, including pre- and registered apprenticeships.

IV. Program Administration and Implementation of CTE Programs

This section describes the administration of funding, program of study implementation, secondary and postsecondary program approval processes, and leadership funding.

a. Program Administration

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace. (State Plan Guide II.C.2.a.)

Illinois will allocate funds for career and technical education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent (\$32,313,273), less any funds reserved up to 15 percent (\$5,702,342), will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula;
- Not more than 10 percent (\$4,472,425) to be used for state leadership activities, including 2 percent (894,485) to serve students in state institutions;
- Not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment, and
- A total of \$50,000 to recruit students in special populations.
- Not more than 5 percent of the funds will be used for state administration of the plan. These state administrative funds will provide leadership activities and support for secondary and postsecondary education.

The distribution will be split in SFY 2021 between secondary and postsecondary institutions, with 60 percent being allocated to ISBE for distribution and 40 percent to ICCB for distribution. Historically, the distribution between secondary and postsecondary institutions has been maintained at a 60/40 split. During SFY 2020, ISBE and ICCB leadership explored the adequacy of this distribution in meeting the needs of secondary and postsecondary education while also considering state priorities. ISBE and ICCB will have the opportunity to revisit the allocation of Perkins resources each year of the State Plan, as necessary. Stakeholders were engaged in this process and asked to provide feedback on the split, with most responses supporting maintenance of the 60/40 split. There is an increasing number of requests from secondary and postsecondary recipients alike for more funding.

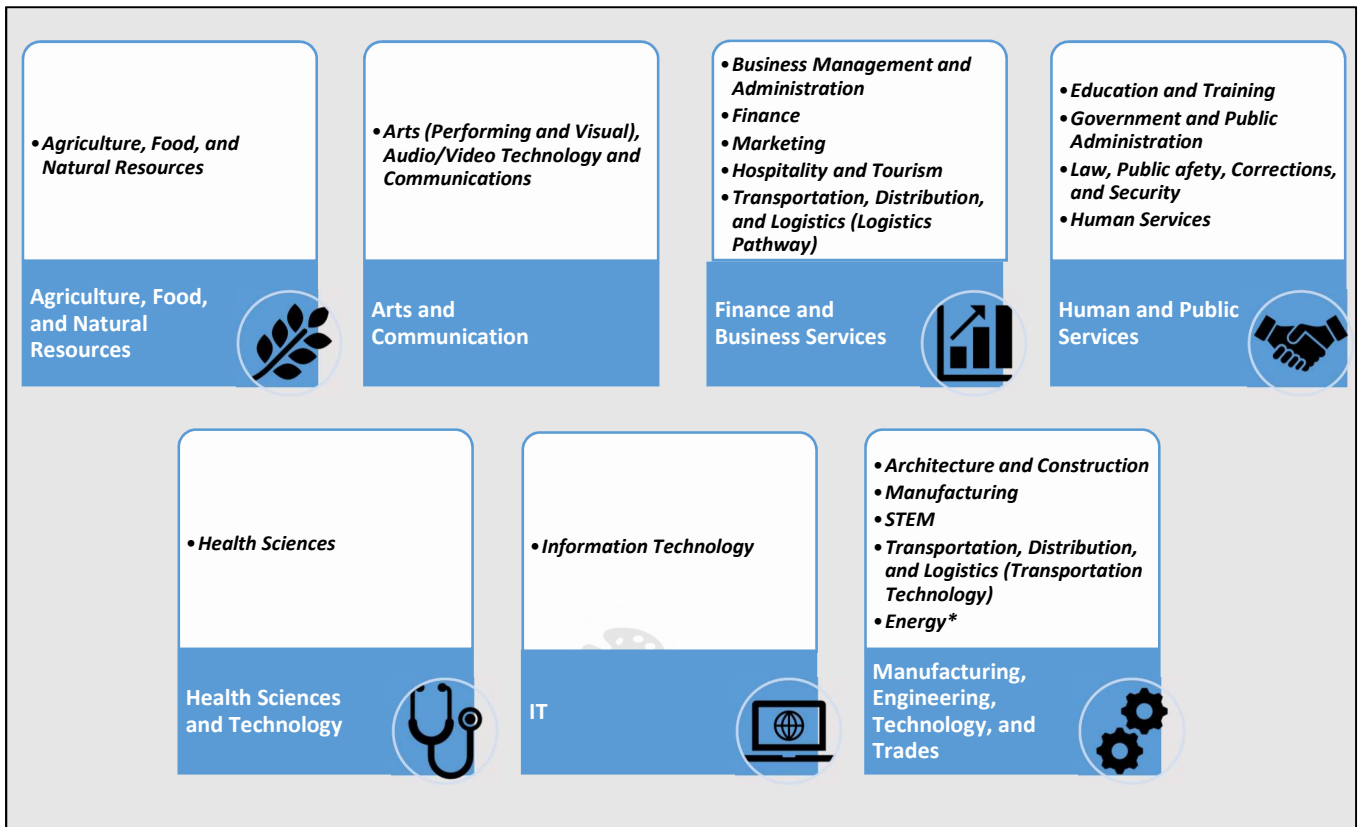
b. CTE Program Implementation

What career and technical education programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients? (Section 122(d)(4)(A) of Perkins V) (State Plan Guide II.B.2.a.)

Career Clusters and Career Pathway Endorsements Supported in Illinois

Illinois secondary and postsecondary education will continue to organize and support programs of study that are developed from the 16 career clusters as outlined by Advance CTE and from the seven College and Career Pathway Endorsement areas under the Postsecondary and Workforce Readiness (PWR) Act. Labor market information for Illinois supports the need for programs across all 16 career clusters. In addition to these 16 career clusters, Illinois has included energy as a state-specific sector. The Figure 3 below outlines the intersection between the clusters and the endorsement areas in white and blue, respectively. Illinois is a large state with many diverse economic interests that vary by region and locale. This diversity means local entities require the ability to customize programs of study to meet their unique education and employment needs. ISBE and ICCB support these efforts as described below.

Figure 3. Illinois Career Cluster and Career Pathway Endorsement Pathway Intersection



Secondary CTE Programs

ISBE supported 81 unique instructional programs offered during SFY 2019 by 773 of the 823 Illinois public high schools and 24 Area Career Centers, which each serve multiple local districts. ISBE is evaluating all currently approved programs of study during SFY 2020 to ensure their continued relevance and alignment with state and local workforce needs. Programs of study may be retired or added in response to the analysis of local workforce needs occurring during the Comprehensive Needs Assessment process described below. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix L. Additionally, ISBE is working to support innovation in CTE through the development of model programs of study that are cross-cluster. An example of a cross-cluster program of study planned for development at the secondary level is Veterinary Technician Assistant. This model program of study will include coursework from both Health Sciences and Technology and Agriculture, Food, and Natural Resources.

Postsecondary CTE Programs

Collectively, the Illinois Community College System has more than 4,265 active, approved CTE programs spanning across all career clusters. These programs are approved by ICCB. Each community college is required to publish all program offerings on an annual basis. Community colleges will work with secondary partners and other stakeholders beginning in SFY 2020 to further develop programs of study that meet the requirements of Perkins V and Illinois' definition of size, scope, and quality.

Program of Study Models Development

ISBE and ICCB will partner to support approved programs of study and work to improve them in accordance with the goals and priorities of this plan. Additionally, the state will develop four program of study models during SFY 2020 in the following career clusters: Health Sciences, Information Technology, Manufacturing, and Education. These models will serve as examples for local programs to adopt or customize as they develop their own programs of study for approval in SFY 2021.

The specific program of study models within the career clusters listed above was determined and developed during SFY 2020 through the following process:

1. Use the WIOA Unified State Plan and other available labor market information to identify Leading and Emerging Sectors and occupations that are high-skill, high-wage, and in-demand.
2. Identify “promising” credentials at both the community college and four-year level that lead to occupations that are high-skill, high-wage, and in-demand.
3. Map the stackable credentials that progress to the promising credentials, identifying a stackable credential that can be attained in high school where possible.
4. Identify the “strategic” community college courses that are foundational across the maximum number of stackable/promising credentials, using dual credit, dual enrollment,

or Advanced Placement equivalence to support high school student access to credit for these courses.

5. Map a curricular sequence that incorporates strategic credit transfer opportunities (e.g., dual credit, early college credit).
 - a. At the K-12 level is a six-year plan to include a four-year high school sequence aligned to a College and Career Pathway Endorsement and courses or career exploration activities in the middle grades; or
 - b. At the postsecondary level, leads to multiple promising credentials.
6. Define technical competencies within strategic courses that supplement and align to the Technical Competencies for College and Career Pathway Endorsements developed under the Postsecondary and Workforce Readiness Act.

Thirteen additional model programs of study will be developed (one within each career cluster) using this same process and made available during the implementation of the State Plan from SFY 2021-24. Additional program of study models may be developed, as necessary.

ISBE, ICCB, and industry partners will work together to align and strengthen programs of study to ensure program offerings include industry-recognized credentials and entry and exit points. In SFY 2021, ISBE and ICCB will provide written and active guidance for local recipients on strategies to engage all required partners and stakeholders and to foster a collaborative approach to the development and implementation of programs of study. This collaborative approach will include and emphasize aligned academic and CTE courses, alignment to the local labor market, and a focus on transitions from secondary to postsecondary education.

c. CTE Program Approval

This section details Illinois' definitions for size, scope, and quality, and outlines ISBE and ICCB's CTE program of study approval processes.

i. Size, Scope, and Quality

Describe the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V. (State Plan Guide II.B.2.h).

ISBE and ICCB jointly defined size, scope, and quality. The definition for size, scope, and quality and its elements will apply to all eligible recipients -- secondary and postsecondary -- unless specifically noted. These definitions are incorporated into both ISBE and ICCB CTE program of study approval processes, which are detailed in this section. *These definitions are in draft form until public comment has concluded and the State Plan has been approved by the U.S. Department of Education.*

Size

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment (CLNA)¹². Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in the table below. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and a component of the continuous improvement plan for the LEA.

Table 7: Size of Secondary Program Recommendations

Size of LEA District (No. of students)	Recommended Minimum Number of CTE Programs of Study
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Scope

As defined in Perkins V, a program of study is a “coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging state academic standards;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- d. Progresses in specificity;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.”

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

Quality

¹² For more information about the CLNA process, see page 32 of this plan.

Programs of study must meet the multiple quality criteria. Most criteria should be met at the time of initial application; all criteria must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts.

- 1. Development and Engagement:**¹³ All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process¹⁴.
- 3. Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB administrative rules.
- 4. Recruitment and Access:** Districts and colleges must develop a student recruitment and retention plan through the CLNA beginning in SFY 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
- 5. Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

¹³ Currently, all postsecondary programs of study are required to have an advisory committee that meets, at minimum, annually. ICCB continues to stress collaboration with secondary partners for these advisory committees.

¹⁴ The Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements can be used as a reference for identifying employer-informed technical and essential employability competencies.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum.

Postsecondary. The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and maximize opportunities for dual credit or articulated credit in applicable academic and technical areas;
- Include stackable credentials;
- Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
- Describe how work-based learning is incorporated into the curricula;
- Describe how employability skills are incorporated into the content of the program; and
- Ensure access and smooth transitions through programming for all students.

6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or CTSOs; and
 - One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience ¹⁵.
7. **Instructors:** Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.
8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

¹⁵For additional information on the Career Pathways Dictionary, please access <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

ii. Program of Study Approval Processes

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

- *promote continuous improvement in academic achievement and technical skill attainment; and*
- *expand access to career and technical education for special populations. (State Plan Guide II.B.2.b.i. and ii.)*

Secondary Program of Study Approval Process

The process for development of local programs of study at the secondary level will be initiated by the appropriate CTE advisory committee. These committees can be organized on the local level or at a regional level with multiple LEAs collaborating to bring together a group to advise specific programs of study or career pathways. Representatives on the advisory committees should include, at a minimum, employers, industry labor unions, postsecondary institutions, members of special populations, parents, educators, school administrators, and students. The CTE advisory committees (local or regional) will promote and support program of study development and implementation. Collaboration among secondary education, postsecondary institutions, and industry representatives in the development of programs of study will be required.

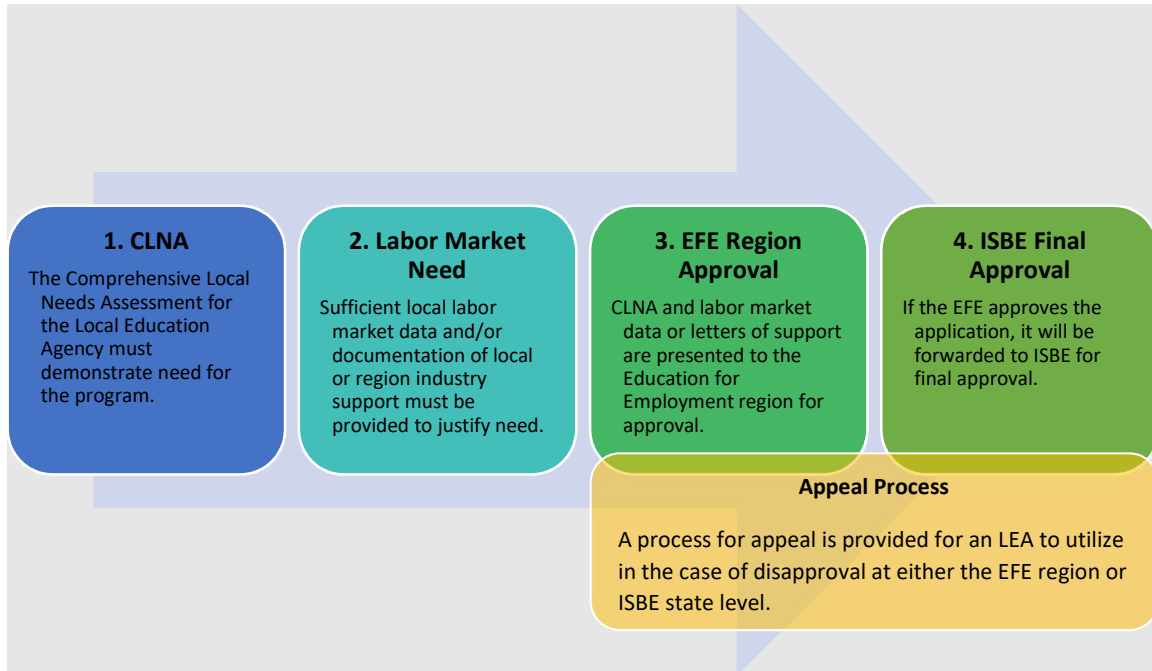
All ISBE-approved programs of study, new and existing, will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois must meet the [quality criteria](#) in this Plan and the following additional ISBE agency-specific criterion that will be evaluated at the time of completion of the program of study approval process:

- 1. Labor Market Need:** A CTE program must be responsive to community employment needs that are informed by labor market information and are designed to meet current, intermediate, or long-term labor market projections. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic sources. A grantee must conduct a review of the local labor market as part of completing the CLNA, and that must be considered when determining what programs are to be offered.
- 2. Cost-Effectiveness:** The grantee must possess the fiscal resources to support the CTE program of study in a cost-effective manner. Additionally, grantees must document the financial feasibility of the proposed program of study.
- 3. Equitable Access:** CTE programs of study must include specific plans for expanding equal access and equitable program outcomes across demographic subgroups and

special populations. This includes, but is not limited to, comprehensive support services to assist students in overcoming barriers to participating or remaining in CTE programs.

See ISBE’s Program Approval Process in Appendix N and ICCB’s Program Approval Process in Appendix O for full program approval policies and processes for additional detail. The approval process and provision for appeals for locally developed programs of study or career pathways at the secondary level is summarized in Figure 4:

Figure 4: ISBE Approval Process for Locally Developed Programs of Study



ISBE recognizes that local programs of study are at various stages of implementation, and that schools require differentiation to progress on the continuum of high-quality CTE programing. To continuously review and strengthen programs, all ISBE-approved programs of study, new and existing, will complete the Program Quality Review (PQR) process aligned to the size, scope and quality standards, within two years of receiving Perkins funding, then every four years after initial approval.

A draft PQR rubric¹⁶ has been developed to guide LEAs through a series of performance descriptors, allowing the local schools to indicate where they fall on the performance level continuum. The PQR rubric and process will serve as a tool for reflection at the local level and as a data collection point for ISBE. The PQR rubric is currently under review to ensure complete alignment with our size, scope, and quality standards. The full draft rubric can be found in Appendix M.

¹⁶ The PQR rubric was adapted from the research-based Association for Career and Technical Education Quality CTE Program of Study Framework and aligns, where appropriate, with ICCB’s program review requirements.

The Access and Equity component of the draft PQR Rubric includes discrete items that explicitly speak to expanding access for special populations students. Grantees must evaluate programming in the following ways:

- Curriculum, instruction, materials, assessments, and career guidance are inclusive, non-discriminatory, and free from bias, and offered in a way that ensures all students are able to access the opportunity and achieve success in the program of study, including necessary accommodations per Individualized Education Program (IEP) or Section 504 plan (references Section 504 of the Rehabilitation Act of 1972), as appropriate.
- The program of study is promoted to all potential participants and their parents/guardians (as appropriate) in a manner that is inclusive, non-discriminatory, and free from bias.
- Facilities, equipment, technology, and materials in the delivery of the program are provided in a way that ensures all students can achieve success in the program of study, including by meeting Title IX of the Civil Rights Act of 1964 and Title II of the Americans with Disabilities Act of 2010.
- Appropriate actions are taken to eliminate barriers to extended learning opportunities for all students, including special populations.

ISBE has designed this more rigorous approval and maintenance process for programs of study and will begin implementation during SFY 2021. Previously, once an initially approved program hired a teacher and offered at least two courses within a pathway, it was considered valid. The PQR process will help to ensure CTE programs being offered at the secondary level continues to meet minimum standards of size, scope, and quality following initial approval.

Postsecondary Program of Study Approval Process

All programs of study requested for ICCB approval must meet all six¹⁷ required Perkins V components of a program of study, as well as the additional criteria need, capacity, cost effectiveness, and quality. The postsecondary Program of Study Approval form and the Programs of Study Expectations Tool was revised in SFY 2020 to align with the elements of a high-quality CTE program outlined in Advance CTE's Policy Benchmarking Tool. Additionally, it includes the size, scope, and quality definitions noted in this plan. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act by completing the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college and meet the following criteria:
 - Labor Market Need -- Verify that the program is feasible from a labor market

¹⁷A.) Incorporates challenging state academic standards, B.) addresses both academic and technical knowledge and skills including employability skills, C.) aligned with the needs of industry, D.) progresses in specificity, E.) has multiple entry and exit points that incorporate credentialing, and F.) culminates in the attainment of a recognized postsecondary credential.

- standpoint and demonstrate convincing evidence of labor market need.
- Quality Curriculum - All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state, and local requirements; is responsive to local workforce needs; and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.
- Cost-effective -- Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.
- Other criteria as documented in the program approval process.
- The program must meet or be working toward fulfilling the federal and state requirements of a program of study to be supported, in whole or part, by federal Perkins funding.

Community colleges may submit programs of study for approval with their local application or throughout the grant cycle; however, colleges will be required to identify a program of study that will be developed, evaluated, or improved each fiscal year.

d. Local Administration and Planning Requirements

This section describes the process and requirements for the Comprehensive Local Needs Assessment and the Local Application.

i. Comprehensive Local Needs Assessment

- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act including how each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V). (State Plan Guide II.C.1.c)*
- *Provide a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. (State Plan Guide II.B.2.g)*

Comprehensive Local Needs Assessment Process

The EFE regions work with local school districts at the secondary level to conduct the CLNA. CLNAs are conducted by community colleges at the postsecondary level.

The EFE regions and community colleges are equal partners regarding completion of the CLNA for their region or local area. Each recipient in a consortium model must complete a CLNA and a local application. Secondary and postsecondary recipients will be required to complete the CLNA process every two years after the local application has been revised as necessary and submitted.

The EFE System Director and Postsecondary Perkins Administrator are responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application.

Secondary Local Needs Assessment Template - Appendix P

Secondary Comprehensive Needs Assessment Template and Guidelines - Appendix P

Postsecondary Comprehensive Needs Assessment Template and Guidelines - Appendix Q

Meeting Local Education and Economic Needs as Determined by the CLNA

The Comprehensive Local Needs Assessment requires eligible recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors and occupations, in addition to other criteria as described in Section 134 of Perkins V. This analysis informs program offerings to be supported by Perkins funding. Secondary and postsecondary grantees will complete their CLNAs by spring 2020 to inform their local applications covering SFY 2021-24 and to ensure programming meets (or is working toward) the defined criteria for size, scope and quality.

Providing Technical Assistance to Eligible Recipients throughout the CLNA Development and Implementation

ISBE and ICCB collaborated to create guidance for local recipients as they complete their CLNA. The CLNA Guidance Document provides eligible recipients with information about the importance of the CLNA and local collaboration; a step-by-step process for planning and preparing the CLNA; and a side-by-side comparison of the secondary and postsecondary CLNA templates and how each aligns with the federal requirements. This guidance document provides eligible recipients with a strong foundation for collaboration and implementation efforts. The CLNA Guidance document is included in Appendix R.

ISBE provided EFE directors with in-person technical assistance related to the CLNA in 2019. ISBE consultants have continued to provide support both in the field and virtually for issues and questions brought forth as they begin engaging in the process of completing the CLNA and facilitating the completion of the Secondary LNA completion by the districts. ISBE consultants offered five in-person support sessions in late 2019 and one online webinar that was recorded and posted to ISBE's website to help local CTE administrators and EFE directors complete the Secondary LNA.

ICCB provided community colleges with targeted technical assistance, specifically focusing on the following objectives: understanding and analyzing disaggregated data and labor market information; conducting an equity gap analysis; and developing and implementing strategies to address those disparities in performance. Under the direction of ICCB, the Office for Community College Research and Leadership (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. ICCB will conduct an official evaluation of the CLNA process prior to recipients revisiting it in two years.

ii. Local Application

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act – including how:

- *each eligible recipient will promote academic achievement;*
- *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; (State Plan Guide II.C.1.a &b.)*

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V) (State Plan Guide II.B.2.b.iii.)

Provide a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(h) of Perkins V. (State Plan Guide

Local Application Requirements

ISBE oversees the administration of the local secondary funds and developed a local application and process for the secondary regional consortium. ICCB oversees the administration of the local postsecondary funds and has developed a local application and process for the community colleges. ISBE and ICCB require that local applications are informed by the CLNA, which will be completed in advance of the local applications.

The local application will be submitted in spring of 2020, and revisions may be submitted annually after the first program year. Revisions may be submitted after the CLNA conducted in SFY 2020 is analyzed or other continuous quality improvement processes undertaken in other years. If local allocations significantly change from year to year, rationale for changes to programs and activities -- supported by data -- must be provided.

Secondary Local Application- Appendix S
Postsecondary Local Application- Appendix T

The local application must include the following:

1. Comprehensive Local Needs Assessment: A fully completed CLNA found in Appendix P), including assurances that all required partners were appropriately engaged, will be submitted

every two years prior to submitting a local application for SFY 2021 and SFY 2023.

2. **Program Plan:** The narrative or work plan should include a description of the activities and programs provided by the eligible recipient and should meet the requirements under Section 134 of the Perkins Act. The program plan must be informed by the results of the CLNA and must meet the size, scope, and quality requirements in this Plan.
3. **Annual Budget:** Grantees will submit a budget on an annual basis identifying each fiscal year's proposed expenditures and rationale for expenditures. Allocations for secondary and postsecondary recipients are determined through a formula.
4. **State-Determined Levels of Performance:** Eligible recipients not meeting the state-determined levels of performance in any of SFY 2022, 2023, and 2024 will complete and submit a Performance Improvement Plan. Budget allocations should adequately support performance improvement activities.

Promoting Academic Achievement through the Local Application

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a local application requiring the eligible recipient to demonstrate how it will promote academic achievement. Local recipients will be required to review and report program-level data, including disaggregated data, on an annual basis to appropriately analyze these data. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance does not meet the state-adjusted performance targets, in addition to their local application for SFY 2021-24 and the CLNA completed prior to SFY 2021 and SFY 2023. The local application will require recipients to demonstrate and provide evidence of how approved programs of study and career pathways will expand access for special populations specifically in the following areas:

- Accessibility to programs, services, and activities;
- Preparation for employment;
- Training and assistance in overcoming barriers that may limit opportunities for success; and
- Anti-discrimination efforts.

ISBE will require information regarding integration of core academic standards and skills in programs of study and professional learning opportunities for CTE teachers related to individualized instructional approaches. In addition, should a student group not meet identified performance targets, recipients will submit a Performance Improvement Plan on their strategies for addressing any deficient performance measures.

Specifically, ICCB will require community colleges to describe their efforts regarding academic and support services, advisement, student retention, and persistence, among other activities that promote academic achievement. ICCB will continue to assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including,

but not limited to, grant monitoring and technical assistance procedures. Program Review Manual are found in Appendix U; ICCB's Statewide Program Review Process; and other continuous improvement processes, such as Pathways to Results. Grant monitoring procedures are grant-specific and are not utilized to review CTE programs holistically. Conversely, the Statewide Program Review Process is institution-wide and requires community colleges to cyclically review each community college program, including CTE programs, in several different areas. Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to the U.S. Department of Education, as well as be available for public viewing.

Promoting Skill Attainment through the Local Application

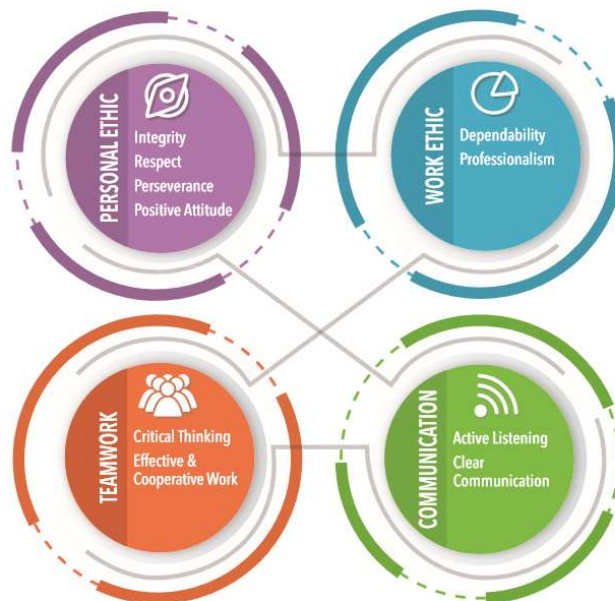
The CLNA and the local application require the eligible recipient to use data to describe how they will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential. ISBE requires applicants in secondary programs to describe how they will provide students with opportunities that lead to a recognized postsecondary credential, including work-based learning, dual credit, and integration of industry-recognized credentials. ICCB will require community colleges to describe their efforts regarding work-based learning, curriculum, contextualization, student retention, and persistence, among other activities that promote skill attainment leading to a recognized postsecondary credential. Attainment of recognized postsecondary credential is measured through IP1, which is the postsecondary state-determined level of performance.

Integration of Employability Skills

Recipients will be required to describe within their local application how they plan to integrate employability skills into the core coursework of each CTE program of study. The process for ensuring the inclusion of employability skills leverages *The Illinois Essential Employability Skills Framework and Self-Assessment* (Appendix V) that was developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, and workforce representatives. It was informed by the Office of Career, Technical, and Adult Education's Employability Framework. This framework, bolstered by self-assessment tools and accompanying professional learning, supports local CTE programs as they design and integrate employability skills into curriculum and activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate more intentional integration that will lead to increased retention. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure that

employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework¹⁸ are detailed within figure 5 below.

Figure 5: Employability Framework



This graphic illustrates the interconnected nature of employability skills by providing an overview of the elements of the Essential Employability Skills Framework and actions or behaviors that demonstrate competency in those elements.

Additionally, the Top 10 Cross-Sector Essential Employability Competencies¹⁹ were created by the P-20 Council through a process involving extensive employer and educator input and integrated within the College and Career Pathway Endorsement (CCPE) under the PWR Act. The CCPE was developed in July 2018. The Recommended Technical and Essential Skill Competencies For College and Career Pathway Endorsements can be found in Appendix W. A crosswalk of the two frameworks for employability skills offered in Illinois is provided in figure 6.

Figure 6: Employability Skills Framework and PWR Employability Competencies Crosswalk

¹⁸ For additional information on Illinois Essential Employability Skills Framework and Self-Assessment, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf>.

¹⁹ For additional information on Recommended Technical and Essential Employability Competencies, please access <http://pwract.org/wp-content/uploads/2019/07/Recommended-Technical-and-Essential-Employability-Competencies.-April-2019.pdf>.

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
Personal Ethic: Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
Work Ethic: Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
Teamwork: Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
Communication: Active Listening, Clear Communication	Communication: Written, Verbal, and Digital

ISBE and ICCB are exploring ways to use both the Illinois Essential Employability Skills Framework and the PWR Act CCPE Essential Employability Competencies to ensure programs of study are responsive to the industry-identified employability skills needed by completers of CTE programs for implementation in SFY 2021. Integration of these frameworks will give CTE program administrators implementation and assessment resources in addition to guidelines for a self-assessment process to promote continuous program improvement in implementation of employability skills.

iii. Dual Credit Enhancement

Describe how the eligible agency will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V) (State Plan Guide II.B.2.d)

ISBE and ICCB are placing significant focus on increasing meaningful and intentional CTE dual credit opportunities. ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee at the secondary level review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2020. ICCB will use state leadership funds in SFY 2021-24 to issue competitive and/or need-based formula grants that support the growth and alignment of dual credit opportunities that address inequities in access to such critical programming.

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. There is a growing emphasis among policymakers regarding the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education. The Dual Credit Quality Act legislates dual credit in Illinois. The amended Dual Credit Quality Act, which went into effect January 1,

2019, provides for the creation of formal partnership agreements between public secondary schools and community colleges. Partnership agreements outline the specific details of dual credit course delivery between systems, including responsibilities of the high school and community college, required faculty qualifications, instructional standards, and costs.

The community college system is the largest dual credit provider in Illinois. There were more than 117,000 secondary students enrolled in community college dual credit across all 48 community colleges during academic year 2017-18. Specifically, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE courses were welding, certified nursing assistant, and construction trades.

ICCB and ISBE plan to provide additional support and expand dual credit utilizing the following strategies to build upon the system's success:

- ***Enhance High-Quality Credentialing Opportunities:*** The continued expansion of stackable credentials²⁰ and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to high-skill, high-wage, in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.
- ***Improve Access to Higher Education through Dual Credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation.²¹ Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income. ISBE and ICCB will utilize disaggregated data beginning in SFY 2020 to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. The goal is to increase awareness, access, and participation in dual credit opportunities, specifically for students underrepresented in dual credit and higher education programming.
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Equity is a foundational tenet of Perkins, so considering dual credit through the lens of equity is essential. It is paramount to understand the factors that contribute to access to and student success in dual credit courses. Focusing on both access and student success through a

²⁰ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

²¹ See Illinois Community College System Dual Credit Report FY 2018 https://www.iccb.org/iccb/wp-content/pdfs/reports/2018_Dual_Credit_Report.pdf and Illinois School Report Card www.illinoisreportcard.com.

disaggregated lens in in-demand career fields allows for curricular adjustments, student supports, and overall programmatic enhancements to be implemented. ISBE and ICCB connect de-identified dual credit student data via Illinois Longitudinal Data System²² efforts. They will continue to expand this effort to measure the impact of dual credit via student success outcomes, such as persistence, retention, and graduation rates.

- **Implementation of the State’s Model Partnership Agreement:** Both ISBE and ICCB will provide technical assistance and support for implementation of the state’s Model Partnership Agreement for dual credit, which prioritizes career-focused courses included within a College and Career Pathway Endorsement instructional sequence.

ICCB will provide competitive grant opportunities during the implementation of the State Plan through Perkins Leadership funding to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards. To align with the state’s Model Partnership Agreement, these grants will tie to the implementation of a career-focused instructional sequence within a College and Career Pathway Endorsement system.

iv. Work-based Learning

This section describes how ISBE and ICCB will support quality work-based learning opportunities throughout the CTE system.

Describe the eligible agencies’ program strategies for special populations, including a description of how students who are members of special populations will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (State Plan Guide II.3.A.v.)

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, including, but not be limited to, internships, career related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships (i.e., youth, registered, non-registered, pre-, research). ISBE and ICCB will support local recipients through competitive grant opportunities in expanding work-based learning opportunities across the continuum that are aligned to local implementation of Postsecondary and Career Expectation frameworks and College and Career Pathway Endorsement systems under the Postsecondary and Workforce Readiness Act. Figure 7 illustrates a work-based learning continuum. Definitions for each type of work-based learning activities are described in the Career Pathways Dictionary²³.

²² For additional information on Illinois workNet, please access <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

²³ For additional information on the Career Pathways Dictionary, please access https://www.iccb.org/cte/wp-content/docs/CP_Dictionary_111318_FINAL.pdf.

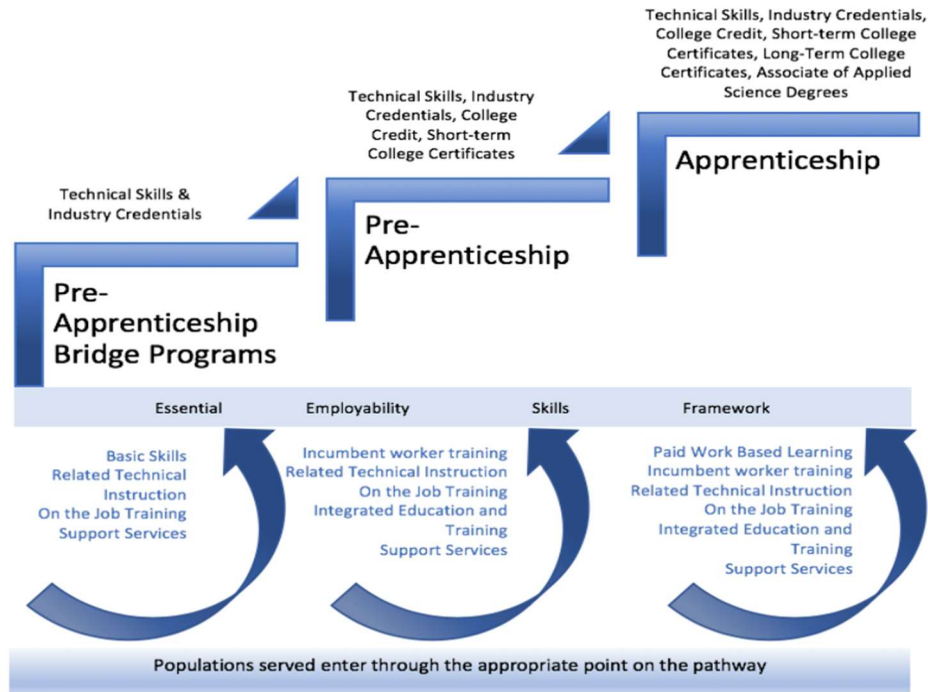
Figure 7: Work-based Learning Continuum



Secondary Efforts: ISBE will be working with partners to develop curricular resources for grades 7-12 that address the work-based learning continuum from career awareness to career development experiences. These resources will be made available for all CTE educators on ISBE’s website for CTE and Innovation.

Postsecondary Efforts: Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents. ICCB will continue to support efforts for paid work-based learning, such as pre-apprenticeships and registered apprenticeships, during the implementation of the State Plan to increase equity in work-based learning opportunities. Additionally, ICCB will utilize Perkins Leadership funds to supplement activities within Illinois’ Customized Apprenticeship Programming in Information Technology grant whereas the following populations are being targeted for participation and support: low-skilled adults, veterans, and individuals with disabilities. These groups are underrepresented in apprenticeship programming. The following model, where integrated education and training and apprenticeship programming are becoming integrated, will be scaled across the system.

Figure 8: Customized Apprenticeship Programming Model for Adults



V. Preparing Teachers and Faculty

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V) (State Plan Guide II.B.4.a.)

Recruitment and Preparation

Recruiting, retaining, and supporting strong educators and faculty is critical to the success of high-quality CTE programs. Illinois developed specific strategies to address teacher recruitment and preparation as required in Perkins V.

- Secondary CTE Educator Data System:** ISBE identified the necessity of developing a process for using data to define CTE educator pipeline issues and project future need for recruitment and retention efforts based upon inconsistencies among existing data systems. Partnerships with other ISBE departments that work with data and teacher licensure will be utilized during SFY 2020 to develop a process for annually compiling data on teachers holding CTE teacher licensure. Additionally, teacher preparation programs will provide data related to preservice teachers. EFE system directors will collect data related to program closures or programs not currently being offered due to an inability to find a qualified teacher.

ISBE is additionally exploring ways to identify CTE teachers who are within five years of retirement as an additional datapoint for having a robust picture of the CTE teacher pipeline.

- **Educator Preparation Pathways in High Schools:** CTE in Illinois plays a critical role in addressing the statewide teacher shortage through the recruitment and early preparation of high school students for careers in education. The CTE Education Career Pathway State Grant, a competitive grant that will be released in spring 2020, will provide funding to support planning and implementation of a CTE Education Career Pathway directly connecting students to teacher preparation programs in any content areas delivered through institutions of higher education in Illinois. Funded programs will provide students opportunities to earn dual credit, the State Seal of Biliteracy, (as appropriate); participate in work-based learning opportunities and internships; experience coursework along a program of study continuum leading to matriculation into a higher education teacher preparation program; or receive an industry certification, such as paraprofessional license; an Education College and Career Pathway Endorsement; or micro-credential. Districts may apply for a regional collaboration with a consortium of districts and universities and/or community colleges to strengthen opportunities. The expansion of the educator preparation pathway programs will enable the recruitment and preparation of more educators for a variety of positions in education, including teaching CTE courses, in the long term.
- **Licensure Rule Revisions:** Illinois is enacting recommendations from *Teach Illinois*²⁴, to address a teacher shortage in the short term. The *Teach Illinois* project reported on the contributing issues and sustainable solutions to the educator shortage. The Teach Illinois collaboration of key participants resulted in seven recommendations²⁵ that have implications for teacher preparation, collaboration, future initiatives, and teacher leader development. The second recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE is responding to this recommendation by convening a group of stakeholders in early 2020 to review and update current CTE licensure rules to reduce barriers to entry for qualified teacher candidates as well as consider avenues for short-term approvals in career and technical education to allow districts facing shortages greater flexibility in utilizing qualified teachers.
- **Bridge Program:** One innovative approach Illinois is considering is the development of a bridge program to increase the number of licensed CTE teachers by recruiting and preparing educators holding a teaching license in another content area to teach CTE. Current program options being considered include two summer externships in industry and co-teaching and mentoring opportunities with an experienced, licensed CTE teacher. Feasibility will be evaluated during SFY 2020.
- **Collaboration with Partners:** Additional recruitment and retention efforts focus specifically on teachers of color. Illinois was invited to participate in the Diverse and Learner Ready

²⁴ For additional information on the *Teach Illinois* report, please access <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

²⁵For additional information on *Teach Illinois* recommendations, please access <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>

Teacher initiative, spearheaded by the Council of Chief State School Officers. It commenced in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Illinois is in the process of finalizing the development of culturally responsive teaching standards to inform the development of culturally responsive competencies for pre-service and in-service educators. The standards/competencies will be incorporated beginning in 2020 into professional learning for in-service educators and into preparation programs for aspiring teachers, as well as used to drive the creation of recruitment and retention plans for teacher candidates within institutions of higher education and for teachers within Illinois public schools. CTE teachers will be included in this work.

Ongoing Support and Professional Learning for CTE Educators

Perkins V implementation in Illinois will emphasize professional learning as a crucial element to program quality and specific supports for students exiting the private sector and entering teaching. Examples of the professional learning available to CTE teachers are outlined below.

- **Induction Programming for K-12 Teachers:** ISBE is partnering with state CTE teachers' professional organizations to streamline and integrate CTE teacher induction programming statewide. One of the primary goals of this process is to differentiate sessions for novice educators who are entering with a traditional teacher preparation background and for those who are alternatively licensed, transitioning from careers in industry. This induction program, typically held early September, includes a kickoff event with professional learning carousels and trainings based on needs identified by new teachers and the teacher preparation institutions. An in-field mentoring program is being developed for pilot in early spring of 2020, with plans for coordination through the regional and state CTE consortiums. A pre-conference session offering additional induction programming is planned for the Career Connections Conference in spring of 2020 that will be hosted in three locations throughout the state.
- **Induction Programming for Postsecondary Educators:** ICCB responded to the need for professional learning for novice educators and requests from community colleges by contracting with Illinois State University to develop curriculum and professional learning modules designed for business and industry representatives entering teaching, specifically CTE faculty. These modules will not be required but will supplement any on-campus training and professional learning. Modules will be created and piloted in SFY 2020 and released online in SFY 2021.
- **Postsecondary CTE Administrator Learning Communities:** The Perkins Administrator Cohort is composed of postsecondary CTE subrecipients of the Perkins grant. It is designed to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional learning. ICCB facilitates monthly learning community virtual meetings to provide a platform where Perkins administrators can share

effective practices within their institutions and programs and troubleshoot concerns/issues in relation to local Perkins grant implementation and CTE programs.

- **Learning Opportunities for All CTE Educators:** ISBE and ICCB will continue to collaborate to provide meaningful and relevant professional learning for all CTE educators statewide. These opportunities will be delivered at statewide conferences, such as the Career Connections Conference (held in multiple locations each spring) and the Forum for Excellence (annually held in the fall), while others will be ongoing opportunities presented by ISBE and ICCB. Sessions related to the topics listed below are already in progress.
 - Facilitation of effective work-based learning
 - Supporting postsecondary planning
 - Integration of core academic and CTE standards
 - Teacher leadership in CTE
 - Differentiated instruction in the CTE classroom
 - Trainings for administrators who work with CTE to further develop data collection and analytical skills
 - CTE Counseling Academy to support statewide implementation of best practices in career counseling and advising

It is a priority of ISBE and ICCB to support programs in serving every student. Therefore, professional learning for all educators, local CTE directors, EFE system directors, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will be developed and delivered beginning in SFY 2020. ISBE and ICCB will also embed its focus on meeting the needs of special population into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning during SFY 2020 and beyond for EFE system directors and CTE faculty and staff focused on strategies for improving instruction for students who are members of special populations. Strategies include, but are not limited to, Universal Design for Learning (UDL), differentiated instruction, and culturally responsive teaching.
- ISBE staff will continue efforts begun in SFY 2020 to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Eligible applicants will be required beginning in SFY 2021 to submit plans for educator development to improve instruction to meet the needs of special populations as part of the local application. The plans must include indicators for how recipients provide access to professional learning on special populations, report on barriers to CTE implementation, as well as show how teachers will learn and practice research-based strategies to meet the diverse needs of members of special populations. ISBE staff who review CTE funding applications will also receive training to ensure that proposals are evaluated correctly with regard to data collection,

interpretation, and application, in particular the inclusion of professional learning to help teachers meet the needs of special populations.

- ICCB requires colleges to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. ICCB also requires colleges to conduct activities that will provide professional learning opportunities to faculty, counselors, and administrators on the following topic areas: utilizing the UDL framework, integrating academics and CTE, providing the appropriate accommodations for special populations students, and teaching skills that include promising practices to close gaps in student participation and performance.

ISBE and ICCB will continue to emphasize the priority to meet the needs of members of special populations in all existing professional learning opportunities, such as the CTE Counseling Academy, Administrator Academies²⁶, and Career Connections Conference. Every professional learning opportunity offered to CTE educators will include explicit strategies for supporting and expanding opportunities and improving instruction for students who are members of special populations.

²⁶ The Administrators' Academy is a program in which local school district administrators participate to meet legislated requirements for continuous professional development <https://www.isbe.net/Pages/Administrator-Academies.aspx> .

VI. Meeting the Needs of Special Populations

Describe the eligible agencies' program strategies for special populations, including a description of how students who are members of special populations—

- *will be provided with equal access to activities assisted under this Act;*
- *will not be discriminated against on the basis of status as a member of a special population;*
- *will be provided with programs designed to enable students who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
- *will be provided with appropriate accommodations. (State Plan Guide II.B.3.a.i-iv.)*

Illinois recognizes the importance of equity, diversity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations²⁷ as defined in Perkins V, as well as students of color and students identifying as LGBTQ. (For the list and definitions of the special populations see Appendix X.), have not had equitable access to, or participation in, educational programming, including CTE. For the list and definitions of the special populations see Appendix X. CTE courses and programs shall be offered equitably, with an absence of discrimination, to ensure access with appropriate accommodations for students through collaborative efforts and supports. The following guiding principles, developed by the Equity and Access Committee of the Perkins V Stakeholder Work Group, serve as the foundation for reducing inequities in CTE:

1. Illinois CTE will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
2. Illinois CTE will provide targeted support services, informed by evidenced-based practice, for special populations in collaboration with secondary and postsecondary districts and community-based organizations.
3. Illinois CTE will provide evidenced-based professional learning and resources to support programs in collecting and using data to critique and improve activities and services for those who are members of special populations, which will benefit all students.
4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create

²⁷ Special Populations include students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

programs that ensure equitable access and supports, create opportunities for work-based learning, and ensure access to high quality programming.

ISBE and ICCB will employ a variety of strategies to promote access and success for special populations students. There are many overarching strategies, such as professional learning and continuous improvement processes, that inform program strategies that may positively affect all members of special populations. These are detailed below.

a. Overarching Strategies to Meet the Needs of Special Populations Students

This section details the overarching strategies, which include local funding opportunities, professional learning, and continuous quality improvement, that will be utilized by ISBE and ICCB to meet the needs of special populations students.

Utilizing State Leadership Funds to Support Special Populations

Both ISBE and ICCB are required to utilize state leadership funds to provide preparation for nontraditional fields and expose members of special populations to high-skill, high-wage, and in-demand occupations.

Local Funding Opportunities

1. ISBE and ICCB are committed to educational equity and will take advantage of the flexibility afforded to states to utilize State Leadership and Reserve funds to support special populations in districts where disaggregated data does not reflect improved outcomes for students in special populations. Funding opportunities may be formula-driven or competitive-based to support local recipients in carrying out evidenced-based strategies to address inequities in CTE programs and activities. Funding may support effective teachers, faculty (including school counselors and transition coordinators), specialized instructional support personnel, and paraprofessionals through personalized professional learning communities, micro-credentials, cohorts, and virtual learning opportunities directly related to special populations.
2. Special Population Leadership Academies for EFE directors, district and building-level administrators, and community college administrators so they can learn to drive change at the local level through the development of an equity action plan. Funding will be provided to research and enact evidenced-based strategies to address performance gaps, with a follow-up workshop wherein participants will share innovative practices and results.
3. Support for programs and activities, including facilities and equipment that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, particularly for students who are members of groups underrepresented in such subject fields and members of special populations.

4. The expansion of competency-based educational opportunities to meet the needs of members of special populations.
5. Opportunities for students to access and participate in Career and Technical Student Organizations.
6. Expansion of open educational resources, particularly those that are culturally responsive to the students being served.
7. Equity-driven, continuous quality improvement processes to evaluate programs, services, and activities to identify disparity gaps and inform actionable change.

Professional Learning to Support Special Populations Students and Other Marginalized Student Groups

ISBE and ICCB will support the development of professional learning opportunities for both secondary and postsecondary education systems during SFY 2020-24. Professional learning will be targeted to administrators, instructors, paraprofessionals, academic and career advisors and counselors, and student leadership groups. Professional learning will be offered through conferences, in-person workshops, webinars, and virtual meetings. Additionally, resources that are created to support professional learning will be widely distributed via the implementation of the State Plan. Specific professional learning will be offered on:

- a. Legislative changes related to special populations;
- b. Data analysis, data literacy, disaggregation, and action planning;
- c. Equity-driven change through continuous improvement processes, such as the CLNA and ICCB and ISBE program reviews;
- d. Universal Design for Learning, as well as differentiated instruction;
- e. Multi-tiered systems of support, including response to intervention and Positive Behavioral Interventions and Support (secondary only);²⁸
- f. Evidenced-based strategies to support special population students, including highlighting local effective practices;
- g. The recruitment and retention of instructors who are underrepresented in the teaching profession;
- h. Gender equity, micro aggressions,²⁹ and stereotype threat;³⁰ and

²⁸ For additional information on PBIS, please access www.pbis.org .

²⁹ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

³⁰ Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing

- i. Culturally responsive pedagogy and practices³¹.

Accountability

Continuous Quality Improvement

ISBE and ICCB are committed to the use of a data-driven approach to create programs of support for students. Perkins V requires states, school districts, and community colleges to continually progress toward improving access and performance for all CTE students, including racial and ethnic subgroups, as well as special populations. Ensuring equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the CLNA prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions, postsecondary institutions, and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs. Other equity-driven processes include program review processes required by ISBE and ICCB as well as the latter's Pathways to Results process. Particularly, these continuous quality improvement processes identify disparities between special populations³² and in the areas of enrollment, persistence, performance, and success.

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds including IDEA must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act
- Adopt and publish grievance procedures, which are available to students, parents, employees, and the general public, to address complaints of discrimination and harassment. Such procedures must include a specified timeline for prompt attention and resolution.
- Provide an annual notice of nondiscrimination and a continuous notice of nondiscrimination, including information for filing complaints, for its CTE programs.

The *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines)* require that

something for which a negative stereotype about one's group applies." (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

³¹ For additional information on Framework for Culturally Responsive Teaching, please access

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>.

³² Disaggregated by race, gender, students who are economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English Learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

institutions receiving federal funds must provide programs of study and related activities without discrimination on the basis of race, color, national origin, sex, age, or disability. ISBE and ICCB contribute to this effort by conducting civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the U.S. Department of Education Office of Civil Rights. The purpose of the on-site review is to determine the entity’s compliance with the *Guidelines* and applicable federal laws and regulations related to Title VI, Title IX, Section 504, and Title II. These visits result in recipients being issued a letter of findings; they are required to address/correct findings through a plan of correction.

ISBE will provide increased technical assistance and training to LEAs related to the *Guidelines*, including the annual notice of nondiscrimination, the continuous notice of nondiscrimination, and grievance procedures, starting in SFY 2021. ISBE will increase technical assistance and training related to the civil rights review process, and all LEAs are asked to complete a civil rights self-assessment³³. Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices. Robust technical assistance on the *Guidelines* and the Office of Civil Rights process will continue for community colleges as this is longstanding practice of ICCB.

b. Specific Program Strategies to Support the Needs of Students from Special Populations

This section details the specific strategies that will be supported by ISBE and ICCB to assist secondary schools and community colleges in providing equitable access and participation for each identified special population. ISBE and ICCB acknowledge that students face varying and often multiple barriers to participation in CTE programming. Thus, these evidence-based strategies are unique to each special population group. ISBE and ICCB requires recipients of Perkins funds to provide information within their local applications regarding activities that support students from special populations.

Students with Disabilities

1. *Providing appropriate accommodations*: ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional learning to local recipients on providing appropriate accommodations for students with disabilities, in accordance with IEPs and 504 plans, so they may equitably access and participate in CTE programming.
 - a. LEAs and community colleges may refer to “Supporting Students with Disabilities: Recruitment Super Strategies” for guidance and direction.³⁴ These documents will be updated by the start of SFY 2021 and include services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), assistive technology, self-determination, and instructional aids and

³³ For additional information on the Civil Rights self-assessment <https://ilequity.com/forms-resource>

³⁴ For additional information on Support Students with Disabilities Recruitment Super Strategies, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/Disabilities-recruit-and-retention-1.pdf>.

devices.

- b. ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit by the fall of 2021 that will provide creative strategies to meet the needs of diverse learners, including instructional best practice for technical skill attainment, academic integration, other differentiated instruction strategies with a focus on career skills, employability skills, and literacy.
 - c. Explore and expand professional learning opportunities related to best practices to close equity gaps, including the implementation of Universal Design for Learning, multi-tier systems of support, response to intervention; and differentiated instruction.
2. *Transition Planning: Facilitating transitions to and through postsecondary education and employment* – Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points are crucial to student success. ISBE and ICCB will coordinate with the Illinois Department of Human Services Division of Vocational Rehabilitation and DCEO to improve local connections between high schools, community colleges, and appropriate local providers that support students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB will provide support to local recipients to utilize effective strategies identified in the *U.S. Department of Education’s Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*³⁵, such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

Low-Income Youth and Adults

1. *Providing broader flexibility for local recipients to support low-income students in overcoming financial barriers:* ISBE allowed for more flexibility with state and federal funding starting in SFY 2020 to reduce barriers for special populations. This funding can be used to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs. ICCB has traditionally allowed flexibility in providing limited direct student support; however, previous U.S. Department of Education guidance had limited direct student support. This guidance has been suspended under Perkins V. Additional flexibility will be afforded to the colleges moving forward to assist low-income students in participating and persisting in their CTE program of study. Examples of what local funding can support include:
 - Textbook loan libraries,
 - Transportation,
 - Child care,

³⁵ For additional information on Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, please access <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>.

- Supplies (e.g., uniforms, required tools and supplies, etc.), and
- Accommodations.

2. *Expansion of paid work-based learning opportunities:* Work-based learning opportunities, such as internships, are meaningful learning experiences for students that create direct connections to potential careers. Unfortunately, many work-based learning opportunities are unpaid, creating additional barriers and disincentives for low-income students to participate. Participation in apprenticeships, which require a paid component and culminate in an employment opportunity, is increasing in Illinois. ISBE and ICCB will increase support for the development and growth of high-quality youth and registered apprenticeships³⁶ available to students in high school and college, particularly prioritizing support for low-income students or students who are traditionally underserved in these type of opportunities. This support is provided by ICCB through Perkins Leadership funding.

Students Preparing for Nontraditional Fields

Advancing gender equity: Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Retaining students in nontraditional fields is particularly important for advancing gender equity; gendered career selection has been proven to exacerbate the existing pay equity gap, particularly for women. Illinois will continue to seek advisement and consultation from the Gender Equity Advisory Committee to guide and support the work related to students pursuing nontraditional fields. LEAs and community colleges may refer to *Supporting Students in Nontraditional Careers: Recruitment Super Strategies*³⁷ and *Informing and Supporting Students Interested in Nontraditional Fields*³⁸ for guidance and direction. These documents will be updated by the start of SFY 2021. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions³⁹, stereotype threat⁴⁰, and effective practices for recruiting and retaining students preparing for nontraditional careers.

³⁶ An apprenticeship registered with the U.S. Department of Labor (DOL) meeting the standards defined by DOL, which includes the five required components: 1) Business Involvement, 2) Structured On-the-Job Training, 3) Related Instruction, 4) Rewards for Skill Gains, and 5) Industry Credentials. For additional information on work-based learning definition, please access <https://www.isbe.net/Documents/IL-Career-PathwaysDictionary.PDF>.

³⁷ For additional information on Supporting Students in Nontraditional Careers: Recruitment Super Strategies, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/NON-TRAD-Recruitment-and-Retention-1.pdf>.

³⁸ For additional information on Informing and Supporting Students Interested in Nontraditional Fields, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2018/11/NTO-Super-Strategies-ISBE.pdf>.

³⁹ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

⁴⁰ Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies.” (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. For additional information on stereotype, please access <https://diversity.nih.gov/sociocultural-factors/stereotype-threat>.

Single Parents, Including Pregnant Women and Parenting Teens

Access to affordable and flexible supports, including child care: Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming. ISBE and ICCB will continue throughout the implementation of the State Plan to support professional learning to local recipients on how to assist these students in overcoming barriers to participation. Specifically, ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs. Colleges should also connect with community networks to provide families with additional assistance. Single parents who also experience financial barriers can access supports noted above for low-income youth and adults. Flexible scheduling options are encouraged to better serve single parents who are balancing familial and other responsibilities.

Out-of-Workforce Individuals

1. *Career pathway opportunities:* ICCB will support the development of stackable credentials and short-term certificates throughout the implementation of the State Plan to accelerate the education and training necessary to gain meaningful employment. Specifically, ICCB will support the development of seamless transitions and articulation between non-credit and credit CTE programs. Additionally, ICCB will support funding opportunities that promote competency-based education and prior learning assessments that accelerate progression through career pathways.
2. *Integrated education and training:* Out-of-workforce individuals without a high school diploma or its equivalency work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model that is supplemented by support courses (supplemental instruction) and comprehensive student supportive services and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs. ICCB will support the development, implementation, and evaluation of integrated education and training programs throughout the implementation of the State Plan.

English Learners

1. *Appropriate accommodations:* English Learners must be provided appropriate accommodations and not be barred access or participation in CTE programming or activities due to the lack of development of their English language skills. Guidance and technical assistance are provided in the current *Supporting Students with Limited English Proficiency: Recruitment Super Strategies*.⁴¹ These documents will be updated by the start of SFY 2021.

⁴¹ For additional information on Supporting Students with Limited English Proficiency, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/LEP-Recruit-and-retention-1.pdf>.

ISBE will explore partnerships between now and April of 2022 to increase career and technical education opportunities within the Illinois Migrant Education Program (MEP). The goal of MEP is to reduce the impact of educational disruptions and other challenges faced by migratory children and youth by providing supplemental educational and supportive services to migratory children.

2. *Innovative program models that accelerate learning*: ICCB supports innovative programming to address the needs of English Learners. Some colleges deliver curriculum in the students' native language, as well as bilingual curriculum, to accelerate the time it takes for English Learners to complete English as a Second Language (ESL) and CTE coursework.

Students Experiencing Homelessness

1. *McKinney-Vento*: In accordance with the McKinney-Vento Act, ISBE identified procedures to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth, including opportunities to participate fully in CTE programming.⁴²
 - a. Barriers (e.g., lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and homeless children and youth must be immediately enrolled in a public school. LEAs may refer to the *Education for Homeless Children and Youths Program Non-Regulatory Guidance*⁴³ for further information
 - b. ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act⁴⁴.
 - c. LEAs are allowed increased flexibility in budgeting to meet the needs of homeless children and youth. For example, funds can now be used for fees associated with CTE coursework and items such as class materials, uniform fees, lab fees, transportation, and mandated charges for entry into programs (e.g., background checks, physicals, etc.).
 - d. LEAs shall provide assistance to unaccompanied homeless youth and teens interested in postsecondary opportunities so they can complete the Free Application for Federal Student Aid.
 - e. School districts should work closely with their designated homeless education liaison or contact ISBE's Wellness Department or CTE and Innovation for technical assistance and guidance, as needed.

⁴² For additional information on the McKinney-Vento Homeless Act, please access <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>.

⁴³ For additional information on McKinney-Vento Homeless Non-Regulatory Guidance, please access <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>.

⁴⁴ For additional information on the homeless, please access <https://www.isbe.net/pages/homeless.aspx>.

2. *Addressing food and home insecurity among community college students*: ICCB will utilize evidence-based research to provide technical assistance to community colleges regarding students who experience homelessness. Specifically, ICCB will assist community colleges in collaborating with local resources, such as the Supplemental Nutrition Assistance Program (SNAP) Employment and Training Program through the Department of Human Services⁴⁵, to expand access of federal food assistance benefits to college students participating in CTE programs.

Youth Who Are In or Have Aged Out of the Foster Care System

Youth who are in or have aged out of the foster care system are a new subpopulation to the special populations identified by Perkins V. Illinois has the third-highest rate of foster youth aging out of the system.⁴⁶ Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. Eighty-six percent of foster youth indicate that they want to attend college, but only 3 percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated.

1. ISBE and ICCB will employ strategies through this State Plan to increase career pathway opportunities for youth in care or those who are transitioning out of care. ISBE and ICCB will align with services provided under Perkins V by May 2021 to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance. Specifically, ICCB contracted with the Office of Community College Research and Leadership in SFY 2019 to conduct an environmental scan to understand the extent to which foster youth and (former foster youth) participate in postsecondary education, including CTE programming in Illinois. OCCRL will reference the environmental scan to conduct an exploratory study in SFY 2021 on support services and student experiences of former foster youth in community college programs of study. These data will inform statewide planning efforts, strategies, and resource investment and will be shared with the postsecondary CTE community in SFY 2022.
2. ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures by May 2021 to recognize at-risk youth; targeted interventions; schoolwide interventions; and other career-related services to supports, including professional learning opportunities related to trauma-informed care.
3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB are allowing increased flexibility with funding to meet the needs of members of special populations.

Youth with a Parent Who is a Member of the Armed Forces and is on Active Duty

⁴⁵ Government Accountability Office. (2018). Food insecurity: Better information could help eligible college students access federal food assistance benefits. For additional information on SNAP please access <http://www.dhs.state.il.us/page.aspx?item=92909>

⁴⁶ For additional data and information on Foster Progress (n.d.), please access <http://www.foster-progress.org/>.

1. This is a new special population, and ISBE will collaborate with related partners during SFY 2021 to determine the resources and possible wraparound supports for youth with a parent who is a member of the armed forces and is on active duty.
 - a. Considerations for resource development shall be related to academic, social, emotional, and behavior supports to meet the needs of students participating career and technical education.
 - b. Provide guidance to LEAs and EFEs on supports for these students as they move from school to school.

c. Ensuring Equal Access

How will the eligible agency ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations? (State Plan Guide II.B.2.c. iv.)

Local recipients will be required in the local application and the program of study approval process to address how equal access for special populations students will be ensured in their CTE programs of study and activities that will be assisted under Perkins V. The activities described in their local application will be driven by the results of the CLNA and the use of disaggregated data to determine disparities and gaps in performance and to make concrete plans for addressing those gaps. It is critical that recipients utilize the data gleaned from the CLNA to determine where, if any, gaps exist in providing academic and support services. Utilizing the program review process and targeted programmatic monitoring practices will allow ISBE and ICCB to ensure that eligible recipients are doing their due diligence in providing equal and equitable access to all students, specifically students who are members of special populations.

Secondary

LEAs will be required to utilize data disaggregated by special population subgroups to complete a CLNA and local application. Local grantees will provide a plan for addressing all achievement and opportunity gaps. These strategic plans will then guide the appropriate uses of federal and state CTE funds for the LEAs. Information gathered through this process will allow state and federal CTE funds to be used to directly support local efforts that address achievement gaps. Additionally, ISBE maintains a website⁴⁷ that provides tools and resources for school districts to assist in complying with the federal civil rights laws, promoting equitable learning environments, and understanding accessibility. In addition, ISBE presents this information at relevant conferences and meetings to ensure compliance with civil rights laws is understood as an opportunity to articulate our commitment to ensuring access and opportunity for all.

Postsecondary

⁴⁷ For additional information on ISBE Civil Rights website, please access www.ilequity.com.

Community colleges in Illinois are open access institutions, meaning that all students are eligible to receive academic and support services. In tandem to submitting a local application for SFY 2021-24 and completing the CLNA prior to SFY 2021 and SFY 2023, local recipients will also be required to submit a Performance Improvement Plan (PIP) for all fiscal years in which their performance does not meet the state-adjusted performance targets. PIPs must identify disparities based on disaggregated data and utilize that data to develop and implement specific, evidence-based strategies or activities to address the identified disparities. Failure to create meaningful, targeted activities may result in disapproval of the recipients' local application or related programmatic monitoring compliance findings. Programmatic grant monitoring is grant-specific, not institution-wide. Community college grant activities and outcomes are monitored on a consistent basis. If an activity is found to have been incomplete or unallowable, the community college would receive a compliance finding for that specific item. ICCB maintains a website⁴⁸ as an online tool designed to provide information, direct links to legislation, and helpful resources related to civil rights. In addition, ICCB provides statewide professional learning and technical assistance to the colleges on the importance and relevance of civil rights laws and anti-discrimination efforts. These opportunities present in several ways, including stand-alone workshops wherein colleges receive a simulated on-site civil rights review and as breakout sessions at larger conferences like the Forum for Excellence.

Supporting Equal Access

Opportunities for professional learning will be identified and provided to the local recipients based on a statewide analysis of performance of special populations conducted by ISBE and ICCB as informed by the gaps and common trends identified in the Comprehensive Local Needs Assessments. This will reduce barriers and expand access for special populations.

Guidance documents will be developed to provide professional learning and technical assistance so local programs can respond to these gaps. An example of this type of resource is the Special Population Recruitment and Support Strategies Briefs⁴⁹ which will be updated during SFY 2020 with current research and new special populations as defined by Perkins V.

ICCB will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

⁴⁸ For additional information on ICCB Civil Rights website, please access www.ilcivilrightsreview.com.

⁴⁹ For additional information on Special Population Recruitment and Support Strategies Briefs, please access <https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/>.

VII. Alignment with the Workforce System

a. Summary of State-Supported Workforce Development Activities

Summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State as identified by the State workforce development board. (Section 122(d)(1) of Perkins V) (State Plan Guide II.B.1.a.)

Illinois supports a variety of workforce development activities, including education and training. The degree to which the state's career and technical education programs and programs of study are aligned with and address the education and skill needs of employers are explicitly identified within each set of activities.

Activities under the Workforce Innovation and Opportunity (WIOA) Act

The vision for implementation of workforce development activities under WIOA is to promote business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, students, and communities the opportunity to prosper and contribute to growing the state's economy. WIOA is administered by four agencies: the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College Board, the Illinois Department of Employment Security, and the Illinois Department of Human Services Division of Vocational Rehabilitation Services. Each administers a Title of WIOA. These activities, under the direction of the Governor and IWIB, are coordinated through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and the spirit of collaboration. Postsecondary Perkins was included in the 2014 passage of WIOA as one of the required partners and is represented in all One-Stop Centers⁵⁰ across the state.

- 1. WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity:** The Illinois Department of Commerce and Economic Opportunity is the state agency that leads economic and workforce development efforts for Illinois. DCEO works with businesses, local governments, and community organizations to advance economic development and improve the state's competitiveness in the global economy. Supporting innovative workforce programs that connect employers and a highly skilled workforce is central to Illinois' commitment to ensure that businesses thrive in Illinois. In this role, DCEO acts as the administrative agency for the workforce development services that include statewide activities, rapid response services, and the training component of the Trade Adjustment Assistance Act Program⁵¹. The reauthorization of Perkins presents an opportunity to more fully integrate CTE services within the workforce system. The opportunity to leverage WIOA statewide activity funds and Title 1 Part B becomes more likely as education and workforce partnership increase. Leveraging funds will create opportunities to coordinate career pathways that include

⁵⁰ For additional information on One Stop Centers, please access

<https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx>.

⁵¹ For additional information on Trade Adjustment Assistance Act Program, please access <https://www.doleta.gov/tradeact/>.

work-based learning and apprenticeship programs. Approaches that connect secondary and postsecondary CTE with students receiving workforce services ensure learners can access the programs and support they need to more fully prepare for their careers. Moving forward, other points of coordination can occur through the Youth Career Pathways Program⁵² or projects that place a priority on serving special populations/students with barriers to employment. These strategies can embed CTE in projects that address state priorities that combine workforce, education, and economic development services to break down barriers to training and work. Successful projects will inform a framework for the development of sustainable career pathways throughout the state.

2. **WIOA Title II - Adult Education and Literacy, administered by the Illinois Community College Board:** Economic changes and demographic shifts toward a more diverse workforce are dramatically increasing the need for adult education, literacy, and ESL programs. The scope and variety of need for adult education and literacy skills ranges from English language learning to employability skills for both students and employers. This expanding need requires a strategy involving a variety of providers. Community colleges, public schools, community-based organizations, and others each are uniquely suited to provide the education and services needed by this diverse group of adult learners. This increased emphasis on adult education students transitioning into postsecondary education and gainful employment offers a unique opportunity for postsecondary CTE programming to meet those goals. Illinois is a leader in its implementation of Integrated Education and Training⁵³ through its Integrated Career and Academic Preparation System (ICAPS)⁵⁴. ICAPS aims to provide an integrated pathway in CTE for college credit and program certificate opportunities for adult education and literacy students who lack basic academic skills. ICAPS programs allow students to complete their high school equivalency and be concurrently in credit CTE courses or certificates through an integrated instructional model. This model is supplemented by comprehensive student supportive services, including academic support courses delivered through a team-teaching model that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate or degree programs.
3. **WIOA Title III - Wagner-Peyser Program, administered by the Illinois Department of Employment Security (IDES):** The intent of the Wagner-Peyser Program is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veterans coordinators and local IDES veterans

⁵² For additional information on the Youth Career Pathway Program, please access <https://www.illinoisworknet.com/youthcareerpathwaysnofo>.

⁵³ Integrated Education and Training is defined as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” (Final WIOA regulations at 34 CFR §463.35)

⁵⁴ For additional information on ICAPS, please access <https://www.icapsillinois.com/>.

employment specialists to connect veterans with education, training, and employment opportunities.

- 4. WIOA Title IV - Vocational Rehabilitation, administered by the Department of Human Services:** The main focus of the Illinois Department of Human Services Division of Rehabilitation Services is to assist students with significant disabilities in obtaining and retaining competitive employment. Vocational rehabilitation services are designed to prepare an individual for employment through an individualized planning process. ISBE and ICCB coordinates with the Department of Vocational Rehabilitation to support secondary and postsecondary collaboration with local providers that provide support for students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB utilize many strategies identified in the U.S. Department of Education’s Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities⁵⁵, which is focused on providing support to local recipients. This increases opportunities for students with disabilities to participate in career exploration, dual credit, and work-based learning opportunities.

Activities under the Workforce Education Strategic Plan (WESP)⁵⁶, directed by the Illinois Community College Board

WESP ensures education and economic competitiveness for the system at the local and state levels in meeting all other strategic directions of the plan, which center on public-private partnerships, alignment to the labor market, and addressing employability skills. With ICCB leading this effort, postsecondary CTE is essential in meeting all strategic directions of the plan. Secondary CTE is also an integral component in achieving the goals described in the WESP. Strategies identified in the WESP that align with priorities and strategies within this Perkins V State Plan include elementary-level CTE, which offers career exploration activities as early as fifth grade. These can help achieve the goals identified in the WESP’s *Strategic Direction 1: Increase Early Career-Related Education and Exposure*.

Activities under the Postsecondary and Workforce Readiness (PWR) Act

ISBE and ICCB will align Perkins V implementation with the PWR Act, as appropriate. The PWR Act takes a student-centered and competency-based approach to support four strategies to help high school students prepare for postsecondary and workforce opportunities:

- 1. Offering a Postsecondary and Career Expectations framework.** The Postsecondary and Career Expectations (PaCE) framework outlines what students should know and actions they should take from middle school through 12th grade to select the right postsecondary option, prepare for careers, and access financial aid opportunities. The framework is organized around three key areas: career exploration and development; postsecondary education exploration, preparation, and selection; and financial aid and literacy. The PaCE Framework can be found in Appendix Y.
- 2. Piloting competency-based high school graduation requirements.** Competency-based

⁵⁵ For additional information on the Transition Guide, please access [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#).

⁵⁶ For additional information on WESP, please access <https://www.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>.

programs assess and advance students based on their demonstrated mastery of skills and knowledge, removing the constraints of “seat time” and allowing for student-centered learning. This approach can make education more relevant both to students and employers by situating learning in the context of real work. Students can attain career-related competencies beyond those needed for high school graduation. ISBE currently has 47 school districts participating in a competency-based education pilot.

3. **Implementing and scaling transitional math and English instruction in the senior year to reduce remediation needs once in college.** Transitional math and English instruction provide high school students a means to address college readiness in mathematics and English before high school graduation. This instruction enables students to earn guaranteed placement into college-level math and English classes at all Illinois community colleges and accepting universities. Transitional math and English instruction also prepare students for entry into a career by strengthening core academic skills that employers say are necessary for new employees to have.
4. **College and Career Pathways Endorsements on high school diplomas.** The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements on diplomas of high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the pathway endorsement industry area. Endorsements incentivize career exploration and development; include technical and employability competencies; and are available in eight sector areas, including a multidisciplinary option⁵⁷.



Figure 9: PWR Strategies

⁵⁷For additional information on the PWR Act, please access <https://www.isbe.net/Documents/EDS-PWRAReport.pdf>

b. Coordination and Alignment with Workforce Development

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals (Section 122(d)(3) of Perkins V). (State Plan Guide II.B.1.c.)

ISBE and ICCB will continue to collaborate with WIOA partners (DCEO, IDES, and IDHS) and other education and workforce agencies during SFY 2021 to advance the statewide vision for Illinois CTE and progress toward achieving the goals outlined above for creating an educated and skilled workforce. The following strategies will be implemented through the administration of both state plans during SFY 2021 through 2024:

- 1. Adopting Common Definitions and Frameworks:** The adoption of common definitions and common language is critical to effectively communicate and provide sustainable support structures for career pathway systems. In the spirit of collaboration, the education and workforce agencies in Illinois approved career pathway-related definitions and guidance⁵⁸ to ensure common language is used with all programs and recipients. These common definitions, particularly for the work-based learning continuum, will be used to inform implementation and data collection activities outside of this plan. Most core partners and agencies adopted the Illinois Employability Skills Framework, but there still is an opportunity to increase the integration of the framework and other resources, such as the College and Career Pathway competencies (as defined under the PWR Act). The College and Career Pathway Endorsement framework under the PWR Act provides a research- and best practice-based framework for college and career pathway systems that will be integrated into local program of study design under the Perkins State Plan for Illinois.
- 2. Coordination of Key Stakeholder Groups to Accelerate and Expand Career Pathways:** Perkins V promotes the expansion of career pathways, formally adopting the definition as defined in WIOA. Beyond supporting the seamless transition between secondary and postsecondary through programs of study, ISBE and ICCB will support strategies to accelerate and expand career pathways. Programs will feature multiple entry and exit points to allow individuals to access and successfully transition out of a program.
 - a. Support the strengthening of integrated education and training programs that are collaborations among postsecondary CTE and adult education to allow adults who do not have a high school diploma or its equivalent to accelerate into and through

⁵⁸For additional information on Career Pathways Dictionary, please access Illinois Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

postsecondary education.

- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels⁵⁹. Stackable credentials are defined by the Department of Labor as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying job”⁶⁰.
- c. Other examples include programs leading to a baccalaureate degree and scaling of competency-based education and prior learning assessment for veterans returning to education.

3. Coordinated Professional Learning: Illinois utilizes several mechanisms to facilitate collaboration among education and workforce partners at the local level. Coordinated professional learning is utilized to share a common message, allow for cross-training, and provide networking opportunities. The following professional learning events are supported by collaborations between state agencies.

- a. Forum for Excellence is Illinois’ premier CTE and adult education professional learning event, which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion.
- b. WIOA Summit is an annual statewide event that is designed for leadership of the WIOA and other workforce partners with the intent of fostering collaboration and service integration.
- c. WIOA Regional Workshops and Webinars are held in coordination with the WIOA Summit to expand learning and continue fostering collaboration.
- d. Transitions Academy is an ongoing professional learning series designed to assist colleges and partnerships that are working to develop, implement, and evaluate bridge and integrated education and training programs.

4. Incentivizing Local Alignment: ISBE, ICCB, and WIOA core partners collaborated during SFY 2020 to provide resources and professional learning to foster collaboration in these local communities. This professional learning and technical assistance will continue throughout the administration of this State Plan. SFY 2021 marks a unique opportunity for collaborative planning in regions and local communities around the state. Secondary CTE, community colleges, and local workforce innovation areas will begin implementation of their four-year local plans under WIOA and Perkins V. The Comprehensive Local Needs Assessment serves as the lever to facilitate this collaboration. The CLNA will incorporate local, regional, and state labor market information and disaggregated program data to drive the development, implementation, and revision of program of study offerings. The CLNA process will also strengthen alignment and engagement between local education and workforce entities. This process will provide an opportunity to build stronger relationships with industry and business

⁵⁹ For additional information on stackable credentials, please access <https://cte.ed.gov/initiatives/community-college-stackable-credentials>.

⁶⁰ For additional information on Department of Labor Stackable Credentials, please access <https://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>.

partners; to further develop and expand career pathways; and to provide greater opportunities for all students, including special populations, through work-based learning and other employer informed program opportunities.

5. Coordinated Efforts to Address Inequities. Addressing inequities in our education and workforce systems is a top priority in Illinois, as demonstrated by Governor Pritzker’s [Executive Order 3](#)⁶¹. The P-20 Council is in the process of setting higher education equity goals, WIOA partners are considering workforce equity goals, and ISBE is crafting an equity statement as part of its strategic planning process scheduled to conclude in 2020. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be central to achieving equity goals and expanding access to and supporting persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will focus, particularly during the administration of the State Plan, on the recruitment and retention of special populations students, as well as students of color, by various means, including improved professional learning, career and academic advising, and other supports outlined in the [Preparing Teachers and Faculty](#) and [Meeting the Needs of Special Populations](#) sections of this plan.

c. Collaboration with the State Workforce Board

- *Describe how the eligible agency will--coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate. (State Plan Guide II.B.2.c.v.)*
- *Describe how the eligible agency will--use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate. (State Plan Guide II.B.2.c.iii.)*

Coordination with the State Workforce Board to Support Local Career Pathway Development

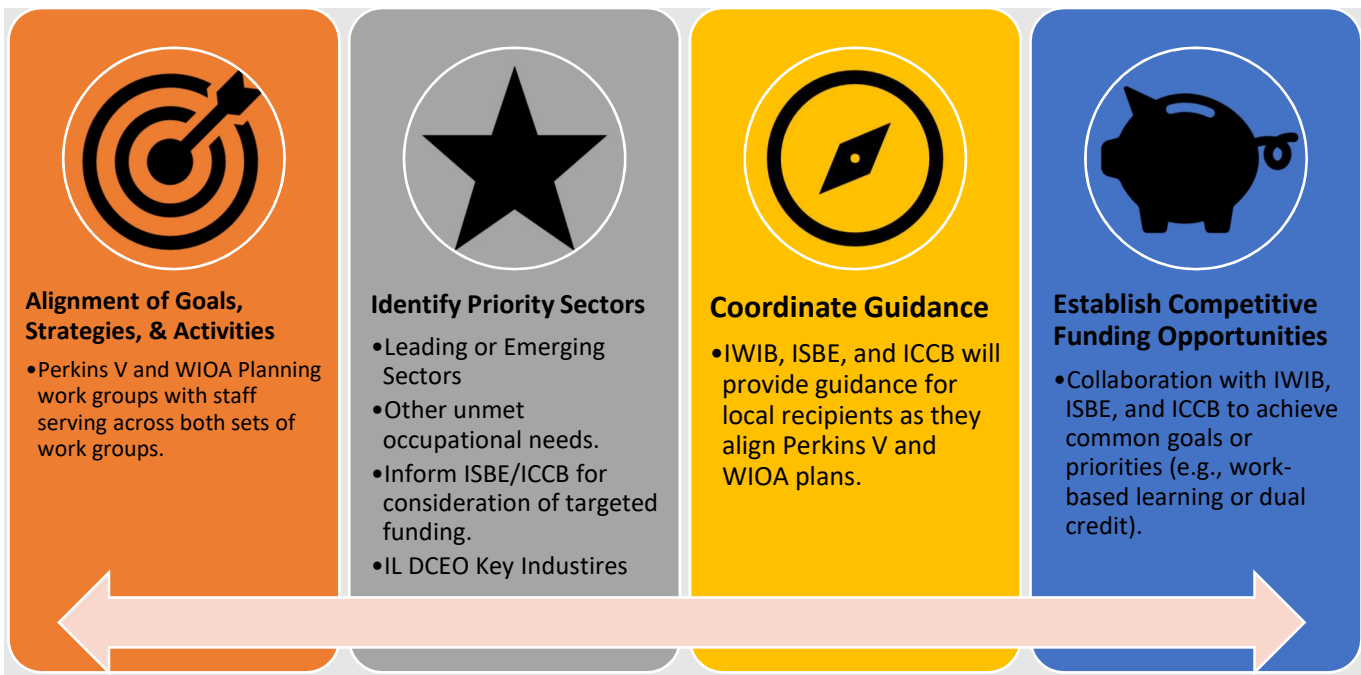
Examples of career pathways within for Illinois are outlined at a website⁶² maintained by the Illinois Department of Commerce and Economic Opportunity. The Illinois WorkNet Portal and Program is a collaboration with multiple partners from state, local, and the private sectors, including ISBE, ICCB, and the Governor’s Illinois Workforce Innovation Board. Representatives from ISBE and ICCB are active members of the IWIB. The inclusion of staff from ISBE and ICCB

⁶¹ Governor Pritzker’s Executive Order 3 effective in January of 2019, titled “Strengthening the State’s Commitment to Workforce Development and Job Creation,” outlines priorities and tasks to be completed to create jobs and enhance workforce development in Illinois. Please access https://www2.illinois.gov/Pages/government/execorders/2019_3.aspx.

⁶²For additional information on Illinois workNet, please access <http://www.illinoisworknet.com/>.

allows for strategic alignment with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in the following figure.

Figure 10: Workforce Coordination



The coordination of local development of career pathways is designed to be an iterative annual process in which the entities involved are continuously working to ensure the programs of study and career pathways are responsive to current and future workforce and industry needs.

Utilizing Labor Market Information to Identify Workforce Needs

An initial assessment of the extent to which local programming is addressing workforce needs will occur through the local applications and programs of study submitted for approval at both the secondary and postsecondary levels. ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security to understand statewide and regional workforce projections and trends. ISBE and ICCB will also be able to utilize the State WIOA Unified Plan, alongside the regional and local WIOA plans, to ensure local CTE programs are aligned to labor market needs, as appropriate. Lastly, ISBE and ICCB will continue to collaborate with the Illinois Workforce Innovation Board to identify other emerging in-demand sectors or occupations. ISBE and ICCB are actively engaged on the board and its committees.

Secondary: ISBE’s program of study approval process requires eligible recipients at the secondary level to provide documentation of engagement with a local or joint advisory committee that has

reviewed labor market data and alignment of the CTE programs of study with local or regional industry needs and in-demand sectors.

Postsecondary: Postsecondary CTE is a required partner of the Workforce Innovation and Opportunity Act; therefore, local postsecondary CTE recipients will be actively engaged in regional and local WIOA planning processes⁶³. ICCB serves on the state-level team that reviews regional and local WIOA plans. Information gleaned from these plans will inform ICCB’s review of the community colleges’ Perkins plans. Several other review processes are in place to ensure labor market alignment is maintained, including ICCB’s Program Review process.

VIII. System Communication and Collaboration

This section describes how ISBE and ICCB will communicate and collaborate with stakeholders across the state as well as encourage and facilitate collaboration among local partners.

a. Communicating with the Public

Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand. (State Plan Guide II. B.2.c.i.)

Illinois State Board of Education

ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through *ISBE’s Weekly Message* and frequently updated social media accounts on Facebook and Twitter to more directly communicate with students and parents. ISBE will develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies, beginning in SFY 2021.

ISBE redesigned its CTE webpages in SFY 2020 to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the PWR Act⁶⁴.

⁶³ For additional information on Program Year 2020 WIOA Regional and Local Planning, please access <https://www.illinoisworknet.com/WIOA/RegPlanning>.

⁶⁴ For additional information on Illinois CTE webpage, please access <https://www.isbe.net/Pages/Career-Technical-Education.aspx>.

The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample Postsecondary and Career Expectations (PaCE) framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions can also access ISBE's statewide career guide as a hard copy or in [digital format](#).⁶⁵ Both formats will be translated into other languages and accessible through assistive technology to allow expanded access by special populations in SFY 2021. The career guide is organized around the nationally recognized career clusters. Information for each cluster is provided related to programs of study, entry and exit points connecting secondary to postsecondary opportunities, current labor market data, and statewide business and industry partners.

Illinois Community College Board

In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed via the agency website and social media accounts. The newsletter highlights exemplary CTE programs, shares effective practices, and distributes important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning opportunities. ICCB's Directory of Programs [website](#)⁶⁶ provides the public with information on available programs of study at Illinois community colleges. Students can search by college or by program of study. Students are provided information on the available programs of study that colleges offer, the degree or certificate type, and the required number of hours for completion. A ZIP code locator is offered to assist students in finding their local community college. Contact information for the colleges is also provided. Currently, ICCB provides technical assistance and training on web accessibility to community colleges to ensure program information is accessible to all community members. ICCB will continue to work collaboratively with other partners and the community colleges to ensure web and material accessibility is a priority.

⁶⁵ For additional information on the Illinois Career Guide, please access <https://www.ilcareerguide.com/>.

⁶⁶ For additional information on the ICCB Directory of Programs, please access <http://iccbdsrv.iccb.org/dop/home.cfm>.

b. Stakeholder Engagement in the Planning, Development, and Implementation of CTE Programs

How will the eligible agency involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs? (Section 122(d)(12) of Perkins V) (State Plan Guide II. B.2.e.)

Comprehensive stakeholder engagement has occurred throughout the development of this State Plan; it is equally important that stakeholders be engaged throughout its implementation, specifically as it relates to the implementation of CTE programs. ISBE and ICCB will engage stakeholders, including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in state- and local-level efforts in the planning, development, implementation, and evaluation of secondary and postsecondary CTE programs.

1. Engaging Stakeholders through Program of Study Model Development: ICCB and ISBE will bring together stakeholders across the state, including CTE instructors, administrators, career guidance and academic counselors, and business and industry representatives, to develop model programs of study for local adoption, particularly in high-skill, high-wage, in-demand occupations. Four programs of study are being developed in SFY 2020⁶⁷ and additional program of study models will be developed in coordination with these stakeholders in SFY 2021-24.

2. Secondary CTE Advisory Committee: ISBE is developing a statewide Secondary CTE Advisory Committee that will meet at least annually with additional meetings as needed. The first meeting will be in SFY 2020. The committee will include representation of a broad range of stakeholders to include, but not be limited to, postsecondary education institutions, employers, CTE educators and administrators, trade organizations, local workforce entities, and guidance counselors. Additional representatives will be student and parent participants, including, but not limited to, members of the Student Advisory Council, student leaders from Career and Technical Student Organizations, students nominated to be Illinois CTE Presidential Scholars, and students and parents of special populations. The Secondary CTE Advisory Committee will provide feedback in the planning, development, implementation, and evaluation and ongoing improvement of career and technical education programs in Illinois.

3. Engagement through the 5Essentials Survey: Survey results from ISBE's 5Essentials Survey⁶⁸ will inform continuous improvement by identifying strengths, weaknesses, and

⁶⁷ The four model programs of study being developed in SFY 2020 are in the areas of: Education & Training, Information Technology, Manufacturing, Health Science

⁶⁸ For additional information on the Illinois 5Essential Survey, please access <https://www.isbe.net/Pages/5Essentials-Survey.aspx>.

implications of programming with the inclusion of CTE-specific items to be integrated for SFY 2021. This survey is administered in grades K-12, and additional questions will be added to allow for the collection of data related to CTE in grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School Research, focuses on five domains -- effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

4. ICCB Program Review Advisory Committee: ICCB created the Program Review Advisory Committee in 2019, which is made up of college administrators, faculty, and a student. The Program Review Advisory 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 learning, 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. One specific recommendation of this committee that will be implemented moving forward is to institute a faculty peer-review system of program evaluation across the community college system. This system will be piloted in SFY 2021. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions. Resources, such as the *Creating a Space for Student Voice in Advancing Program Review*,⁶⁹ will be developed in SFY 2021 to assist local recipients in engaging key stakeholders in the evaluation of CTE programs.

c. Supporting Local Stakeholder Engagement in the Planning, Development, Implementation, and Evaluation of CTE Programs

- *How will the eligible agency facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points?*
- *Describe how the eligible agency will--support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities. (State Plan Guide II. B.2.c.ii & vi.)*

⁶⁹ For additional information on Creating a Space for Student Voice, please access <https://occr1.illinois.edu/docs/librariesprovider4/program-review/student-voice-brief.pdf>.

Facilitating Collaboration Among Secondary Schools and Community Colleges

ISBE and ICCB facilitate collaboration among eligible recipients throughout the development, evaluation, and coordination of CTE programs and programs of study and career pathways. Specifically, ISBE and ICCB will utilize the local planning process to facilitate collaboration among secondary and postsecondary grantees. The local planning process includes the completion of the CLNA and the local application. ISBE and ICCB have designed respective CLNAs and local applications so that collaboration is required for our secondary and postsecondary grantees. Additionally, other stakeholders, including adult education providers, local workforce boards, and community-based organizations, are required to participate in local planning efforts. The following strategies will promote collaboration among eligible recipients in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points:

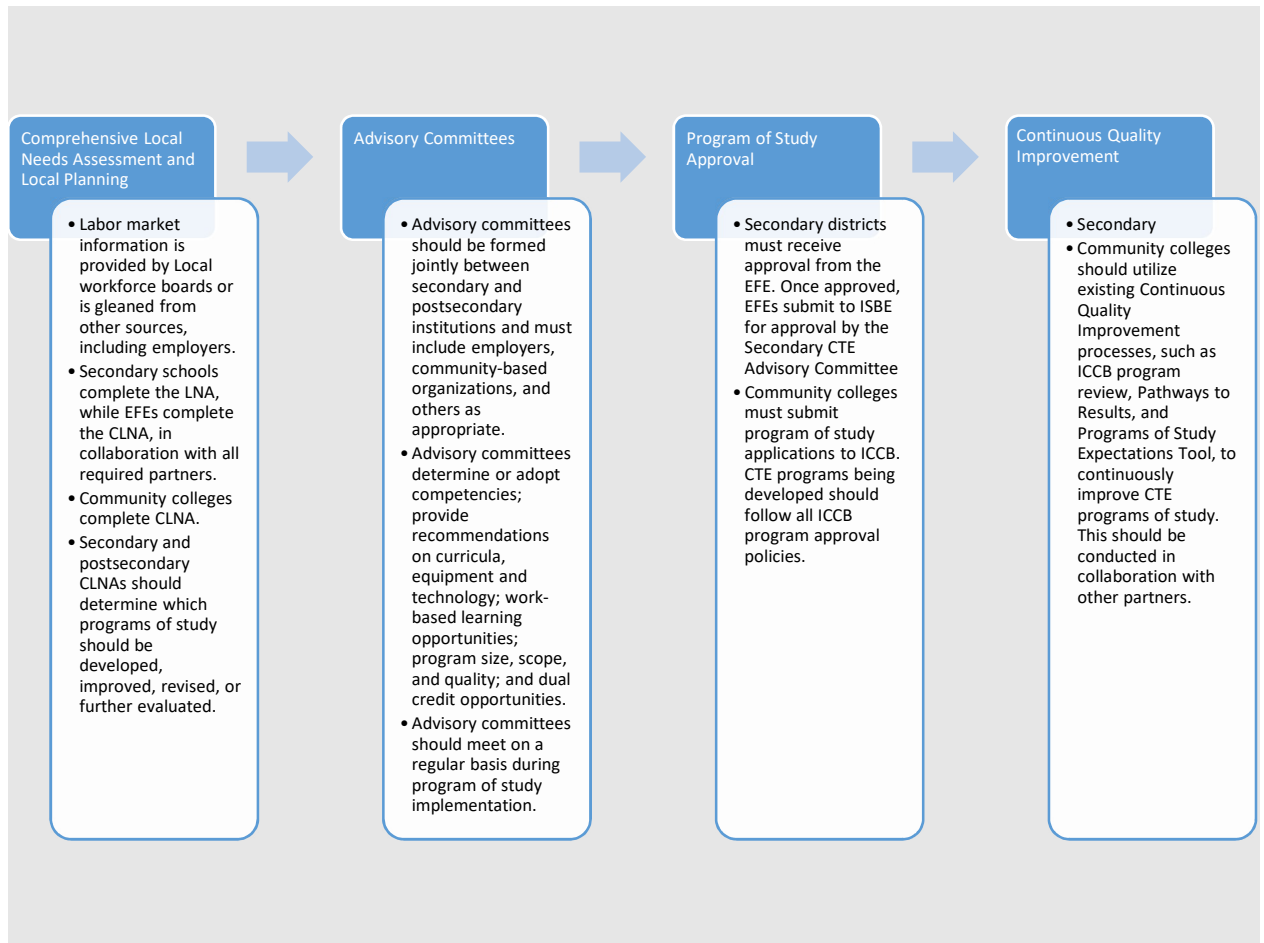
- ISBE and ICCB will provide technical assistance and resources during implementation of the State Plan to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to engage key stakeholders regularly regarding the quality and impact of local CTE programs. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be essential to the development, implementation, and evaluation of programs of study. These partnerships can allow for smooth transitions and coordination of services to increase student success by expanding access to and supporting persistence in CTE programming for special populations. Secondary and postsecondary recipients will be required to obtain signatures from all partners consulted as a part of the completion of the CLNA and local applications to ensure that there is coordination among stakeholders. ISBE and ICCB will facilitate these collaborative efforts by providing support and guidance on the development and implementation of local and joint CTE advisory committees. These efforts include updates to the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level during SFY 2020. ISBE and ICCB will also begin providing technical assistance for secondary recipients during SFY 2020 as they are developing their CTE advisory committees.
- ISBE and ICCB collaborated in SFY 2020 with the core partners of WIOA to align local planning guidance. Local workforce areas, under WIOA, will also be developing four-year local plans for the period of July 1, 2020 - June 30, 2024. Specifically, labor market information will be provided by local workforce boards to inform local WIOA and Perkins plans, while the results of the CLNA from secondary and postsecondary grantees will be provided to local workforce boards to inform local WIOA plans. These collaborations will inform program of study and career pathway development and alignment. ISBE, ICCB, and WIOA agencies will work together during the implementation of the State Plan and the Unified WIOA Plan to provide guidance and technical assistance to local grantees as they implement their local plans.
- ISBE and ICCB will create a variety of resources, such as communication and facilitation guides and planning templates, during the implementation of the State Plan to encourage and foster local engagement among these stakeholders in the evaluation of CTE

programming. Additional resources, such as the CTE Networking Directory (an online directory of secondary and postsecondary CTE administrators, local workforce board staff, adult education administrators, and organizations that support groups, such as veterans and students with disabilities) was created in SFY 2020 to provide a direct connection among these groups. This directory was created in response to requests from secondary and postsecondary grantees who are not aware of some of these organizations, and it will be helpful to new secondary and postsecondary CTE administrators. In addition, the Advance CTE Stakeholder Engagement tool is being used in Illinois to implement professional learning regarding the engagement of stakeholders.

Supporting Collaboration Between Secondary Schools, Community Colleges, and Employers

The initial means through which ISBE and ICCB are supporting collaboration among secondary schools, postsecondary institutions, and employers is occurring through the program of study approval process and completion of the CLNA and local application, which began in January 2020. The driving force behind the facilitation of these collaborations is to ensure students participating in CTE programming will be provided with program offerings that have seamless transitions and multiple entry and exit points, and that will prepare them with a deep understanding of and meaningful work-based experiences in the industry they are preparing to enter. Figure 11 highlights the steps in which secondary schools, postsecondary institutions, employers, and other partners are collaborating in the development of a CTE program of study.

Figure 11: Education and Employer Program Approval Collaboration



ISBE and ICCB have identified several additional strategies to support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers.

1. ***Braiding of Funding to Support Local Collaboration:*** Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) will continue to support the local collaboration of postsecondary CTE and adult education providers to develop, implement, and scale Integrated Education and Training programs. Additionally, ISBE and ICCB are exploring another competitive grant opportunity with the Department of Commerce and Economic Opportunity (administrator for WIOA Title I). The goal of this competitive grant is to support the partnerships of secondary

and postsecondary CTE with local workforce boards, inclusive of business and industry, to develop and implement career exploration; work-based learning opportunities; dual credit opportunities that are aligned to in-demand, high-skill, high-wage occupations; and mentorship. This grant opportunity would allow local partnerships to choose from a menu of options to fit the needs of their local communities. Where applicable, the program will expect alignment of activities to the Postsecondary and Workforce Readiness Act. Feasibility of this grant program will be discussed during SFY 2020, with the intent to implement in SFY 2021.

2. ***Regional Networking and Planning Events:*** ISBE, ICCB, and DCEO will host and facilitate regional networking events across the state beginning in 2020. The events will be structured opportunities for secondary schools, postsecondary institutions, and employers to share region-specific needs and opportunities and to initiate collaborative efforts to provide students with greater exposure to aspects of industry through contextualized learning through work-based learning and other hands-on activities. These events will capstone the submission of local WIOA and Perkins applications and will support and expand local partnerships, while facilitating coordination of programming through the implementation of the four-year local plans.
3. ***Technical Assistance through Development of Local Resources:*** ISBE and ICCB will continue to develop resources to support meaningful, local collaboration for advisory committees. The resources will be related to program of study implementation so that students can be provided with experience in, and understanding of, all aspects of an industry.
 - *Advisory Committee Guidebook:* ISBE and ICCB set forth the expectation in SFY 2020 that a local or regional advisory committee, which includes local employers and other relevant stakeholders (including community-based organizations and students), provide input on all CTE programs of study. This guidebook was developed by ICCB to provide guidance for postsecondary CTE programs as they work to improve their advisory committees. Future plans for SFY 2021 involve ensuring that the advisory committee guidebook includes guidance for secondary grantees as well.
 - *Career Development Experience Toolkit*⁷⁰: This toolkit helps to facilitate collaboration between secondary school and industry by highlighting best practices for facilitating career development experiences. It includes examples of how organizations are accomplishing this and spark innovation for other communities on how these examples might be modified to fit into their own unique context. Employers, school districts, and community colleges will receive training on the toolkit during the implementation of the State Plan. *Programs of Study*

⁷⁰For additional information on the Career Development Experience Toolkit, please access <https://edsystemsniu.org/career-development-experience-toolkit/>.

Expectations Tool: The Illinois Programs of Study Expectations Tool⁷¹ is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal program of study 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.

4. Professional Learning and Facilitated Networking Opportunities

- *Career Connections Conference*: ISBE, in collaboration with ICCB, sponsors an annual practitioner-focused statewide conference in the spring with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities that are appropriate for secondary and postsecondary CTE educators, administrators, and counselors. Additionally, the conference includes strands for grade 5-8 teachers in the form of career-connected exploration.
- *Forum for Excellence*: The Forum for Excellence is Illinois' premier CTE and adult education professional learning event. It is sponsored by ICCB in collaboration with partners. The forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Additionally, the conference strives to build the foundation of partnership, showcasing local, regional, and national models that impact and improve opportunities for all students to access high-quality CTE programs. The conference supports administrators of CTE, including, but not limited to, postsecondary Perkins administrators, CTE faculty, adult education administrators/coordinators, deans, chief academic officers, ABE/ASE/ESL instructors, and workforce partners. Resources from the FY 2019 Forum for Excellence can be accessed here⁷².
- *Illinois Transitions Academy*: The Transitions Academy is designed to assist program teams working towards developing Bridge and Integrated Education and Training (IET) programs. The Transitions Academy provides technical assistance, online and in-person professional learning, and product development to support programs as they work to develop, scale, and improve their ICAPS/IET programs. The Illinois Transitions Academy occurs once in the fall and once in the spring and is supported by ICCB and hosted through partnerships with professional development centers, such as the Southern Illinois Professional Development Center and the Illinois Center for Specialized Professional Support.
- *Professional Development Network*: The CTE Professional Development Network serves as a platform for regional collaboration amongst, community college CTE administrators, coordinators, and faculty, and Perkins Administrators. The intent is to ensure that community college CTE programs continue to focus effectively on

⁷¹ For additional information on the Illinois Programs of Study Expectations Tool, please access <https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/>.

⁷² For additional information on FY 2019 Forum for Excellence resources, please access <https://icsps.illinoisstate.edu/2019/09/forum-for-excellence-2019/>.

student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability. Professional development through this network is offered throughout the year.

- *WIOA Summit:* The WIOA Summit is an annual gathering of workforce entities, state agencies, and CTE education partners. It is a partnership among DCEO, ICCB, IDES, IDHS, and other partners. It is designed to share the vision of service integration, customer centered design, and employer engagement in Illinois by addressing the components necessary for success that are impacted by policy. CTE funding does not monetarily support this annual convening, but ISBE and ICCB present and attend the meeting and encourage local recipients to attend.

IX. Funding

This section details the funding methodology for secondary and postsecondary local recipients, including any waivers that the State will apply for under the Perkins Act. Additionally, this section describes how the State will expend Leadership and Reserve Funds.

a. Funding for Secondary Schools

- *Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V) (State Plan Guide II.C.2.b.)*
- *For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V) (State Plan Guide II.C.3)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)(State Plan Guide II.C.5.)*
- *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a). (State Plan Guide II.C.6.)*

Secondary System Consortia

The Board of Control for each EFE, which consists of the district superintendents in the region, develop an intergovernmental agreement (IGA) between districts and the EFE. The district superintendents follow the IGA guidelines and use data provided by the EFE director and CLNA to decide how the funds are to be distributed in the region to ensure that students will be provided the necessary educational skill development opportunities to be successful in the workplace.

Upcoming Program Year Allocation

Eligible recipient allocations will be determined in accordance with the guidelines prescribed by Perkins V.

Perkins V secondary distribution will be \$22,809,369 for career and technical education programs and regional consortia that serve eligible secondary schools, based on past allocations and maintenance of the current memorandum of understanding (MOU) for SFY 2020. Area career centers do not generate Perkins funds because secondary serving schools are the eligible recipients that pay tuition to area career centers. Juvenile justice/state institutions will receive \$536,691. Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

Funds will be distributed by the Illinois Comptroller's Office directly to grantees following allocation indicated in eGMS. All distributions of funds are subject to completion of all pre-grant requirements, including the CLNA. The secondary portion of the state allocation is distributed to the secondary eligible institutions and consortia of eligible institutions through eGMS based on formula.

Approval for Funding for Secondary Recipients

The secondary CTE delivery system currently consists of 56 regional EFE systems. Each EFE includes a Board of Control, which is made up of the district superintendents who established an IGA among the districts within the EFE system to help govern their system. The current function of the EFE system is to help in the delivery of career and technical education by:

- 1) Addressing the principles of quality, access, and efficiency
- 2) Serving adequate population bases
- 3) Utilizing labor market information
- 4) Collaborating with postsecondary institutions
- 5) Collaborating with business and industry
- 6) Collaborating with other public and private agencies

ISBE will be evaluating the EFE system in SFY 2021. ISBE will work with EFE system directors during spring 2020 to define the scope of the evaluation. Changes to the system may be recommended to the Illinois State Board of Education, depending upon the findings of the evaluation.

Each eligible secondary recipient must submit a four-year local application for ISBE to approve funding.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per the Illinois Grant Accountability and Transparency Act (GATA)⁷³ and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

⁷³ For additional information on GATA please access <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

- Limited program experience, protocols, and internal controls governing program delivery increase an applicant’s programmatic risk profile.
- Programmatic risk assessment questions assess the applicant’s ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity’s capacity to deliver and/or administer the grant program.

Adjusting the Methodology to Reflect Changes in the Secondary System

Each year ISBE examines the data from the Census Bureau and adjusts the allocation to accommodate for the changes in population and poverty. All state charter schools⁷⁴ serve as their own LEA, while other charter schools⁷⁵ are served within a school district. ISBE will ensure that the state charter schools serving students in grades 5-12 in career and technical education are included. Should school district boundaries change, a correlated adjustment will be made to regional CTE consortium that will lead to an adjustment of the allocation provided.

Secondary Formula Waiver

Illinois will not submit a waiver to modify the secondary allocation.

b. Funding for Postsecondary Institutions

- *For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State. (State Plan Guide II.C.4)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). (State Plan Guide II.C.7)*

Estimated SFY 2021 Postsecondary Local Funding

The Perkins V postsecondary distribution will be \$15,206,246, with \$357,794 being allocated to

⁷⁴ Illinois State Charter Schools are administered under the Illinois State Charter School Commission and can apply for any funding opportunity a Public School District would be eligible for. For additional information on the Charter School Commission, please access <https://www.isbe.net/Pages/Illinois-State-Charter-School-Commission.aspx>.

⁷⁵ Charter schools are administered under a public school district and are considered a part of the district for funding eligibility.

the Department of Corrections, based on past allocations and maintenance of the current MOU. The postsecondary portion of the state allocation is distributed by formula. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of students who are federal Pell Grant recipients enrolled in a CTE programs by such institution in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year. No community college shall receive an allocation in an amount less than \$50,000.

Approval for Funding for Postsecondary Recipients

All 39 districts in the Illinois community college system are eligible for postsecondary CTE funding since all community colleges offer CTE programs. The community colleges receive grant guidelines from ICCB. Grant funds must be expended in accordance with their governing board policies, the local grant guidelines, and the results of the CLNA. Each eligible postsecondary recipient must submit a four-year local application in order for ICCB to approve funding. See Appendix Z for a map of all community college districts.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per GATA⁷⁶ and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols, and internal controls governing program delivery increase an applicant's programmatic risk profile.
- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program.

Postsecondary Formula Waiver

Illinois will not submit a waiver to modify the postsecondary allocation and did not seek a waiver under the administration of Perkins IV.

⁷⁶ For additional information on GATA, please access <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>.

c. Fiscal Maintenance of Effort

Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the U.S. Secretary of Education’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V) (State Plan Guide II.2.C.9).

ISBE and ICCB will determine during SFY 2020 if the MOE level will be a continuance of SFY 2019 level or if a new level will be established. The most recently submitted MOE was for SFY 2018, with an aggregate expenditure of \$57,056,651, which is a continuing level. The baseline for the fiscal effort per student was \$924.

d. State Leadership and Reserve Funding

How will the eligible agency use State leadership funds? (made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act) (State Plan Guide II.B.1.d.)

State leadership funds are used to support a variety of initiatives and programs that align with [Illinois’ vision and statewide goals](#) for CTE. Stakeholder feedback significantly informed the prioritization of leadership funding. Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a).

i. Required State Leadership Activities

ISBE and ICCB will carry out required activities as described in Sec. 124 of the Perkins Act.

1. Promoting Gender Equity: Illinois is dedicated to advancing educational equity for CTE students. Providing support for students preparing for nontraditional fields is critical to increasing access to high-wage career opportunities for all people and diversifying our workforce. Leadership funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions⁷⁷, stereotype threat⁷⁸, and

⁷⁷ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not. For additional information on micro aggressions, please access <https://diversity.nih.gov/sociocultural-factors/microaggressions>.

⁷⁸ Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one’s group applies.” (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their

effective practices for recruiting and retaining students preparing for nontraditional careers. ISBE and ICCB coordinate to provide professional learning and technical assistance regarding support for special populations. These include a Nontraditional Occupations Summit, the Postsecondary Special Populations Academy, and resource development to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

2. Expanding CTE for Students in State Institutions: Increasing high-quality educational opportunities for students in state institutions is a priority among Illinois' state leaders for the purposes of advancing educational equity, ensuring the ability to fully participate in society, reducing recidivism, and increasing re-entry success.⁷⁹ Illinois will allocate up to the allowed 2 percent of leadership funding to support CTE programming for students in state correctional institutions, including juvenile justice facilities, and educational institutions that serve students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

3. Developing a Strong CTE Teacher Pipeline: Illinois recognizes the need to recruit and retain high-quality CTE teachers. Specific activities for teacher pipeline development are further described in the [Preparing Teachers and Faculty](#) section of this plan, but in short, leadership activities will include collaboration with stakeholders to remove barriers to licensure for qualified individuals, professional learning to support new CTE teachers so that they experience success and remain in the profession, and opportunities for teachers licensed in core academic areas to add endorsements in CTE.

4. Providing Targeted Technical Assistance: ISBE and ICCB will continue to use leadership funds to support local recipients in the administration of their CTE plans. These provisions include comprehensive, evidence-based professional learning and targeted technical assistance (e.g., advisory councils and teachers working with students from special populations, including students preparing for nontraditional occupations). This targeted work will be done collaboratively with the Multilingual and Special Education Departments at ISBE.

5. Conducting Continuous Quality Improvement Activities and Reporting Effectiveness: ISBE and ICCB will conduct analysis of local, regional, and state level data against goals and State determined levels of performance to understanding the effectiveness of strategies and uses of funds. This information will be reported annually and will also result in the provision of additional support for local recipients not achieving the levels of performance. Support may include technical assistance with quality improvement planning, professional learning, or targeted funding.

group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. For additional information on stereotype threat, please access <https://diversity.nih.gov/sociocultural-factors/stereotype-threat>.

⁷⁹ Castro, E. L., and Zamani-Gallaher, E.M. (2018). Expanding quality higher education for currently and formerly incarcerated people: Committing to equity and protecting against exploitation. Commissioned *ASHE-NITE Report*. For additional information, please access <https://www.indiana.edu/~cece/wordpress/2018/11/21/ashe-nite-paper-series-release-expanding-quality-higher-education-for-currently-and-formerly-incarcerated-people-committing-to-equity-and-protecting-against-exploitation/>.

ii. Other State Leadership Activities

This section details State Leadership activities that will be supported by ISBE and ICCB throughout the implementation of the State Plan. These activities were determined through comprehensive stakeholder engagement and will assist the State in meeting its education and workforce goals.

1.Expansion of Integrated Education and Training (IET)

ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent, through the ICAPS/IET models. There are more than 600,000 adults in Illinois without a high school diploma who are also lacking basic skills. State leadership funding will be used in SFY 2021-24 to support CTE programming for adults and out-of-school youth, concurrent with their completion of their secondary school education in a school or other educational setting high school equivalency programming. Competitive grant opportunities will be made available through ICCB for community colleges to develop or scale IET programming.

2.Comprehensive Professional Learning

Illinois supports a comprehensive practitioner-focused approach to professional learning that includes the following:

- *Forum for Excellence:* The premier postsecondary CTE and adult education professional learning event in Illinois is sponsored by ICCB. The forum is designed to highlight educational initiatives and effective practices that impact career pathway implementation and expansion.
- *Illinois Association for Career and Technical Education Annual Conference:* ISBE uses state leadership grant funding to support the efforts of the Illinois Association for Career and Technical Education (IACTE), which is the statewide professional association for CTE teachers. IACTE organizes an annual CTE conference, which is jointly planned by IACTE affiliates⁸⁰ that represent seven organizations for the CTE advisers. Leadership training is provided to the IACTE Board, IACTE affiliates, and at a conference breakout session on a yearly basis. The leadership training focuses on leadership strengths and how to use them within the organization and within the classroom.
- *Transitions Academy:* This academy is designed to assist colleges and community-based organizations that are developing, implementing, scaling, or evaluating bridge and integrated education and training programs.
- *CTE Professional Development Network:* Postsecondary CTE administrators and educators are invited to participate in a variety of webinars on topics that are highlighted by ICCB in partnership with the Illinois Center for Specialized Professional Support and the Office of Community College Research and Leadership. Participants are asked to complete evaluations following engagement to ensure effective educator professional learning. ICCB also leads a

⁸⁰ For additional information on IACTE affiliates, please access <https://www.iacte.org/cpages/affiliates>.

monthly CTE learning community that provides a platform for networking through local effective practice and shared implementation strategies. Additionally, ICCB supports evidence-based research through partnerships to assist community colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.

- *Counselor Academy:* ISBE and ICCB collaborate on a counselor academy that provides focused professional learning for school counselors and community college advisors. The academy provides opportunities for participants to network and gain additional knowledge and skills related to educational and career opportunities for students including counselor related supports such as the PaCE Framework. Research conducted by Advance CTE and the American School Counselor Association found that school counselors are often the gatekeepers to career pathways for students⁸¹, which prompted the development of this academy. ISBE and ICCB set the theme and prioritize topics for presentation based on needs indicated through discussions with the Illinois School Counselor Association, regional CTE consortium director, and ISBE and ICCB staff.

3. Program of Study Development: Perkins V presents a prime opportunity for evaluation and improvement of Illinois’ systems, policies, and support for locally developed programs of study. State leadership funds will support the following programs of study activities:

- ISBE and ICCB will create new statewide program of study models, each from different career clusters, to assist secondary and postsecondary recipients in development of their own programs of study. Four program of study models will be developed by June 30, 2020.
- CTE dual credit opportunities and articulation agreements between secondary schools, community colleges, and four-year institutions within programs of study will be expanded to ensure smooth transitions to and through postsecondary education.
- Local or joint program advisory committees among LEAs, community colleges, other institutions of higher education, adult education providers, employers, and other partners will be established.
- Policies and structures that support work-based learning opportunities will be improved.
- College and Career Pathway Endorsement systems, which under the PWR Act must bridge secondary and postsecondary, will be incentivized.

4. Expanding Innovative Delivery Models: Leadership funds will be used to support the creation and evaluation of innovative delivery models. These may include, but are not be limited to, strategies that support competency-based curricula across the CTE system and distance learning (particularly to address rural barriers) and accelerate pathways.

5. Improving Career Guidance and Academic Counseling: Leadership funds will be used to provide professional learning and resources to improve career guidance and academic counseling

⁸¹For additional information on school counselors as CTE stakeholders, please access https://www.education.ne.gov/wp-content/uploads/2017/07/Counselors_as_CTE_Stakeholders.pdf.

programs so that they assist students in making informed academic and career decisions. This work has already begun in the FY 2020 transition year and will continue throughout the implementation of State Plan. These activities will be aligned at the secondary level to the Postsecondary and Career Expectations framework and College and Career Pathway Endorsements under the Postsecondary and Workforce Readiness Act as well as the College and Career Readiness Indicators under ESSA.

6. Open Educational Resources: Illinois supports removing barriers for students and educators to access high-quality instructional resources. Open educational resources (OER) are any teaching, learning, and research materials in any medium -- digital or otherwise -- that reside in the public domain and offer no-cost access, use, adaptation, and redistribution by others with no or limited restrictions⁸². Existing OER resources can be found in various online repositories, including Illinois' Open Education Resource⁸³ repository. The creation or curation of OER resources by educators to support specific CTE programs is an approvable activity through Perkins. ISBE will encourage its grantees to use Perkins funding to support OER efforts at the school level through professional learning to increase awareness and utilization. Both ISBE and ICCB are exploring options of the expansion of open educational resources to address gaps in existing curriculum, improve alignment to learning standards, and promote culturally responsive teaching and effective instruction for special populations.

7. Enhancing Data Accountability Systems: ISBE and ICCB are committed to developing or adopting valid and reliable assessments of competencies and technical skills and to enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes by SFY 2023.

Secondary Efforts: ISBE will utilize Ed360, which is its current educator data visualization dashboard, as the platform for this work. Ed360 enables districts to access their CTE data monitor progress toward meeting state-identified performance levels and to make informed decisions about their programs.

Postsecondary Efforts: ICCB will utilize funding to enhance postsecondary data systems as needed throughout the implementation of the State Plan.

iii. Reserve Funding

ISBE and ICCB are committed to fostering innovation and addressing gaps and disparities in CTE access and programming for students. ISBE will develop a grant for LEAs to support program innovation or expansion in alignment with the quality criteria and common definitions and frameworks emphasized in this plan, such as the PWR Act. ICCB will utilize reserve funding to address equity gaps in dual credit and CTE performance (as reflected in the State-Determined

⁸²For additional information on Unesco OER, please access <https://en.unesco.org/themes/building-knowledge-societies/oer>.

⁸³ For additional information on Illinois OER, please access www.ilsharedlearning.org.

Levels of Performance). Reserve funding may also be used to expand innovation in the priority areas listed in the section on [State Leadership Activities](#).

X. Accountability for Results

a. Secondary State-Determined Levels of Performance
Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the secondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

The State determined performance levels for each of the secondary core indicators and program quality indicators are shown in Table 12. Detailed descriptions of the definitions used to determine the performance levels follow.

Table 12: Secondary Performance Indicators and Performance Levels for FFY20-FFY23					
Secondary Indicators	Baseline Level SFY17-19	Performance Levels			
		FFY 2020 SFY2021	FFY 2021 SFY2022	FY 2022 SFY2023	FY 2023 SFY2024
1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).	95.2	95.2	95.4	95.6	95.8
1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(with in six years of entering high school).	95.4	95.4	95.4	95.5	95.5
2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	36.1	36.1	38.6	41.2	43.8

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	34.7	34.7	37.6	40.4	43.2
2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	35.8	35.8	39.9	43.9	48.0
3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	62.6	62.6	63.2	63.8	64.3
4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	40.1	40.1	40.3	40.4	40.5
5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	30.9	30.9	31.2	31.6	32.0
5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.	6.9	6.9	7.0	7.1	7.2

Secondary 1S1: Four-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus three.

Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus three with a qualifying exit code.

Secondary 1S2: Extended (Six-Year) Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus five.

Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus five with a qualifying exit code.

Secondary 2S1: Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the reading/language arts section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S2: Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the mathematics section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S3: Academic Proficiency in Science

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the science section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 3S1: Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

Numerator: The unduplicated number of CTE concentrators exiting in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.

Denominator: The unduplicated number of exiting CTE concentrators who exited in the reporting year minus one.

Future Revisions: ISBE has identified a deficiency in the data systems for postsecondary placement as it currently only allows for tracking of exiting students who enter postsecondary education. ISBE is exploring different avenues during SFY2020 for obtaining more comprehensive placement data that includes workforce placement in addition to postsecondary education enrollment. Pilot data projects are being initiated to evaluate the quality of alignment of ISBE's student data systems to other state agency data systems that collect information on employment. Once a process is in place, compilation of three-year baseline data will begin. Multi-year placement data to include one- and five-year placement then will be accessible.

Secondary 4S1: Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: The unduplicated number of CTE concentrators in a CTE cluster area that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them, that is the student's official designation.)

Denominator: The unduplicated number of CTE concentrators enrolled in all clusters having a nontraditional designation during the reporting year.

i. Program Quality Indicator Determination

Identify and include at least one indicator of career and technical education program quality as described in Section 113(b)(2)(A)(iv)(I) of the Perkins Act.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use. (State Plan Guide II.D.1)

Illinois will measure the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement and the percentage of CTE concentrators graduating from high school who participated work-based learning as secondary program quality performance indicators. ISBE chose these secondary program quality performance indicators based on Executive Order 3 and feedback from stakeholders. ICCB supports the selection of this program quality indicator.

ISBE’s measurement definitions for the program quality indicators are presented below.

Secondary 5S2: Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit. (Dual credit courses must have a postsecondary institution’s Integrated Postsecondary Education Data System code to be accepted in SIS.)

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year.

5S3: Program Quality – Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: Unduplicated count of CTE concentrators who graduated during the reporting year and took at least 1 work-based learning course during their high school career.

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year.

b. Postsecondary State-Determined Levels of Performance

Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2.)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

Table 9: Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23

Indicators	Baseline Level	Performance Levels			
		FFY 2020 SFY 2021	FFY 2021 SFY 2022	FFY 2022 SFY 2023	FFY 2023 SFY 2024
Postsecondary Indicators					
<p>1P1: Post-Program Placement The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p>	68.8	69.0	69.4	69.8	70.4
<p>2P1: Earned Recognized Postsecondary Credential The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.</p>	69.5	70.1	70.5	70.9	71.3
<p>3P1: Nontraditional Program Concentration The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.</p>	9.5	9.6	9.8	9.9	10.1

Definitions of postsecondary CTE core indicators are detailed below:

Postsecondary 1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion,

remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Number of students in the denominator who in the second quarter after program completion are in a postsecondary education of advance training, military service, or a service program that receives assistance under Title I of the National Community Service Act or are employed.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned fewer than 12 CTE credits in a cohort year.

Postsecondary 2P1: Credential, Certificate, or Diploma

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

Postsecondary 3P1: Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: Number of under-represented CTE concentrators in nontraditional CTE programs during the reporting year.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

c. Considerations for State-Determined Levels of Performance

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include:

- *a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of State determined levels of;*
- *Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act;*
- *A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws; and*
- *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. (State Plan Guide II.D.3.a &c and II.D.4)*

Public Comment of State-Determined Levels of Performance

The state-determined level of performance, related data, and feedback instructions were released for public comment to stakeholders for no less than a period of 60 days. ICCB released postsecondary state-determined levels of performance in October 2019. ISBE released secondary state-determined levels of performance in December 2019. ISBE and ICCB have carefully reviewed and analyzed the responses categorically and by stakeholders before making a finalizing decision on the state-determined levels of performance as described below. The comments and the written response to stakeholders can be found in Appendix AA.

Pursuant to any change of performance levels, the state shall:

- Explore how the levels involved compare with the state levels of performance established for other states with similar demographics, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program and the services or instruction to be provided;
- Ensure that the performance levels are higher than the average actual performance of the two most recently completed program years;
- Consider the extent to which the state-determined levels of performance advance the eligible agency's goals, as set forth by the State Plan; and
- Ensure that revised levels are submitted to the U. S. Secretary of Education for approval and then will be incorporated into the State Plan.

Unanticipated circumstances in the state or changes that may occur related to the improvements in data or measurement approaches may prompt the agency to revise the state-determined levels of performance after required public comment is considered. The agency shall submit such evidence supporting the revision to the U. S. Secretary of Education, and the U. S. Secretary of Education

shall approve any such revision if the revision meets the requirement as described in the law.

Considerations for Secondary State-Determined Levels of Performance

The secondary state-determined levels of performance set by Illinois align with many of ISBE's levels, goals, and objectives, as well as with the other federal and state laws such as the approved College and Career Readiness Indicator in the ESSA State Plan for Illinois, WIOA, State Postsecondary Workforce Readiness Act, 60 x 2025 goal, Dual Credit Quality Act, and Executive Order 3. ISBE's mission is to provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students. ISBE's focus on quality, equity, collaboration, and community maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to their communities; thus, it strengthens the whole state.

Careful consideration was given during the process of determining the selected state-determined levels of performance as to how the targets meet the requirements set forth in the law; how the targets would support the improvement of CTE concentrators, including subgroups and special populations; and how the targets support the education and workforce needs of communities.

In addition to the monitoring and reporting progress of core academics (reading/language arts, mathematics, and science), ISBE selected the following as its program quality indicators:

- *Percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another transfer agreement.*
- *The percentage of CTE concentrators graduating from high school having participated in work-based learning.*

Annually, these indicators will be collected and reported to the U.S Department of Education (ED).

Illinois secondary CTE performance targets will be expressed in a percentage of CTE concentrators who met the requirement for each of the defined indicators outlined in Perkins V. A Prior 3-Year Rate (baseline level) calculates the average outcome Illinois observed in the last three years using the Perkins V requirements and sets the Target Rate for the first year of Perkins V (SFY 2021/Federal Fiscal Year [FFY] 2020). This is intended to extend the trend Illinois witnessed in the last three years to the first three years of Perkins V. The forecasts starting at SFY 2024 (FFY 2023) follow this same pattern of applying a three-year average growth rate. ISBE will report disaggregated data by subgroups and special populations, as well as by CTE programs or programs of study, to allow for systematic program improvement.

Considerations for Postsecondary State-Determined Levels of Performance

The state-determined levels of performance for postsecondary indicators are 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 for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year. Postsecondary state-determined levels of performance, specifically 1P1, align with board goals of ICCB and Illinois' goal to see 60 percent of the state's residents with a recognized postsecondary credential by 2025. The federal reauthorization of the Perkins 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.

Attention will be given to the need for revision of the postsecondary performance levels prior to the third year of implementation of the Perkins V State Plan to make sure it meets all the requirements as specified by the law, including public comments. Changes are allowed per the law, with exception of the execution of an improvement plan, which is required due to lack of progress toward meeting performance targets.

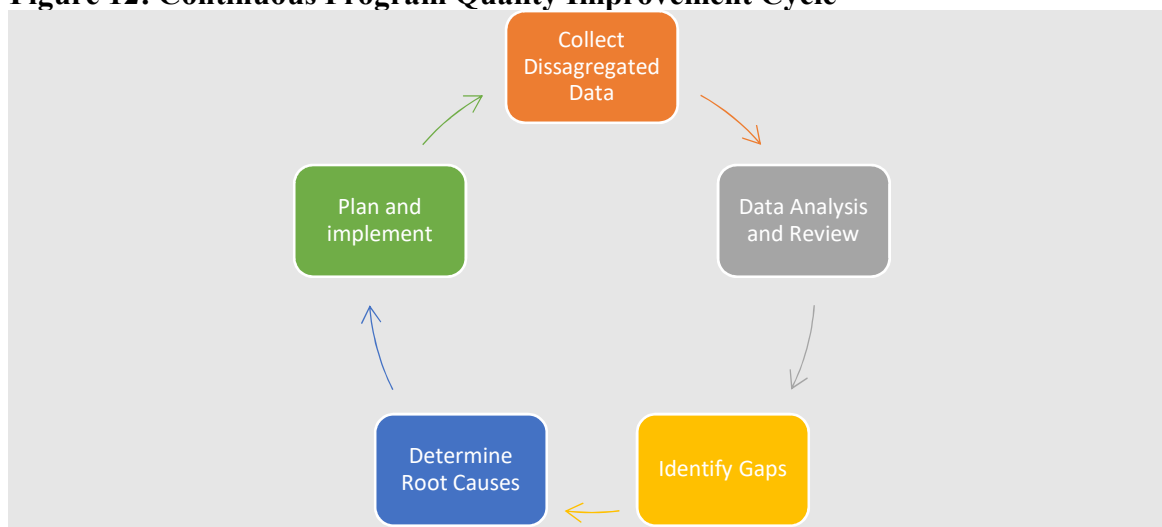
d. Continuous Quality Improvement

Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁸ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State Plan prior to the third program year to address this requirement. (State Plan Guide II.D.5.)

State and local recipients' reported data will be disaggregated by program or career cluster and by gender, race, and ethnicity. Each of the special population groups and migrant student groups for every performance measure will be examined to identify disparities or gaps in performance between any subgroup and the performance of all CTE concentrators. Both ISBE and ICCB will require the LEAs and colleges to develop and submit a performance improvement plan each year that they do not meet state-determined levels of performance. Subsequently, ISBE and ICCB will monitor local recipients and the implementation of performance improvement plans for three years.

The Continuous Program Quality Improvement Cycle adapted from the National Alliance for Partnerships in Equity model for Program Improvement Process for Equity⁸⁴ and the Pathways to Results process will be implemented in all of Illinois CTE programming to ensure continuous movement toward statewide commitment to providing high-quality programming for all Illinois students. ICCB will continue to support Pathways to Results⁸⁵ and other continuous improvement processes. Additionally, improvements and enhancements to ISBE and ICCB CTE data systems and dashboards will allow continual monitoring by ISBE and ICCB, as well as secondary and postsecondary eligible recipients. The enhanced monitoring offers opportunity for early identification of disparities and gaps in performance to ensure meaningful progress in performance. The Continuous Program Quality Improvement Cycle to be implemented at all levels is detailed in the figure on the next page:

Figure 12: Continuous Program Quality Improvement Cycle



1. *Disaggregation of Data:* Cluster or program-level data is collected and disaggregated to identify disparities. Data will be collected and disaggregated for race; gender; economic disadvantage; youth who are in or have aged out of the foster care systems; students with disabilities; English Learners; migrant students; homeless students; students with a parent in the active military; single parents, including single pregnant women; out-of-work individuals; and students pursuing nontraditional careers. This list is not exhaustive as grantees may disaggregate the data by other variables, as appropriate.
2. *Data Analysis and Review:* Initial analysis and review of the data will be conducted with an emphasis on special populations, CTE program subgroup, and career cluster.

⁸⁴ For additional information on NAPE, please access <https://napequity.org/professional-development/institutions/>.

⁸⁵ For additional information on OCCRL, please access <https://ocrl.illinois.edu/ptr/ptr-introduction>.

3. *Identify Gaps in Equity and Outcomes:* Subgroups showing a gap from comparison groups will be identified to determine if the problem is consistent across all programs, specific to programs, subgroups/special populations, etc.
4. *Determine Potential Root Causes and Conduct Action Research:* Theories for why gaps exist will be developed and action research conducted to contextualize and clarify the root causes to be targeted for intervention.
5. *Plan and Implement:* Select interventions aligned with the identified root causes and implement interventions with fidelity. This step enables practitioners to use their knowledge of gaps in student outcomes to solve problems in practice and identify the primary contributing factors that act as impediments to effectively supporting student outcomes and/or limit improvement to processes and practices. Following implementation, the cycle of continuous improvement would be re-entered.

Secondary Level

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Ed360 Dashboard. District and school administration, school counselors, and educators can view student data in Ed360 to help them make data-informed instructional decisions. The dashboard added CTE participant and concentrator labels throughout 2018 to applicable student profiles; allowed district and school administrators to preview these labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school; and included ISBE-accepted feedback on these features. The full CTE dashboard was released at the beginning in SFY 2019 to district and school administrators, as well as Regional Office of Education administrators. Preparations continue for Perkins secondary local eligible recipients' access and ISBE anticipates Ed360 access for EFE systems beginning in SFY 2021.

By the end of SFY 2021, ISBE CTE and Innovation, Information Systems, and Technology Support and Infrastructure Departments plan to develop a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE SIS, the Illinois State Course System⁸⁶, data-sharing agreements with other state agencies, the National Student Clearinghouse, and CLNAs. The dashboard will allow ISBE's CTE and Innovation Department to monitor state-level, EFE-level, school district, and school performance indicator data disaggregated by the subgroups of students in ESEA and the special population categories in Perkins V. The data will also be available by CTE program or career cluster, unless the student population size is too low. ISBE CTE and Innovation

⁸⁶The goal of ISBE's Illinois State Course System (ISCS) is to provide a means of collecting timely and accurate CTE data from local secondary schools for reporting courses and enrollments. The ISCS is directly tied to ISBE SIS, which is designed to assign a unique Student Identifier to each student; collect demographic, performance, and program participation data for each student; track secondary students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information electronically from school districts. The result of successful implementation is the ability to provide the State Education Agency, state, and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state. Integrations of ISCS with other CTE data dashboards will continually improve CTE data transparency.

staff will monitor data quarterly in conjunction with quarterly EFE GATA reporting. Monitoring by ISBE staff will identify disparities and gaps sooner and allow ISBE CTE and Innovation staff to provide timely technical assistance based on evidence-based research.

By the winter/spring of 2021, ISBE will develop and deliver a formalized process for program improvement. The plan will identify:

- a. The system to alert low-performing LEAs.
- b. The required use of a specified percent of the Perkins allocation to implement programs with the targeted subgroups to close the gap. (ISBE is in consultation to determine this amount.)
- c. Any additional sanctions that may be required if LEAs fails to meet equity benchmarks.

Annually, ISBE will provide EFE systems actual performance levels disaggregated by student subgroups and special populations down to the CTE program or career cluster, unless the student population size is too low. Based on these metrics, EFE systems will prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is achieved by the third program year, the EFE system will develop a plan of support in consultation with ISBE to identify evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

Each year the grantees will be monitored either through a desk monitoring or an on-site monitoring. The on-site programmatic monitoring will be based on a risk assessment. Each fiscal year, half of the EFE systems will receive on-site monitoring visits.⁸⁷ Target areas will be identified through the review of several reports including, but not limited to, the previous year's annual local report, the current Perkins local application, quarterly GATA risk conditions, and Continuous Improvement Program Quality system. EFEs may also request specific technical assistance, as necessary.

Postsecondary Level

ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes, such as Pathways to Results⁸⁸. Colleges will be required to utilize the data to create a Performance Improvement Plan. The Performance Improvement Plan will be required to target activities that address any performance measures not meeting the state-determined levels of performance, specifically

⁸⁷ ISBE will revise monitoring procedures for the secondary EFE systems and LEAs to include a closer look at special populations.

⁸⁸ For additional information on OCCRL, please access <https://occrll.illinois.edu/ptr/ptr-introduction>

focusing on disparities. A CTE dashboard similar to ISBE's will be available in SFY 2021, so that college staff can easily analyze available data.

ICCB will monitor community college progress annually through on-site monitoring and technical assistance. On-site monitoring is determined through a risk-based cycle (where on-site visits occur no less than every five years), but every community college will receive technical assistance annually. ICCB will provide professional learning and technical assistance to analyze Perkins data, create a Performance Improvement Plan, and develop evidenced-based strategies for correcting disparities between student groups.

i. Improving Outcomes for CTE Concentrators

Describe how the eligible agency will--improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V) (State Plan Guide II.B.2.c.vii.)

ICCB and ISBE will provide professional learning and targeted technical assistance starting in SFY 2020 to assist local recipients in improving outcomes and reducing performance gaps, including for those who are members of special populations. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjusted performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities including members from special populations. Recipients will be required to show a concerted effort in clear progress toward reducing and eliminating any identified disparities and gaps throughout the ensuing fiscal years to maintain eligibility.