

Agenda
460th Meeting of the
Illinois Community College Board

Joliet Junior College
U-1024
1215 Houbolt Rd
Joliet, IL

March 22, 2024

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Illinois Community College Board

APRIL 2024 COMMUNITY COLLEGE MONTH RESOLUTION

April is community college month. It is important that the Board acknowledge the importance of community college month to celebrate the goals and accomplishments of Illinois' community college system. This month, the agency will make a significant effort to share and collect student stories, post social media about Illinois community colleges, and to educate Illinois' leaders about the strengths of community colleges. The following proclamation recognizing April 2024 as Illinois Community College Month will be read and signed by the Chair on behalf of the Board.

RESOLUTION RECOGNIZING APRIL 2024 AS COMMUNITY COLLEGE MONTH

WHEREAS, America's first public community college was established in Joliet, Illinois in 1901; and,

WHEREAS, Illinois community colleges are powerhouses of opportunity at the grassroots with 48 community colleges and 39 college districts throughout the state defining success student by student and community by community; and,

WHEREAS, the total economic output of Illinois community colleges on the statewide economy is estimated at \$3.5 billion with over 43,000 jobs; and,

WHEREAS, Illinois community colleges serve 74% of all undergraduate students enrolled annually in public higher education and over 72% of minorities in public higher education attend a community college; and,

WHEREAS, Illinois Community Colleges have reached an overall 37.5% graduation rate, the highest ever recorded and have awarded over 65,200 degrees and certificates while simultaneously reducing remediation; and,

WHEREAS, nine out of 10 of the state's community college graduates live, work, pay taxes, and raise their families in Illinois; and,

WHEREAS, in the past year, community colleges have partnered with local school districts to offer 14,638 dual credit courses to 82,602 high school students; and,

WHEREAS, Illinois community colleges share a common belief in the people and places they serve, preparing people for the workforce, to transfer students to other colleges and universities, and to continually respond to the communities they serve through adult literacy continuing education services;

NOW, THEREFORE, We, the Illinois Community College Board recognize April 2024 as **Community College Month** in honor of the Illinois Community College System and the significant contribution these institutions are making #4everystudent4everycommunity and to the strength, vitality, and prosperity for our state.

Dr. Lazaro Lopez, Chair
Illinois Community College Board

Date

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Illinois High School Equivalency
 - HSE Conference

- Workforce Education
 - Final Workforce Innovation Opportunities Act Plan
 - Perkins Report Plan
 - Apprenticeship Grant (DOL)

- Academic Affairs
 - Early Childhood Education Midterm Report
 - Dual Credit Update
 - New Unit Summary

- Other
 - Program Advisory Committee Update
 - Across Agency Partnership Summary – 6.2a

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD PARTNERSHIPS

The Illinois College Community College Board works with a variety of state agencies, community organizations, and system and external associations, and philanthropic organizations. Staff will provide an oral presentation of these partnerships over the next few meetings. The purpose of this brief presentation is to summarize the collaborative efforts that are necessary to fulfill the mission and the goals of the community college system, as well as to ensure state and federal, and legislative mandates, policies and rules are followed.

Illinois Community College Board

PERKINS V STATE PLAN 2025-2028 DRAFT AND PROPOSED SDLPS

As part of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) legislation effective July 01, 2019, states are required to submit a Perkins State Plan every four years. This State Plan was developed in partnership with the Illinois State Board of Education (ISBE) and in consultation with stakeholders from around the state, who provided feedback on all aspects of the Plan. Based on guidance from the U.S. Department of Education, ICCB and ISBE decided to move forward with making minor modifications to the existing State Plan (SFY 2021-2024). The SFY2025-2028 State Plan builds upon the strong foundation laid by the current State Plan and places a more concerted focus on developing and implementing activities and strategies that will aid Illinois in meeting its Goals. The Vision, Mission, Foundational Tenet, and Goals remain unchanged.

Revisions and modifications of the State Plan began in the summer of 2023, followed by a series of listening sessions in the fall of 2023, and a public comment period on the State Determined Levels of Performance held during February 16- March 08, 2024. A joint Statewide Webinar was held on February 27, 2024, in which ICCB and ISBE laid out the changes to the State Plan, as well as provided information about the proposed State Determined Levels of Performance. The State Plan Draft as well as information on the public comment period was presented as an information item at the February 2, 2024 board meeting with discussion occurring during the Academic, Workforce, and Student Support Committee.

The Illinois Community College Board is requested to approve the State's Perkins V Plan draft and Proposed State Determined Levels of Performance for Postsecondary Education for submittal to the U.S. Department of Education on or before May 10, 2024.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Perkins V State Plan draft and Proposed State Determined Levels of Performance for Postsecondary Education for submittal to the U.S. Department of Education on or before May 10, 2024.

BACKGROUND

Highlights of the goals and some of the proposed activities within the State's Perkins V Plan draft are listed below.

Highlights

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

- *(new)* Strengthen partnerships and pathways with four-year degree-granting institutions of higher education to promote continuous improvement and learning for postsecondary CTE students. Specifically, ICCB will work in concert with the Illinois Board of Higher Education to bolster career paths in healthcare fields, namely Nursing, utilizing collective State resources like the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant initiative.
- *(new)* ISBE and ICCB will explore additional avenues for promoting CTE throughout the state including using social media, National Honor Societies, and secondary and postsecondary clubs and student organizations.
- ISBE and ICCB will release a joint competitive grant opportunity requiring secondary and postsecondary collaboration. Objectives may include aligning the College and Career Pathway Endorsement framework with implementation of the Model Programs of Study or integrating employability skills and competencies into coursework.
- Focus more intentional support on the Illinois Departments of Juvenile Justice (IDJJ) and Corrections (IDOC). This may include research on the effect of Pell monies being resourced to individuals in custody; ISBE and ICCB collaborating to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.

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

- *(new)* Develop additional Model Programs of Study, as needed, and update the existing Models to reflect current economic trends and programming. Additionally, promote the integration and use of the existing Models, including the promotion of career paths that may be underrepresented in the current narrative, such as careers in municipal government.
- ICCB will develop and facilitate a webinar series around each component of the Local Application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.

Goal 3: Increase participation in meaningful CTE early college credit.

- ICCB will develop a process for assisting colleges with continuous improvement regarding their approved programs of study. Specific areas of interest include expanding dual credit course offerings and other early college opportunities and developing additional team-based challenges and other work-based learning opportunities.
- ISBE and ICCB will work jointly to develop a best practices toolkit for local areas to increase the number of dual credit opportunities in core CTE coursework as opposed to just general education.
- ISBE and ICCB are jointly committed to expanding participation in quality early college opportunities including dual credit, dual enrollment, articulated credit, and advanced placement. Early college opportunities 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 students with disabilities).

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

- (new) ISBE and ICCB will work collaboratively to ensure that CTE programming is in concert with national and statewide trends and tools, such as the use of Artificial Intelligence (AI) and virtual reality (VR) in programming.
- Conduct comprehensive technical assistance to local areas around the Comprehensive Local Needs Assessment by utilizing the following strategies:
 - ISBE and ICCB will continue to provide technical assistance to community colleges regarding the CLNA process. Topics may include the following: how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans including the college's Equity Plan.
 - Before completing the CLNA that will inform the fiscal year 2027 Local Application, ISBE and ICCB will gather Education for Employment system directors and Perkins Administrators to work collaboratively on the CLNA.
 - Conduct an individual, deep-dive webinar on each of the six components of the CLNA.

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

- ISBE and ICCB will develop a 'Why I Teach!' media campaign inclusive of videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.
- ISBE and ICCB will contract to research promising practices from other states for recruiting and retaining a sustainable pipeline of CTE educators. Also, use the Advance CTE framework for educator recruitment and retention to organize the research.

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

- ISBE and ICCB will create a statewide team-based challenge competition. The competition will require secondary and postsecondary collaboration with the winners announced during February, which is CTE Month.

The State Determined Levels of Performance (SDLPs) are the statewide performance goals for the three postsecondary performance indicators. College levels of performance for the three indicators must meet the state determined level; if not, they are required to create a performance improvement plan to increase their performance in that specific performance indicator. Under Perkins V, states are able to create their own performance levels which are subject to public comment and then approved by the U.S. Department of Education.

The proposed performance indicator targets were put forth for public comment from February 16 through March 08, 2024. The following SDLPs were created in concert with ICCB's Research and Analytics staff who provided the methodology and proposed target numbers. Based on the feedback from the Statewide Webinar and additional conversations with R&A staff, the ICCB has determined the targets to be put forth to the U.S. Department of Education via the State Plan. Those targets and accompanying methodology are as follows:

Indicators	Baseline Level	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1P1: Postsecondary Retention and Placement	68.8	69	69.4	69.8	70.4	70.8%	71.6%	72.4%	72.8%
ALP		80.2	78.4	82.8	TBD				
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3	71.7%	72.1%	72.5%	72.9%

ALP		78.24	75.71	78.9	TBD				
3P1: Nontraditional Program Enrollment	9.5	9.6	9.8	9.9	10.1	10.3%	10.7%	11.1%	11.5%
ALP		12.04	11.76	12.17	TBD				

The following factors were used to determine the proposed targets:

- Historical Performance and Trend Analysis:
 - An analysis of the historical performance data for each measure (1P1, 2P1, and 3P1). This included analyzing past targets versus the actual performance achieved. Post-COVID Illinois has seen a significant amount of hiring and job openings as businesses reopened and normal operations resumed. However, this will not continue indefinitely, and the labor market often goes through downturns after periods of growth and expansion. The ICCB will take a conservative- yet continuous improvement- approach to target setting as we move forward.
 - An examination of the trend in actual performance relative to the targets over the past three years (we do not yet have data for fiscal year 2024).
- Gradual Improvement and a Balanced Approach:
 - A consideration of the organization's ability to improve over time, and then utilizing this logic to set targets that reflect a gradual improvement from historical performance, balancing ambition with achievability. This included avoiding setting targets unrealistically high to prevent demotivation or unrealistic expectations.

Additional factors of significance:

- CTE continues to be crucial to the revitalization of our economy.
- Community colleges experienced an increase in headcount and FTE for the 2nd year in a row, in which CTE increased by 10.4 percent in headcount.
- Statewide initiatives like PATH (our healthcare grant) and the new EV initiative will get more students interested in nontraditional careers, especially in healthcare which has seen probably the largest shift away from being dominated by a single sex.

The State Plan will be submitted prior to the May 10, 2024 deadline.

Illinois' Perkins V State Plan (SFY 2025-28) DRAFT

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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) 2025-28 (July 1, 2024- June 30, 2028), as well as provides historical information regarding the development and implementation of the Illinois Perkins V State Plan for SFY2021-2024. 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 law's purpose is to fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who 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.

The SFY2025-2028 State Plan builds upon the strong foundation laid by the previous State Plan and places a more concerted focus on developing and implementing activities and strategies that will aid Illinois in meeting its Goals. The Vision, Mission, Foundational Tenet, and Goals remain unchanged.

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 25 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.

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:

II. 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 2025-28

The SFY2021-2024 Illinois State Plan for Perkins V provided an exceptional foundation for the SFY2025-2028 State Plan to build upon. The core ideas and processes did not change from one plan to the next, rather, it was determined that the focus should be on enhancing strategies and activities to achieve the Goals outlined below.

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 Results¹, will drive fiscal and programmatic decision-making.
- To level the playing field for all students, an increased focus on meeting the needs for

¹ For more information about Pathways to Results see: <https://occrll.illinois.edu/ptr>

members of special populations through educator professional learning is critical.

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

- ISBE and ICCB will release a joint competitive grant opportunity requiring secondary and postsecondary collaboration. Objectives may include aligning the College and Career Pathway Endorsement framework with implementation of the Model Programs of Study or integrating employability skills and competencies into coursework.
- Focus more intentional support on the Illinois Departments of Juvenile Justice (IDJJ) and Corrections (IDOC). This may include research on the effect of Pell monies being resourced to individuals in custody; ISBE and ICCB collaborating to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.
- ICCB will support* the implementation of Bridge programming through the utilization of the Integrated Career and Academic Preparation Systems (ICAPS) model to assist students in bridging the skills gap so they may more readily matriculate into CTE programs. *Perkins funds cannot monetarily support Bridge programming.
- Strengthen partnerships and pathways with four-year degree-granting institutions of higher education to promote continuous improvement and learning for postsecondary CTE students. Specifically, ICCB will work in concert with the Illinois Board of Higher Education to bolster career paths in healthcare fields, namely Nursing, utilizing collective State resources like the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant initiative.
- 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.²
- ISBE will continuously update the list of industry-recognized credentials. Additionally, ISBE will further develop the resource by including specific vendors that offer those credentials.
- ISBE and ICCB will explore additional avenues for promoting CTE throughout the state including using social media, National Honor Societies, and secondary and postsecondary clubs and student organizations.
- ISBE and ICCB will work to create a process to look at data longitudinally to identify if the individual is in a career or degree/credential that aligned to their coursework six month after they graduate.

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

- ICCB will continue to support state-funded/led initiatives which impact CTE and special populations students like the Workforce Equity Initiative, the PATH grant, the Trade School Program Grant, and the HOUSE program.

² 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.

- ICCB will develop and facilitate a webinar series around each component of the Local Application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.
- Develop additional Model Programs of Study, as needed, and update the existing Models to reflect current economic trends and programming. Additionally, promote the integration and use of the existing Models, including the promotion of career paths that may be underrepresented in the current narrative, such as careers in municipal government.
- 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.
- ISBE and ICCB will work to create resources to embed academics into CTE Programs and to share with secondary and postsecondary.

Goal 3: Increase participation in meaningful CTE early college credit.

- ISBE and ICCB are jointly committed to expanding participation in quality early college opportunities including **dual credit, dual enrollment, articulated credit, and advanced placement**. Early college opportunities 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 students with disabilities). ISBE and ICCB will provide resources and technical assistance on the Dual Credit Quality Act specifically the model partnerships agreement.
- ISBE and ICCB will utilize disaggregated data 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.
- ICCB will develop a process for assisting colleges with continuous improvement regarding their approved programs of study. Specific areas of interest include expanding dual credit course offerings and other early college opportunities and developing additional team-based challenges and other work-based learning opportunities.
- ISBE will provide support to the schools on continuous improvement of their program of study, specific areas would be the size, scope and quality.
- ISBE and ICCB will work jointly to develop a best practices toolkit for local areas to increase the number of dual credit opportunities in core CTE coursework as opposed to

just general education.

- Illinois will expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- Share data of students who received dual credit at the high school level and connection to the colleges.

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

- Conduct comprehensive technical assistance to local areas around the Comprehensive Local Needs Assessment by utilizing the following strategies:
 - ISBE and ICCB will continue to provide technical assistance to community colleges regarding the CLNA process. Topics may include the following: how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans including the college's Equity Plan.
 - Before completing the CLNA that will inform the fiscal year 2027 Local Application, ISBE and ICCB will gather Education for Employment system directors and Perkins Administrators to work collaboratively on the CLNA.
 - Conduct an individual, deep-dive webinar on each of the six components of the CLNA.
- ICCB will work to expand the Peer Review Initiative for Statewide Program Review.
- 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.
- ISBE and ICCB will work collaboratively to ensure that CTE programming is in concert with national and statewide trends and tools, such as the use of Artificial Intelligence (AI) and virtual reality (VR) in programming.
- 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.
- ISBE and ICCB will help educators expand programs to include an industry-recognized credential where possible and ensure collaboration with workforce partners on industry credentials in secondary and postsecondary programs.
- Share resources and programs with secondary and postsecondary

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

- ISBE and ICCB will develop a 'Why I Teach!' media campaign inclusive of videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.
- ISBE and ICCB will contract to research promising practices from other states for recruiting and retaining a sustainable pipeline of CTE educators. Also, use the Advance CTE framework for educator recruitment and retention to organize the research. National CTE Faculty Shortage survey will inform this research.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching to support our culturally diverse students and will support strategies to recruit and

retain educators who are underrepresented among CTE educators.

- Expand upon the success of the TIPPS Modules (Training on Instructional Practices for Postsecondary Success) to include modules for secondary practitioners.
- 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.

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

- ISBE and ICCB will create a statewide team-based challenge competition. The competition will require secondary and postsecondary collaboration with the winners announced during February, which is CTE Month.
- ISBE and ICCB will promote the use of Career and Technical Student Organizations (CTSOs) in programming, as well as the use of team-based challenges, to enhance learners' experience and to provide them with real-world critical thinking skills.
- ISBE will work to more effectively capture the work-based learning that is imbedded in CTE coursework. This may involve technical assistance to local areas or the creation of a toolkit.
- 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.
- ICCB will support community colleges in expanding paid work-based learning opportunities for students, including pre- and registered apprenticeships.
- ISBE and ICCB will develop resources for promoting work-based learning in all its forms- internships, apprenticeships, on-the-job-training, job shadowing, etc. ISBE and ICCB will provide awareness to business and industry regarding the benefits of work-based learning.
- Promote opportunities for individuals with disabilities around work-based learning such as the STEP program provide through Department of Human Services in collaboration with ISBE.

III. 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 emphasizes local flexibility, collaborative engagement and planning, innovation, equity, accountability, and alignment with other education and workforce programs. This State Plan builds upon the progress made during SFY 2020-2024, 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;
- Early Childhood Access Consortium for Equity
- 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 the work of the Workforce Innovation Board's Apprenticeship Committee and the adoption of the updated Career Pathways Dictionary definition;
- HB 5464 (P.A. 102-1046) Equity Plan Legislation: requiring all public institutions of higher education to create and implement equity plans and practices to close gaps in enrollment, retention, completion, and student loan repayment rates.
- 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;
- Pipeline for the Advancement of the Healthcare Workforce (PATH) Initiative;
- Workforce Equity Initiative; and
- WIOA Unified State Plan.

State Plan Development Timeline

Table 1 outlines each phase and stakeholder engagement activities that occurred throughout the State Plan development process.

Table 1: Illinois Perkins V State Plan Development Timeline		
Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Summer 2023	Plan Writing	<ul style="list-style-type: none"> Interagency Perkins Core Team Meeting(s) P-20 Council and Subcommittee on Perkins V
Fall 2023	Feedback on successes of current State Plan and opportunities for improvement	<ul style="list-style-type: none"> Interagency Perkins Core Team Meeting(s) ISBE and ICCB staff consultation with Boards Individual presentations at conferences, meetings, and associations
Winter 2023 and 2024	Feedback on the 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 Individual presentations at conferences, meetings and associations
Spring 2024	Final Submission (<i>Plan due May 10, 2024</i>)	<ul style="list-style-type: none"> Interagency Perkins Core Team Meeting(s) ISBE and ICCB staff consultation with Boards 2nd Public Comment Period for the State Plan and Performance Targets Individual presentations at conferences, meetings, and associations

Stakeholder Engagement Activities

ISBE and ICCB conducted stakeholder engagement throughout the planning and development of the State Plan. Critical partners were engaged in this process throughout. Additionally, the Core Team met once every two weeks during the development of the plan.

1. *Interagency Perkins V Core Team*

The Core Team included individuals from the ISBE and ICCB CTE divisions. Internal partners from accountability, research, and fiscal departments were included in the process as necessary, as well. The Core Team met on a regular basis to develop activities for the plan, identify stakeholder engagement strategies, statewide priorities, and areas for workforce and education coordination and alignment.

2. *Information Sharing and Feedback Loops*

ISBE and ICCB hosted several in-person opportunities across the state to share information about Perkins V and elicit feedback to inform the State Plan, as well as two statewide webinars.

3. *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 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.
- **Professional Development Partners** – Professional development partners for both ISBE and the ICCB viewed drafts of the Plan and provided feedback and suggestions.
- **Workforce Partners** – Representatives from the Department of Commerce and Economic Opportunity were informed of proposed activities and given the opportunity to provide feedback.

4. *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.

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

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.)

Successes and Opportunities: Reviewing the Current State Plan

ISBE and ICCB provided both in-person and virtual opportunities for public comment on the current State Plan. In order to build on the solid foundation of the current State Plan, ISBE and ICCB sought feedback from stakeholders on the successes, challenges, and ideas for expansion on the Vision, Mission, Goals, and activities from the current State Plan. Utilizing this feedback allowed ISBE and ICCB to understand the Vision, Mission, and Goals from the perspective of the local areas. Feedback was reviewed and carefully considered, and implemented where it made

sense. Feedback can be found in Appendix ##.

Draft of the State Plan and Performance Indicators

Opportunities to provide public comment on the draft of the State Plan were provided from February 16 - March 08, 2024, following presentations and discussions at both ISBE and ICCB December and February Board meetings, respectively. The State Plan draft was posted on ISBE and ICCB's websites with a second feedback survey. A public webinar was held on February 27, 2024. Emails, survey responses, and formal feedback on the draft of the State Plan are also provided in Appendix ##.

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.)

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

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, less any funds reserved up to 15 percent, will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula;
- Not more than 10 percent to be used for state leadership activities, including 2 percent 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
- No more than one percent of State Leadership funds 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 of federal Perkins funds is split 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

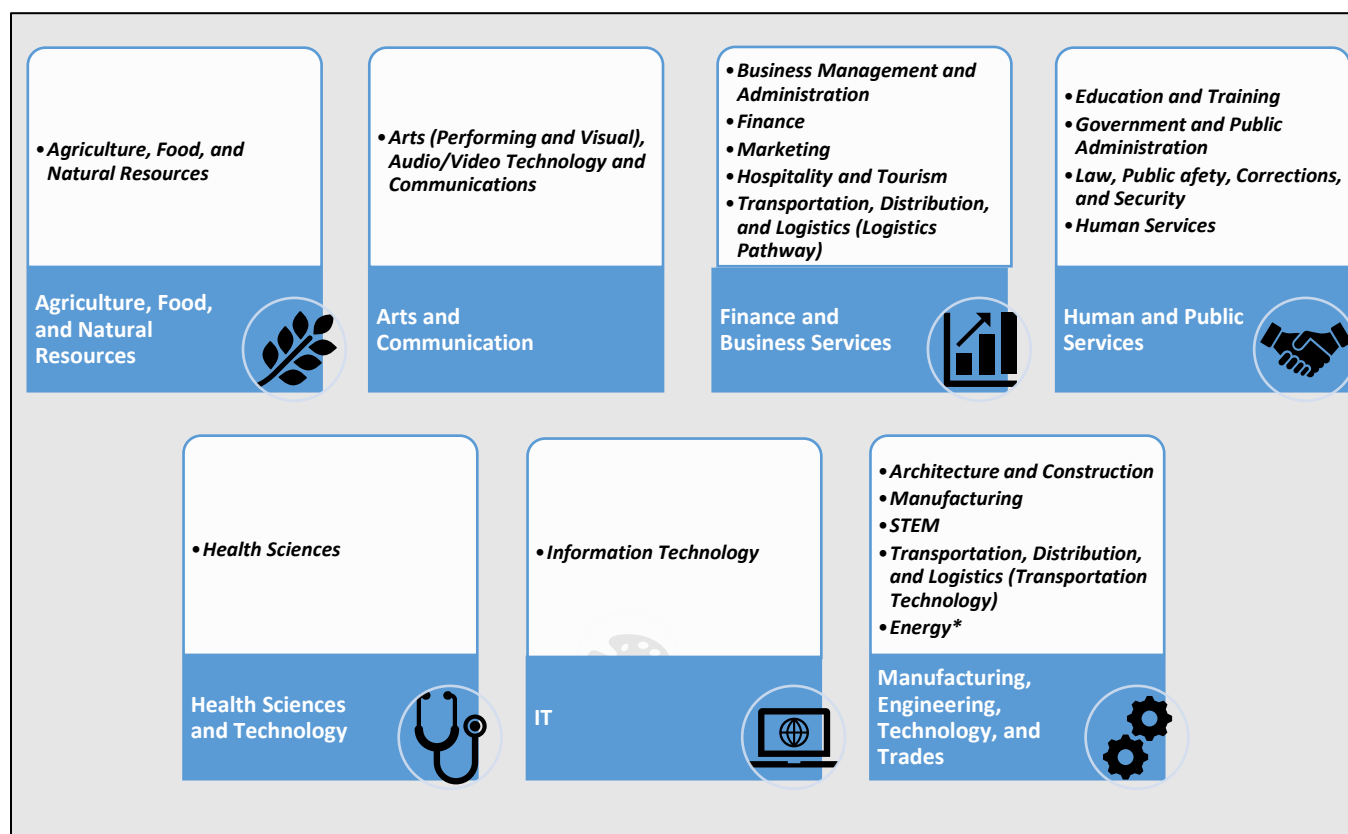
What career and technical education programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients? (Section 122(d)(4)(A) of Perkins V) (State Plan Guide II.B.2.a.)

All CTE programs and programs of study are developed at the local level according to local labor market data and in coordination with stakeholder feedback. Secondary and postsecondary entities work to develop these as-needed. ISBE and ICCB will continue to promote the development of programs of study that align not only with local labor markets, but with state-level initiatives, as well.

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 supports 81 unique instructional programs by 773 of the 823 Illinois public high schools and 25 Area Career Centers, which each serve multiple local districts. ISBE evaluated 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 4,254 approved CTE programs, consisting of 1,217 degree programs and 3,037 certificate programs spanning across all career

clusters. These programs are approved by ICCB. Each community college must publish all program offerings annually.

Program of Study Models Development

ISBE and ICCB will continue to partner to support approved programs of study and improve them in accordance with this plan's goals and priorities. New program of study models will be developed based on a number of mitigating factors including the following: state and national trends and initiatives- Electric Vehicle Technology or other clean energy initiatives, for example-, stakeholder feedback, etc. As a continuation of the work that has already been done, ISBE and ICCB will shift focus to how these Models are being implemented at the local level. Additionally, ISBE and ICCB will develop a crosswalk to show how the secondary and postsecondary Models align.

To date, the following Program of Study Models have been developed:

Secondary level:

Postsecondary: These guides were sponsored by ICCB and developed in consultation and collaboration with ISBE through a process led and facilitated by EdSystems Center at Northern Illinois University. The process involved extensive research into labor market information and credential programs and dialogue across secondary, postsecondary, and employer stakeholders. To date, ten Model Programs of Study Guides have been released for the focus areas of: education; health sciences and technology; information technology; manufacturing and engineering; agriculture, food, and natural resources; architecture, construction, and energy; arts and communications; finance and business service; culinary and hospitality; and human and public services.

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)³. Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in Table 7 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

³ For more information about the CLNA process, see page 32 of this plan.

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

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:**⁴ 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

⁴ 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.

competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process⁵.

- 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.

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

⁵ 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.

- 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 ⁶.
- 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.

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

⁶For additional information on the Career Pathways Dictionary, please access <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

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.

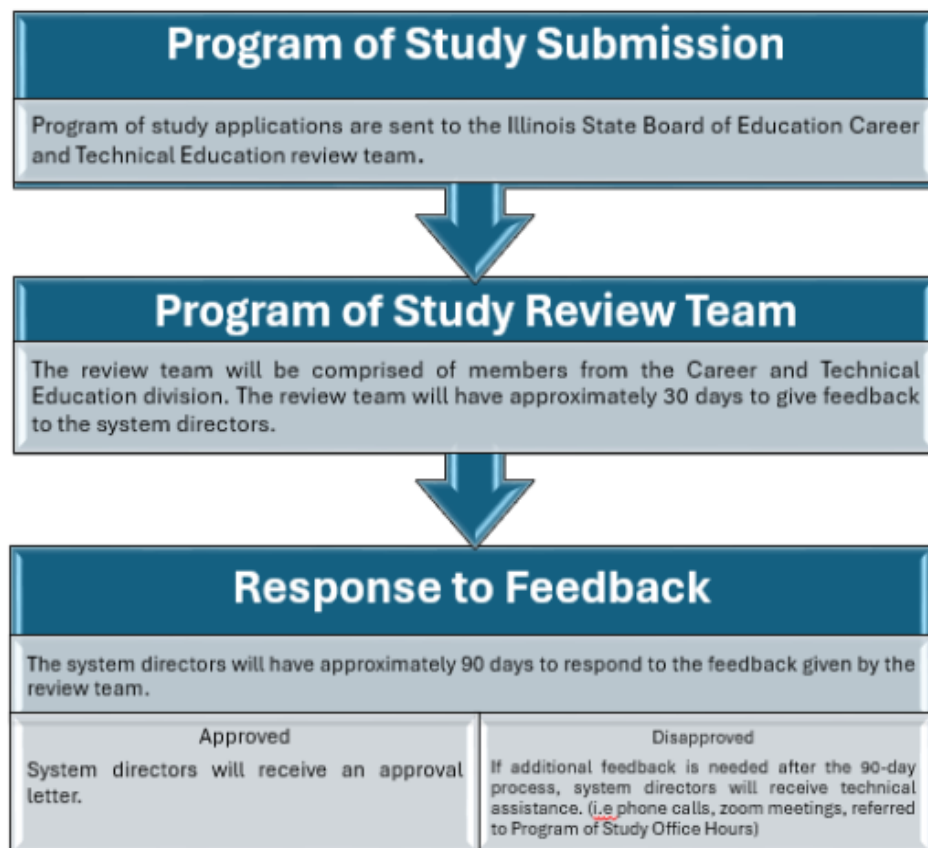
All ISBE-approved programs of study, new and existing, will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois 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

Program of Study Approval Process



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 of Study approval process aligned to the size, scope and quality standards, within two years of receiving Perkins funding, then every four years after initial approval. The Program of Study submission process includes documents and evidence submissions to ISBE. Documents will align to ICCB version, including the toolkit. A timeline for submission has been established.

Appeal Process

A process for appeal is provided for an LEA to utilize in the case of disapproval at either the EFE region or ISBE state level.

A Program of Study Toolkit 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 Program of Study Toolkit and process will serve as a tool for reflection at the local level and as a data collection point for ISBE. The Program of Study Toolkit was created to ensure complete alignment with our size, scope, and quality standards. The full Program of Study Toolkit can be found in Appendix M.

The Access and Equity component of the Program of Study Toolkit 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 continue to be implemented during SFY 2024. Previously, once an initially approved program hired a teacher and offered at least two courses within a pathway, it was considered valid. The Program of Study Approval 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

To date almost 300 programs of study have been submitted to ICCB for approval, with ### being fully approved.

All programs of study requested for ICCB approval must meet all six⁷ 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 were 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

⁷A.) 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.

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 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.

- ***Activity 1: ICCB will develop a process for assisting colleges with continuous improvement regarding their approved programs of study. Specific areas of interest include expanding dual credit course offerings and developing additional team-based challenges and other work-based learning opportunities.***

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 Local 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 continue to complete their CLNAs to inform their local applications covering SFY 2025-2028 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

At the outset of Perkins V legislation, 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.

ISBE will continue to provide EFE directors with technical assistance related to the CLNA, focusing on data analysis, and developing goals based on data. Updated guidance documents and data reports are available within each release of the CLNA for both the EFE directors and within the LNA for secondary districts.

ICCB will continue to provide 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) conducted a number of targeted technical assistance sessions to community colleges, both in-person and virtually.

- ***Activity 1: Continue to provide technical assistance to community colleges regarding the CLNA process. Topics areas may include the following: how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans including the college's Equity Plan.***
- ***Activity 2: Conduct an individual, deep-dive webinar on each of the six components of the CLNA.***

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 conjunction with the local application for the corresponding fiscal year.

The local application is submitted each spring, and revisions may be submitted annually after the first program year. Revisions may be submitted after the CLNA conducted 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 includes 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 2025 and SFY 2027.
2. Program/Work 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.
5. Any other documents required by either ISBE or ICCB.

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. 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; ICCB's Statewide Program Review Process (Program Review Manual is found in Appendix U); and other continuous improvement processes. 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. Also, 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.

- ***Activity 1: ICCB will develop and facilitate a webinar series around each component of the Local Application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.***

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 1P1, which is the postsecondary state-determined level of performance.

- ***Activity 1: ISBE will continuously update the keep the industry recognized credentials list that was developed during the SFY2021-2024 State Plan with new credentials, based on stakeholder feedback.***

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 framework⁸ 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 Competencies⁹ 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.

⁸ For additional information on Illinois Essential Employability Skills Framework and Self-Assessment, please access <https://icsps.illinoisstate.edu/2-home/63-illinois-essential-employability-skills-framework>

⁹ 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>.

Figure 6: Employability Skills Framework and PWR Employability Competencies Crosswalk

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, as well as guidelines for a self-assessment process to promote continuous program improvement in employability skills implementation.

- *Activity 1: The Illinois Essential Employability Skills Framework will be revised to include emerging skills such as digital literacy. During the Covid-19 pandemic, lack of these skills exacerbated the already existing equity gaps.*

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)

The community college system is the largest dual credit provider in Illinois. In fiscal year 2022, Illinois community colleges offered a total of 13,543 dual credit courses with a total of 75,507 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses. Of those 13,543 courses, 5,177 (57,025 unduplicated students) were CTE-specific. Additionally, nearly one in five students (19.0 percent) taking one or more Illinois

community college credit courses was a high school dual credit student. The most popular CTE courses continue to be welding, certified nursing assistant, and construction trades.

ISBE and ICCB will continue to focus on increasing meaningful and intentional CTE dual credit opportunities, as well as additional early college opportunities such as dual enrollment, articulated credit, and advanced placement. Dual credit continues to be an important tool; however, inequitable participation among racial minorities and many special populations exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation.¹⁰ 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. It is important to simultaneously reduce these equity gaps and champion other forms of early college learning which may be more readily accessible to high-need populations.

- ***Activity 1: 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 2024.***

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

- ***Enhance High-Quality Credentialing Opportunities:*** The continued expansion of stackable credentials¹¹ 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, and 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 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.¹² 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.
 - ***Activity 2: ISBE and ICCB will utilize disaggregated data 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***

¹⁰ 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.

¹¹ 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.

¹² 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.

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.

- **Activity 3: ICCB will work with the ICCB Academic Affairs and Student Success division to support colleges with the FY2024 Access and Equity in Dual Credit Project grant program, which is funded by the State of Illinois.**
- **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 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 System¹³ 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:** 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. 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.

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.)

¹³ For additional information on Illinois workNet, please access <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

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 (PaCE) frameworks and College and Career Pathway Endorsement (CCPE) 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 Dictionary¹⁴.

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.

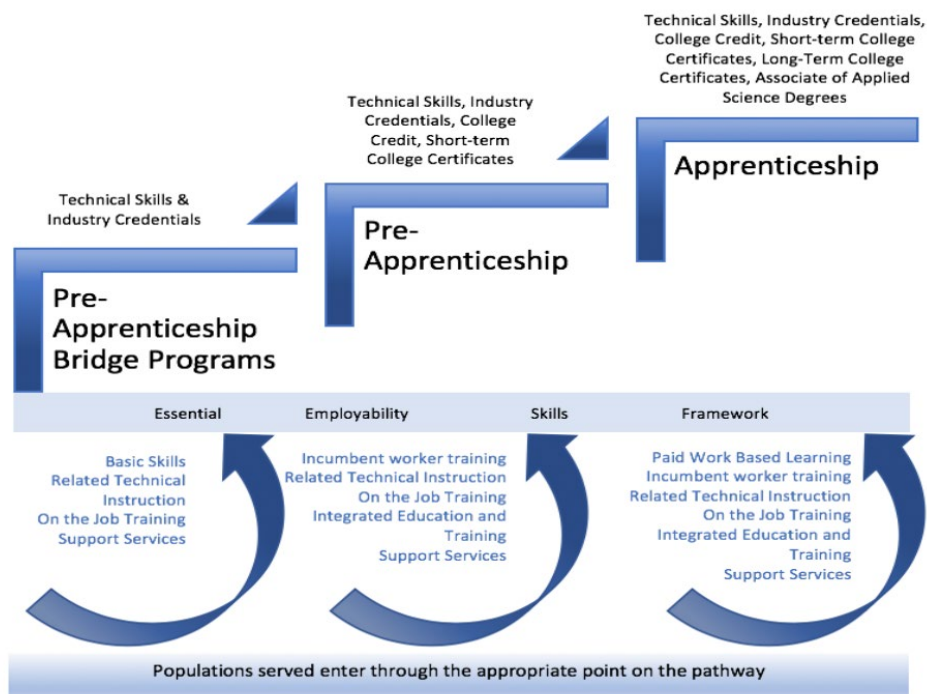
Postsecondary Efforts: Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents. ICCB will continue to support efforts for paid work-based learning, such as pre-apprenticeships and registered apprenticeships, during the implementation of the State Plan to increase equity in work-based learning opportunities.

- *Activity 1: ICCB will utilize Perkins Leadership funds to support efforts to scale the success of the Customized Apprenticeship Programming in Information Technology grant (CAP-IT, funded through the U.S. Department of Labor). The CAP-IT grant program was extremely successful, and the models used to customize apprenticeship programming can be scaled to other career clusters. Figure 8 below shows the*

¹⁴ For additional information on the Career Pathways Dictionary, please access https://www.iccb.org/cte/wp-content/docs/CP_Dictionary_111318_FINAL.pdf.

customized apprenticeship model wherein integrated education and bridge programming are utilized.

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 are utilized 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 continue to be released, based on available funds, 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*¹⁵, 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 recommendations¹⁶ 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

¹⁵ For additional information on the *Teach Illinois* report, please access <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

¹⁶For additional information on *Teach Illinois* recommendations, please access <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>

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. ISBE will develop a plan to provide grants to the Illinois Higher Education Entities to expand their CTE Education Preparation Program by designing and implementing a 2+2 program with one or more community colleges.

- **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 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. There were 33 CTE students who have had the opportunity to receive mentoring services through the Illinois Education Association and five from the Illinois Federation of Teachers. ISBE will continue to grow and provide support for new CTE teachers.
- **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. Training on Instructional Practices for Postsecondary Success (TIPPS) is a

comprehensive professional learning program designed for postsecondary instructors in career and technical education. TIPPS is comprised of three instrumental components: Curriculum + Cohort + Coaching. The evidence-based TIPPS curriculum is presented in a series of online modules focused on these objectives: create optimal conditions for learning in an equitable and effective learning environment; design an accessible curriculum that embraces learner variability; apply instructional practices that are both rigorous and relevant to increase student engagement; and use a balanced assessment and feedback system to inform teaching and learning.

- *Activity 1: Expand the TIPPS program to include modules for secondary CTE instructors.*
- **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 quarterly 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 continue to be developed and delivered. ISBE and ICCB will also embed its focus on meeting

the needs of special populations into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning 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 will also collaborate with other departments in the agency at their conferences related to low income (ESEA Title I) homeless, youth in care, special education and multilingual.
- 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.

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 diversity, equity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations¹⁷ as defined in Perkins V, as well as students of color and students identifying as LGBTQ, 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

¹⁷ 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.

1. Utilizing Local Funding Opportunities

- Provide competitive or formula-based funding opportunities that utilize the flexibility of 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 support effective faculty; counselors and advisors; specialized instructional support personnel and paraprofessionals.
- Conduct 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.
- The expansion of competency-based educational opportunities to meet the needs of members of special populations. Specifically, by utilizing leadership funding to support programs with a high labor market need.
- Provide opportunities for students to access and participate in Career and Technical Student Organizations and team-based challenges
- Research and development of open educational resources, particularly those that are culturally responsive to the students being served.

2. Supporting Professional Learning

- ISBE and ICCB will continue to support the development of professional learning opportunities for both secondary and postsecondary education systems. 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. Examples of potential professional learning topics include the following:

- 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);¹⁸
- 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,¹⁹ and stereotype threat;²⁰ and
- i. Culturally responsive pedagogy and practices²¹;
- j. Supports available for member of special populations and students who are underrepresented.

3. 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.

- ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit 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.
- CLNA: 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,

¹⁸ For additional information on PBIS, please access www.pbis.org.

¹⁹ 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.

²⁰ 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. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

²¹ 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>.

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.

- Program Review: Other equity-driven processes include program review processes required by ISBE and ICCB. These processes require local areas to disaggregate equity data not only on a program-level, but on a course-level, as well. Multiple questions within the program review template require institutions to analyze their programs based on student access and success. These continuous quality improvement processes identify disparities between special populations²² and in the areas of enrollment, persistence, performance, and success.

4. **Alignment with federal laws and regulations**

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.

MOA Program: In 2020, the U.S. Office for Civil Rights released a new Memorandum of Procedures (MOP), detailing the department's efforts to align MOA Program activities with those of Perkins. The updated MOP places a greater emphasis on providing local areas with technical assistance in assessing their own programs and services. The MOA Program was developed under 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)* which require that 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 conduct separate civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the U.S. Department of Education Office for 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 continue to provide increased technical assistance and training to LEAs related to the *Guidelines*, including the annual notice of nondiscrimination, the continuous notice

²² 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.

of nondiscrimination, and grievance procedures, as well as the civil rights review process as a whole.

- All LEAs will be asked to complete a civil rights self-assessment²³. Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices.
- ICCB will continue to provide robust technical assistance to the community colleges both virtually and in-person. In-person training has been focused on assessing the physical accessibility of one's classrooms and campus; this practice will continue. Additionally, the ICCB will continue to conduct webinars and virtual training around the administrative regulations including notices of nondiscrimination and grievance procedures.

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.
 - LEAs and community colleges may refer to “Supporting Students with Disabilities: Recruitment Super Strategies” for guidance and direction.²⁴ These documents 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 devices.
 - 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*

²³ For additional information on the Civil Rights self-assessment <https://ilequity.com/forms-resource>

²⁴ 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>.

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 continue to 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*²⁵, 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 will continue to allow for more flexibility with state and federal funding 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,
 - 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 apprenticeships²⁶ available to students in high school and college,

²⁵ For additional information on *Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*, please access [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities. Revised August 2020. \(PDF\)](#)

²⁶ An apprenticeship registered with the U.S. Department of Labor (DOL) meeting the standards defined by DOL, which

particularly prioritizing support for low-income students or students who are traditionally underserved in these types 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*²⁷ and *Informing and Supporting Students Interested in Nontraditional Fields*²⁸ for guidance and direction. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions²⁹, stereotype threat³⁰, and effective practices for recruiting and retaining students preparing for nontraditional careers.

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.
- ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to

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-Pathways-Dictionary.PDF>.

²⁷ 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>.

²⁸ 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>.

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 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>.

child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs.

- ICCB will provide guidance to colleges for connecting 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

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*.

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ISBE will continue to partner with 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. *Innovative program models that accelerate learning:* ICCB supports innovative programming to address the needs of English Learners. Some colleges deliver curriculum in the students'

³¹ 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>.

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.³²
 - 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*³³ for further information
 - ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act³⁴.
 - 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.).
 - 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.
 - School districts should work closely with their designated homeless education liaison or contact ISBE's Wellness Department or CTE for technical assistance and guidance, as needed.
 - ICCB will work with the community college Homeless Liaisons to provide continued training and support, including services offered through the Perkins Act.
2. *Addressing food and home insecurity among community college students*: ICCB will utilize the resources developed by the State of Illinois HOUSE initiative to continue to provide support to students who are experiencing food and/or home insecurity. Additionally, ICCB will continue to promote and share best practices amongst the community college system, such as utilizing the term 'snack cabinet' instead of food pantry, to lessen the stigma for students

³² For additional information on the McKinney-Vento Homeless Act, please access <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>.

³³ For additional information on McKinney-Vento Homeless Non-Regulatory Guidance, please access <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>.

³⁴ For additional information on the homeless, please access <https://www.isbe.net/pages/homeless.aspx>.

who need access to food.

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

Illinois has the third-highest rate of foster youth aging out of the system.³⁵ 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,
2. ICCB will utilize the findings from OCCRL's SFY2021-2023 study on support services and student experiences of former foster youth in the community college system to enhance both statewide support and knowledge, as well as to provide relevant professional development opportunities to local areas.
3. ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures 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.
4. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB allow 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

1. The reported population of students who fall within this special population is very small. ISBE and ICCB will support this population as needs arise and will work with local areas to ensure that these students are being captured by data reporting.
 - 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.

³⁵ For additional data and information on Foster Progress (n.d.), please access <http://www.foster-progress.org/>.

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 are 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 are required to utilize data disaggregated by special population subgroups to complete the CLNA and local application. Local grantees provide a plan for addressing all achievement and opportunity gaps. These strategic plans 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 website³⁶ 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

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 2025-28 and completing the CLNA prior to SFY 2025 and SFY 2027, local recipients are also 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

³⁶ For additional information on ISBE Civil Rights website, please access www.ilequity.com.

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 website³⁷ 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. ICCB will also 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

³⁷ For additional information on ICCB Civil Rights website, please access www.ilcivildrightsreview.com.

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 Centers³⁸ 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 Program³⁹. 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

³⁸ For additional information on One Stop Centers, please access

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

³⁹ For additional information on Trade Adjustment Assistance Act Program, please access <https://www.doleta.gov/tradeact/>.

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 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 Program⁴⁰ 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 Training⁴¹ through its Integrated Career and Academic Preparation System (ICAPS)⁴². 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

⁴⁰ For additional information on the Youth Career Pathway Program, please access <https://www.illinoisworknet.com/youthcareerpathwaysnofo>.

⁴¹ 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)

⁴² For additional information on ICAPS, please access <https://www.icapsillinois.com/>.

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 veteran coordinators and local IDES veterans 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 Disabilities⁴³, 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 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 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

⁴³ For additional information on the Transition Guide, please access [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#).

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 mandates that school districts award at least one College and Career Pathway Endorsement on the 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 option⁴⁴.



Figure 9: PWR Strategies

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 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:

1. **Adopting Common Definitions and Frameworks:** The adoption of common definitions

⁴⁴For additional information on the PWR Act, please access <https://www.isbe.net/Documents/EDS-PWRAReport.pdf>.

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 guidance⁴⁵ 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 postsecondary education.
- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels⁴⁶. 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”⁴⁷.
- 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

⁴⁵For additional information on Career Pathways Dictionary, please access Illinois Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

⁴⁶ For additional information on stackable credentials, please access <https://cte.ed.gov/initiatives/community-college-stackable-credentials>.

⁴⁷ For additional information on Department of Labor Stackable Credentials, please access <https://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>.

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.
- e. Career Connections Conference
- f. Illinois Association of Career and Technical Education (IACTE) Conference

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.)*

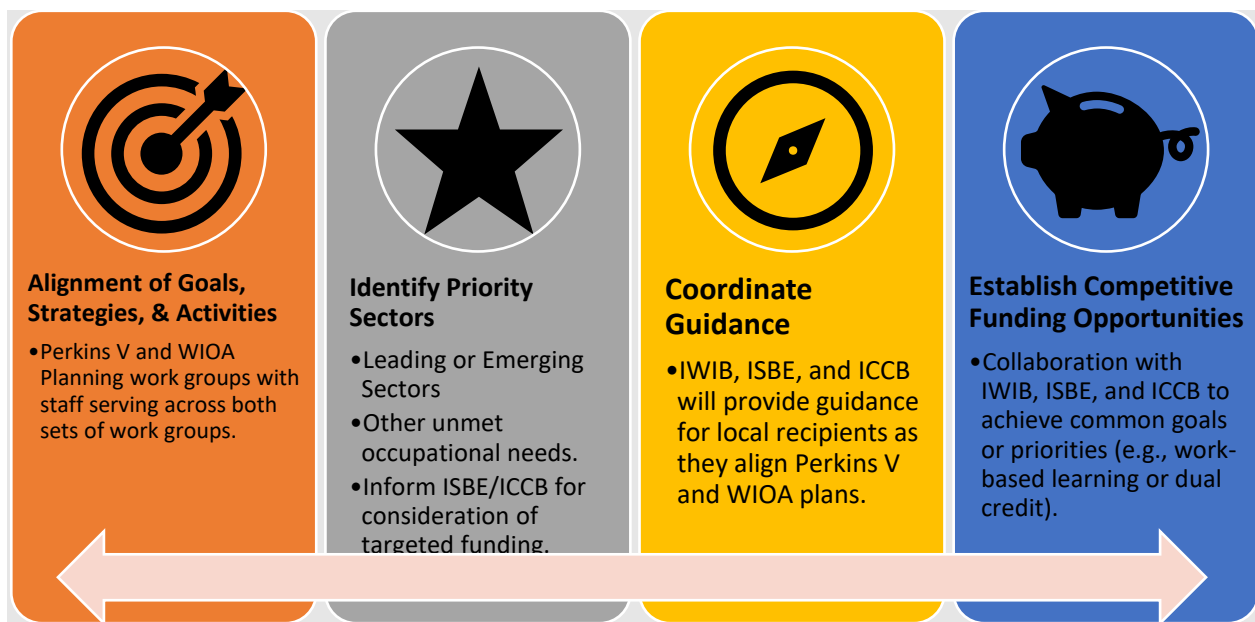
Coordination with the State Workforce Board to Support Local Career Pathway Development

Examples of career pathways within for Illinois are outlined at a website⁴⁸ 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

⁴⁸For 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 processes⁴⁹. 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 continue to develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies.

ISBE redesigned its CTE webpages 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 Act⁵⁰. 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

⁴⁹ For additional information on Program Year 2020 WIOA Regional and Local Planning, please access <https://www.illinoisworknet.com/WIOA/RegPlanning>.

⁵⁰ For additional information on Illinois CTE webpage, please access <https://www.isbe.net/Pages/Career-Technical-Education.aspx>.

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](#).⁵¹ 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](#)⁵² 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. Additionally, the Illinois Postsecondary Profiles website⁵³ is a dynamic resource that provides a way to view, all in one place, numerous types of postsecondary data from local agencies. Designed with a variety of users in mind, and built to be useful and accessible, the IPP enables users to follow their interests, easily locate the data they want, and quickly navigate among different views and visualizations.

A ZIP code locator is also 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.

⁵¹ For additional information on the Illinois Career Guide, please access <https://www.ilcareerguide.com/>.

⁵² For additional information on the ICCB Directory of Programs, please access <http://iccbdsrv.iccb.org/dop/home.cfm>.

⁵³ For additional information on the IPP, please access <https://illinoispostsecondaryprofiles.com/>.

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. Secondary CTE Industry Stakeholder Group (ISG): To provide feedback in the planning, development, implementation, evaluation and ongoing improvement of career and technical education programs in Illinois, the Secondary CTE Industry Stakeholder Group (ISG) will be formed by 2023. Starting 2023 and on, with representation of a broad range of stakeholders, including but not be limited to, postsecondary education institutions, employers, CTE educators and administrators, trade organizations, local workforce entities, and guidance counselors from respective clusters, ISG will meet at least biannually. By participating in this group, members will have an opportunity to provide ongoing support ensuring that CTE programs are of high quality, relevant, and meet the current and foreseeable needs of the community and the workforce - currently and in future. Additionally, they will provide unique experience and personal connection to valuable community and public group relationships, strategic resource development and relevant legislation. In terms of ISG contributions, a priority goal is to provide invaluable advice, guidance, and advocacy there by building awareness to raise the quality of CTE department regarding issues that impact CTE programs. Ultimately, they will serve and help in development, implementation, improvement, and evaluation of CTE clusters to ensure that they are tailored to meet the workplace requirements and community needs.

2. Engagement through the 5Essentials Survey: Survey results from ISBE's 5Essentials Survey⁵⁴ will inform continuous improvement by identifying strengths, weaknesses, and 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

⁵⁴ For additional information on the Illinois 5Essential Survey, please access <https://www.isbe.net/Pages/5Essentials-Survey.aspx>.

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.

3. ICCB Program Review Advisory Committee: ICCB created the Program Review Advisory Committee (PRAC) in 2019, which is made up of college administrators, faculty, and a student. The PRAC 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. The PRAC is actively engaged in enhancing the quality of the program review process, as well as kickstarting the Peer Review Initiative. The Peer Review Initiative is being piloted for the 2023-2024 program review submissions. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions.

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.)*

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:

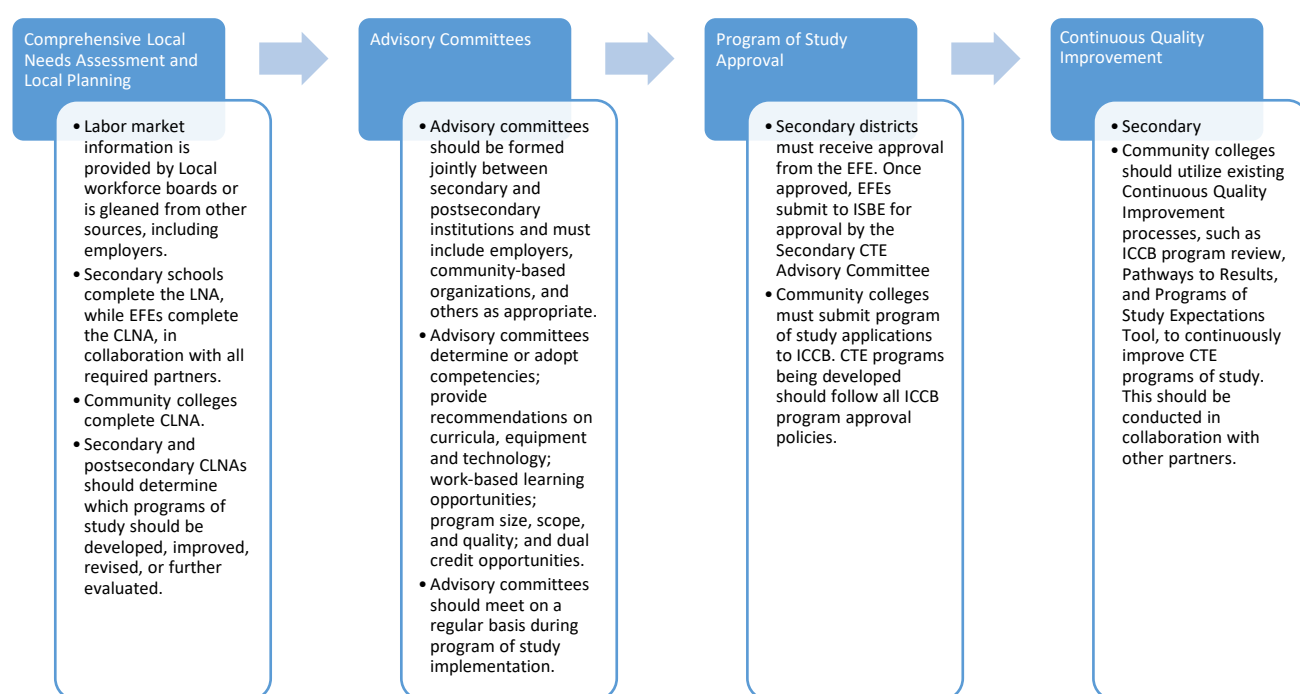
- ISBE and ICCB will provide technical assistance and resources during implementation of the State Plan to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to 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.
 - *Activity 1: Updating the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level.*
 - *Activity 2: Before completing the CLNA that will inform the fiscal year 2027 Local Application, ISBE and ICCB will gather Education for Employment system directors and Perkins Administrators to work collaboratively on the CLNA.*
- 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.
2. **Regional Networking and Planning Events:** Annually, ISBE, ICCB, and DCEO will host and facilitate networking events. 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 involve ensuring that the advisory committee guidebook includes guidance for secondary grantees as well.
- *Career Development Experience Toolkit⁵⁵:* 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 Expectations Tool:* The Illinois Programs of Study Expectations Tool⁵⁶ 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,

⁵⁵For additional information on the Career Development Experience Toolkit, please access <https://edsystemsniu.org/career-development-experience-toolkit/>.

⁵⁶For 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/>.

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 here⁵⁷.
- *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 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.

⁵⁷For additional information on FY 2019 Forum for Excellence resources, please access <https://icsps.illinoisstate.edu/2019/09/forum-for-excellence-2019/>.

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 567 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 continue to evaluate the EFE CTE system. ISBE will work with EFE system directors 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)⁵⁸ 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

⁵⁸ For additional information on GATA please access <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

- 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 schools⁵⁹ serve as their own LEA, while other charter schools⁶⁰ 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 2025 Postsecondary Local Funding

The Perkins V postsecondary distribution will be available in May 2024, 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:

⁵⁹ 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>.

⁶⁰ Charter schools are administered under a public school district and are considered a part of the district for funding eligibility.

- 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 GATA⁶¹ 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.

⁶¹ 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.

ISBE requests a waiver for additional funds given for competitive grants in the CTE State Budget line. These funds are given out for areas such as: educator career pathway grants and other pathways as well as for work-based learning and dual credit opportunities.

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 aggressions⁶², stereotype threat⁶³, and 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, frequent webinars on nontraditional issues, 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.⁶⁴ 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.

- *Activity 1: Focus more intentional support on the Illinois Departments of Juvenile Justice (IDJJ) and Corrections (IDOC). This may include research on the effect of Pell monies being resourced to individuals in custody; ISBE and ICCB collaborating to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.*

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.

⁶² 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>.

⁶³ 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 threat, please access <https://diversity.nih.gov/sociocultural-factors/stereotype-threat>.

⁶⁴ 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/>.

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.

ISBE conducted an evaluation in fiscal year 2022. ISBE will continue to conduct future evaluations of the CTE System and the Area Career Centers.

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 ICAPSmodels, which are Illinois' implementation of integrated education and training. 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 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. Additionally, ICCB will encourage local areas to utilize marketing templates created by ICSPS and Business Builders, in order to streamline messaging and ensure that ICAPS is properly represented throughout the state.

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.

- *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 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 will collaborate on a counselor academy that provides focused professional learning for school counselors and community college advisors through the use of professional learning modules. The academy will provide 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 students⁶⁵, 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 continue to create new statewide program of study models- as needed-, each from different career clusters, to assist secondary and postsecondary recipients in development of their own programs of study.
- 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.

⁶⁵For 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.

- 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 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.

iii. Reserve Funding

ISBE and ICCB are committed to fostering innovation and addressing gaps and disparities in CTE access and programming for students. Reserve funding will be utilized as needed, specifically to support rural and nontraditional populations. Specifically, 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 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 2025, 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.

TO BE UPDATED					
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
IS1: 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
IS2: 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 2025, 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 FFY25-FFY28

Indicators	Baseline Level	Performance Levels			
		FFY 2024 SFY 2025	FFY 2025 SFY 2026	FFY 2026 SFY 2027	FFY 2027 SFY 2028

	(FY24)				
Postsecondary Indicators					
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.	70.4	70.8	71.6	72.4	72.8
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.	71.3	71.7	72.1	72.5	72.9
3P1: Nontraditional Program Concentration The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	10.1	10.3	10.7	11.1	11.5

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 a period of time that was at least 60 days prior to submission of the State Plan. ICCB released postsecondary state-determined levels of performance in February 2024. 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. Any 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 were established in accordance with Perkins V, utilizing the definitions provided and statutory requirements.

The following factors were used to determine the proposed targets:

- Historical Performance and Trend Analysis:
 - An analysis of the historical performance data for each measure (1P1, 2P1, and 3P1). This included analyzing past targets versus the actual performance achieved. Post-COVID Illinois has seen a significant amount of hiring and job openings as businesses reopened and normal operations resumed. However, this will not continue indefinitely, and the labor market often goes through downturns after periods of growth and expansion. We believe it best to take a conservative- yet continuous improvement- approach to target setting as we move forward.
 - An examination of the trend in actual performance relative to the targets over the past three years (we do not yet have data for fiscal year 2024).
- Gradual Improvement and a Balanced Approach:
 - A consideration of the organization's ability to improve over time, and then utilizing this logic to set targets that reflect a gradual improvement from historical performance, balancing ambition with achievability. This included avoiding setting targets unrealistically high to prevent demotivation or unrealistic expectations.

Additional factors of significance:

- CTE continues to be crucial to the revitalization of our economy.
- Community colleges experienced an increase in headcount and FTE for the 2nd year in a row, in which CTE increased by 10.4 percent in headcount.

Statewide initiatives like the Pipeline for the Advancement of the Healthcare Workforce (PATH) initiative and the Electric Vehicle initiative will get more students interested in nontraditional careers, especially in healthcare which has seen probably the largest shift away from being dominated by a single sex.

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

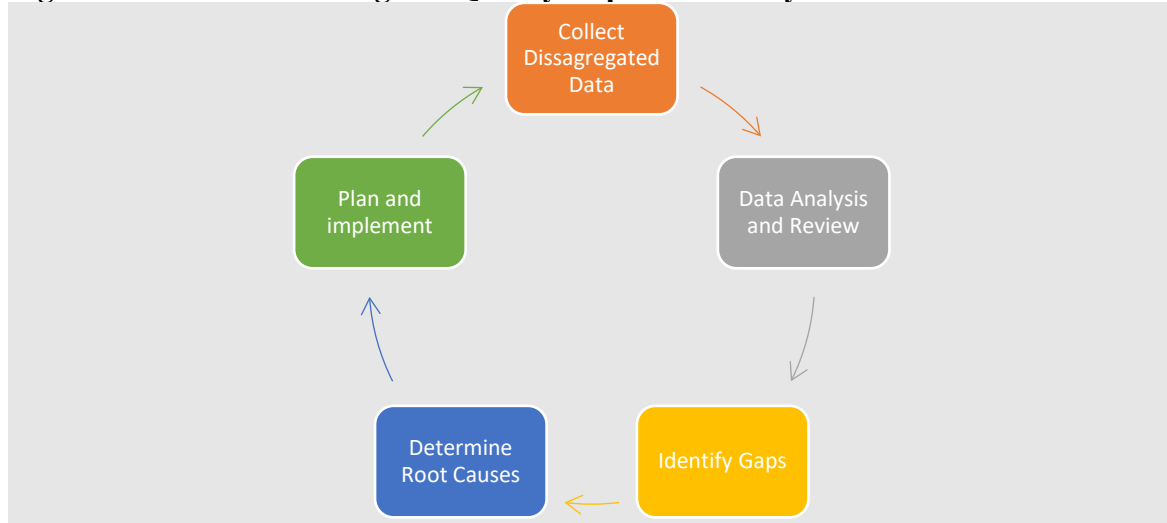
Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency 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 Equity⁶⁶ 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. 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:

⁶⁶ For additional information on NAPE, please access <https://napequity.org/professional-development/institutions/>.

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.
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 MyData Dashboard. District and school administration, school counselors, and

educators can view student data in MyData 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.

By the end of SFY 2021, ISBE CTE, 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 System⁶⁷, data-sharing agreements with other state agencies, the National Student Clearinghouse, and CLNAs. The dashboard will allow ISBE's CTE 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 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 staff to provide timely technical assistance based on evidence-based research.

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 based on a risk assessment. 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.⁶⁸ 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.

⁶⁷ The 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.

⁶⁸ ISBE will revise monitoring procedures for the secondary EFE systems and LEAs to include a closer look at special populations.

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,. 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 focusing on disparities. The PODS 2.0 Postsecondary Perkins Data Dashboard makes it easy for local areas to access their data and visualize data and performance trends.

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 continue to provide professional learning and targeted technical assistance 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.

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Community College Month (April)
- Governor's Fiscal Year 2025 Budget Recommendations
- Spring 2024 Legislative Update
- Spring 2024 Illinois Community College Opening Enrollment Report
- ICCB Employee Guidebook Revisions

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Illinois Community College Board

**SPRING 2024 LEGISLATIVE SESSION PRESENTATION & UPDATE
103rd GENERAL ASSEMBLY**

The 103rd General Assembly is in full swing. Legislators have filed over 1,250 bills in the Senate and over 1,500 bills in the House. The March 15th deadline for Senators to get their bills out of committee has passed. The House deadline to get bills out of committee is April 5th. The adjournment deadline is scheduled for May 24, 2024.

Matt Berry will provide an oral presentation on significant higher education legislation at the Board meeting. A written report will also be provided.

Illinois Community College Board

SPRING 2024 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

The ICCB Spring 2024 Illinois Community College Opening Enrollment Report provides an enrollment snapshot at the end of the regular spring 2024 term registration period. Overall, compared to the Spring term one year ago, Illinois Community College System Spring 2024 opening headcount enrollments (+5.1 percent) and full-time equivalent (FTE) enrollments (+5.5 percent) had substantial growth. Trend data on enrollment will be shared along with disaggregation by instructional area, distance education, and dual credit.

Illinois Community College Board

**PRESENTATION ON GOVERNOR’S FISCAL YEAR
2025 BUDGET RECOMMENDATIONS**

On February 21, 2024, Governor Pritzker unveiled his proposed fiscal year 2025 budget in a joint address to the General Assembly. The fiscal year 2025 budget builds upon measures the administration has taken in the last four fiscal years to restore Illinois to a place of fiscal and economic health, while focusing on the needs of working families and the State’s most vulnerable residents.

The Governor’s budget recommendation maintains the following key priorities:

- Early childhood education and childcare
- Increasing college affordability and expanding economic opportunity for Illinois students
- Improving healthcare access and outcomes
- Public safety and violence prevention
- Economic and workforce development
- Environmental and cultural resources

The Governor’s proposed budget includes a 2% increase (\$5.9 million) over fiscal year 2024 appropriations for Base Operating, Equalization and City Colleges grants. Additionally, the budget recommendation continues funding priorities for Dual Credit, Non-Credit Workforce Programs, Advanced Manufacturing-Electric Vehicles, Homelessness Prevention, PATH, Digital Instruction for Adult Education, and English as a Second Language services.

The fiscal year 2025 budget also recommends \$125.0 million in funding for capital renewal and deferred maintenance for the community college system.

A presentation will be given during the Board meeting on the Governor’s proposed budget.

Illinois Community College Board

NEW UNITS OF INSTRUCTION
Permanent Approval

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Lincoln Land Community College

- Cardiovascular Sonography A.A.S. degree (68 credit hours)
- Medical Lab Technology A.A.S. degree (65 credit hours)

McHenry County College

- Automation, Robotics, and Mechatronics A.A.S. degree (60 credit hours)
- Automation Technician Certificate (36 credit hours)
- Precision Machining A.A.S. (60 credit hours)

Oakton College

- Cardiac Sonography A.A.S. degree (72 credit hours)
- Radiography A.A.S. degree (70 credit hours)
- Surgical Technology A.A.S. degree (71 credit hours)

Southwestern Illinois College

- Histology A.A.S. degree (60 credit hours)

BACKGROUND

Lincoln Land Community College **Cardiovascular Sonography A.A.S. degree (68 credit hours)**

Program Purpose: The program will prepare individuals for employment as cardiovascular sonographers, also known as echocardiographers and cardiac sonographers, technicians who perform tests and read results relating to cardiovascular health in a variety of healthcare settings.

Catalog Description: The Cardiovascular Sonography A.A.S. degree program prepares students for an occupation in the professional fields of cardiac and vascular sonography. Students are involved in approximately 1,200 contact hours of clinical experience during the 2-year program. National certification as a registered diagnostic cardiac sonographer or vascular technologist requires graduates to pass specialty board examinations administered by the American Registry for Diagnostic Medical Sonography or Cardiovascular Credentialing International.

Curricular Information: The curriculum requires 17 credit hours of required general education coursework, 36 credit hours of career and technical education coursework, and 15 credit hours in echocardiography clinical practice. This includes pre-admission general education coursework in anatomy and physiology, mathematical foundations, physical science, and a medical terminology course. Career and technical coursework includes instruction in introductory echocardiography, fundamentals of sonography, normal cardiovascular sonography, comprehensive echocardiography, ECG for cardiac sonography, introductory vascular sonography, vascular ultrasound, introductory and advanced levels of cardiovascular scanning lab, introductory and advanced levels of ultrasound physics and instrumentation, cardiovascular seminar, and three (3) levels of cardiovascular clinical practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS) to prepare graduates for national certification through the American Registry of Diagnostic Medical Sonography (ARDMS) or Cardiovascular Credentialing International (CCI). This program focuses on the DMS adult cardiac specialty. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP JRC-DMS and for students to earn credentialing through the ARDMS and/or CCI.

Accrediting Information: Lincoln Land Community College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS). The college will apply for accreditation once one full class of students has completed. Students are eligible to sit for the Registered Radiologic Technician (RRT) credentialing exam through the ARRT (American Registry of Radiologic Technologists) upon completion of the program. Once accredited, students may also sit for the RDMS (Registered Diagnostic Medical Sonography) exam through the American Registry of Diagnostic Medical Sonographers (ARDMS).

Diversity, Equity & Inclusion Efforts: Lincoln Land Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. In particular, LLCC utilizes health career program-focused Student Success Coaches who monitor student's progress and proactively assist with support needs. LLCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually.

This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, Open Door (support for low-income workforce students), and the PATH (Pipeline for The Advancement of Healthcare Workers) program, specifically designed to provide financial support for healthcare students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The LLCC DMS Coordinator for the proposed program earned a Diversity and Equity Fellowship Initiative grant with the aim to increase recruitment of diverse faculty at the institution. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of echocardiographers and related healthcare professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “cardiovascular technicians and echocardiographers” is expected to increase by 4% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
Carle Health	Peoria and Champaign locations
HSBS Medical Group	Springfield and Litchfield locations
Hillsboro Area Hospital	Hillsboro, IL
Memorial Health System	Springfield, Decatur, Jacksonville, Lincoln and Taylorville locations
OSF Healthcare System	Bloomington, Mendota and Ottawa locations
Springfield Clinic	Springfield and Lincoln locations

Table 2: Projected Enrollments

Cardiovascular Sonography			
A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	0	0	0
Completions:	0	8	8

Financial / Budgetary Information: One (1) existing full-time faculty and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate’s degree in a related healthcare field, preferably Diagnostic Medical Sonography, from an accredited program; Program Director must have at least a Bachelor’s degree in Diagnostic Medical Sonography, both positions must hold a current RDMS credential, at least two (2) years of work experience as an cardiovascular sonographer, and one year teaching experience preferred. All facilities are adequately in place to support the proposed program. New costs are associated with faculty, administration, equipment, and accreditation of the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$19,000	\$84,739	\$89,343
Administrator Costs	\$28,978	\$29,800	\$30,808
Other Personnel Costs	0	0	0
Equipment Costs	\$170,000	\$160,000	\$10,000
Library/LRC Costs	\$4,500	\$4,500	\$4,500
Facility Costs*	0	0	0

Other (accreditation fees)	\$2,500	\$2,500	\$2,500
TOTAL NEW COSTS	\$224,978	\$281,539	\$137,151

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	1	0	0	0
Existing Faculty	1	0	1	1	2	1

Lincoln Land Community College
Medical Laboratory Technology A.A.S. degree (65 credit hours)

Program Purpose: The program will prepare individuals for employment as medical lab technicians in a variety of healthcare and clinical settings.

Catalog Description: The Medical Laboratory Technology A.A.S. degree program prepares students for an occupation in the professional field of medical laboratory technology. Students are involved in approximately 1,000 contact hours of clinical experience during the 21-month program. National certification as a medical laboratory technician requires graduates to pass specialty board examinations administered by the Board of Certification-American Society for Clinical Pathology.

Curricular Information: The curriculum requires 22 credit hours of required general education coursework, 30 credit hours of career and technical education coursework, and 13 credit hours of clinical practice in medical laboratory technology. This excludes pre-admission general education coursework in general chemistry. Career and technical coursework includes instruction in introductory clinical laboratory science, microbiology, microbiology for the MLT, microscopy, preanalytical operations, immunohematology, introductory and advanced levels of hematology, introductory and advanced levels of lab chemistry, and three (3) levels of medical lab clinical practice. The curriculum was developed according to standards developed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the American Society for Clinical Laboratory Sciences (ACLS) and will prepare graduates for the required national certification through the American Society for Clinical Pathology's (ASCP) Board of Certification (BOC) exam. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the NAACLS and for students to earn credentialing through the ASCP-BOC.

Accrediting Information: Lincoln Land Community College is accredited by the Higher Learning Commission. The college plans to seek program accreditation through the NAACLS after all appropriate State Board approvals have been granted, the first cohort of students has completed, and the college conducts a self-study for submission to the NAACLS Quality Assurance team for review.

Diversity, Equity & Inclusion Efforts: Lincoln Land Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. In particular, LLCC utilizes health career program-focused Student Success Coaches who monitor student's progress and proactively assist with support needs. LLCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually.

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This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, Open Door (support for low-income workforce students), and the PATH program, specifically designed to provide financial support for healthcare students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The LLCC DMS Coordinator for the proposed program earned a Diversity and Equity Fellowship Initiative grant with the aim to increase recruitment of diverse faculty at the institution. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of echocardiographers and related healthcare professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “clinical laboratory technicians” is expected to increase by 7% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
HSHS Medical Group	Springfield and various Central IL locations
Hillsboro Area Hospital	Hillsboro, IL
Memorial Health System	Springfield, Decatur, Jacksonville, Lincoln and Taylorville locations
Springfield Clinic	Springfield and Lincoln locations
Sarah Bush Lincoln Hospital	Mattoon, IL

Table 2: Projected Enrollments

Medical Lab Technology A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	0	0	0
Completions:	0	8	8

Financial / Budgetary Information: One (1) new full-time faculty and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate’s degree in a related healthcare field, preferably Medical/Clinical Lab Technology, from an accredited program; Program Director must have at least a Masters degree in Medical Lab Science, both positions must hold a current ASCP credential, at least two (2) years of work experience as a medical/clinical lab technician, and three (3) years teaching experience preferred. All facilities are adequately in place to support the proposed program. New costs are associated with faculty, administration, equipment, and accreditation of the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$78,938	\$87,139	\$92,613
Administrator Costs	\$86,935	\$89,400	\$92,247
Other Personnel Costs	0	0	0
Equipment Costs	\$24,888	0	0
Library/LRC Costs	\$11,784	\$4,500	\$4,500
Facility Costs	\$6,069	\$6,069	\$6,069
(Maintenance)			
Other (accreditation fees)	\$2,500	\$2,500	\$2,500

TOTAL NEW COSTS	\$211,114	\$189,608	\$197,929
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Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	1	0	0	0
Existing Faculty	0	0	1	1	2	1

McHenry County College
Automation, Robotics, and Mechatronics A.A.S. degree (60 credit hours)
Automation Technician Certificate (36 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities working with advanced industrial robotic equipment and related automated systems.

Catalog Description - Automation, Robotics and Mechatronics A.A.S. degree: Students who earn the A.A.S. in Automation, Robotics and Mechatronics will be prepared to work with advanced technology used not only in modern manufacturing but other areas where automation and robotics are becoming more prevalent. Graduates gain the skills needed to work safely so they can build, test, install, troubleshoot, and maintain robotic equipment and related automated systems. These skills are suited for a variety of careers in manufacturing such as Robotics Technicians, Automation Technicians, and Electromechanical Technicians, among others.

Catalog Description – Automation Technician Certificate: The Automation Technician Certificate builds upon existing coursework in production technology and provides graduates with a foundation to work with more advanced automated manufacturing processes. This certificate will give you a solid foundation in the implementation and troubleshooting of motor controls, programmable logic controllers, and other associated automated systems. Students will also learn the basics of robotics systems. These skills will prepare you for a career working in a fast-paced modern manufacturing environment.

Curricular Information - Automation, Robotics and Mechatronics A.A.S. degree: The curriculum requires 15 credit hours of required general education coursework, 39 credit hours of career and technical education coursework, and six (6) credit hours of related technical electives. Career and technical coursework includes instruction in blueprint reading for manufacturing, manual machining, hydraulics and pneumatics, introductory and advanced electrical systems, computer integrated manufacturing, computer-aided design graphics, parametric modeling SolidWorks, mechanical assembly maintenance, introductory and advanced automation and robotics, motor control and troubleshooting, an automation, robotics and mechatronics capstone, and a required work-based learning experience. Assessment of student learning will be achieved through evaluation during the student's work-based learning experience by program faculty and worksite supervisor. The proposed degree provides an educational ladder opportunity for students and graduates of the college's four (4) existing automation, manufacturing, industrial technology, and production-related Certificate programs.

Curricular Information – Automation Technician Certificate: This curriculum includes a subset of the required courses from within the proposed degree totaling 36 credit hours.

Accrediting Information: McHenry County College is accredited by the Higher Learning Commission. No further program accreditation is required.

Justification for Credit hours required: The certificate curriculum exceeds 30 credit hours as it builds on existing certificate programs and includes all the necessary coursework to articulate towards the proposed degree. The content of the proposed curricula is supported by local employers.

Diversity, Equity & Inclusion Efforts: McHenry County College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. MCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of precision manufacturing professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations is expected to increase between 2.4-27.2% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
Fabrik Molded Plastics	McHenry, IL
Scot Forge	Spring Grove, IL
Stryker Sage	Cary, IL
TC Industries	Crystal Lake, IL
Fox Tool Manufacturing	Woodstock, IL

Table 2: Projected Enrollments

ARM A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	20	30	40
Completions:	0	20	35

Automation Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	50	75	100
Part-Time Enrollments:	20	30	40
Completions:	25	35	45

Financial / Budgetary Information: One (1) existing and one (1) new full-time faculty and four (4) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelor's degree in Industrial Technology, Engineering Technology, Manufacturing Technology or a closely related field, at least five (5) years of work experience in automated manufacturing, and at least one (1) year teaching experience preferred. All facilities are adequately in place. New costs are associated with hiring faculty, equipment purchases, and consumable supplies for the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$230,000	\$240,000	\$245,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0

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Equipment Costs	\$600,000	\$25,000	\$25,000
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (consumable supplies)	\$22,000	\$28,000	\$34,000
TOTAL NEW COSTS	\$852,000	\$293,000	\$304,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	4	0	1	0	0
Existing Faculty	1	0	2	4	2	5

McHenry County College
Precision Machining A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment and advancement opportunities in manufacturing settings using multiple types of precision machining, manual, and programming processes.

Catalog Description: The Precision Machining A.A.S. will provide students with the knowledge and machining experience needed to be successful as a CNC Machinist. This program will give students an in-depth understanding of the advanced CAD/CAM skills needed for programming tool location, motion, and feed rates. Students will also gain hands-on experience using manual and CNC lathes and mills and precision measuring equipment to design and produce a variety of parts and assemblies used in today's ever-changing world of manufacturing.

Curricular Information: The curriculum requires 15 credit hours of required general education coursework, 42 credit hours of career and technical education coursework including three (3) credit hours of related technical electives. Career and technical coursework includes instruction in blueprint reading for manufacturing, geometric tolerancing, metrology for quality, introductory and advanced levels of manual machining, introductory, intermediate and advanced levels of precision machining, introductory and advanced levels of computer integrated machining, gas metal arc welding (GMAW) flat and horizontal, and a precision machining capstone project. The curriculum will prepare individuals for National Institute of Metalworking Skills (NIMS) credentials Levels I and 2. Assessment of student learning will be achieved through evaluation of a comprehensive final project by program faculty. The proposed degree provides an educational ladder opportunity for students and graduates of the college's existing four (4) precision machining-related Certificate programs.

Accrediting Information: McHenry County College is accredited by the Higher Learning Commission. No further program accreditation is required.

Justification for Credit hours required for the degree: NA.

Diversity, Equity & Inclusion Efforts: McHenry County College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. MCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year.

The college recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of precision manufacturing professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations is expected to increase between 9.1-29.1% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
Fabrik Molded Plastics	McHenry, IL
Scot Forge	Spring Grove, IL
Stryker Sage	Cary, IL
Swiss Automation	Barrington, IL
TC Industries	Crystal Lake, IL
Fox Tool Manufacturing	Woodstock, IL
Imago Manufacturing	Woodstock, IL

Table 2: Projected Enrollments

Precision Machining A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	20	30	40
Completions:	0	20	35

Financial / Budgetary Information: One (1) new full-time faculty and two (2) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelor's degree in Industrial Technology, Engineering Technology, Manufacturing Technology or a closely related field, at least one (1) year of work experience in precision manufacturing, and at least one (1) year teaching experience preferred. All facilities are adequately in place. New costs are associated with hiring faculty, equipment purchases, and consumable supplies for the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$150,000	\$275,000	\$300,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	\$922,342	\$25,000	\$25,000
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (consumable supplies)	\$22,000	\$28,000	\$34,000
TOTAL NEW COSTS	\$1,094,342	\$328,000	\$359,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	2	1	1	0	1
Existing Faculty	0	0	1	2	2	3

Oakton College
Cardiac Sonography A.A.S. degree (72 credit hours)

Program Purpose: The program will prepare individuals for employment as cardiac sonographers, also known as echocardiographers and cardiovascular sonographers, technicians who perform tests and read results relating to cardiovascular health in a variety of healthcare settings.

Catalog Description: The Cardiac Sonography degree program is designed to prepare students for an entry-level position as a Cardiac Sonographer in a hospital setting, doctor's office, or a diagnostic imaging facility. Through their course of study, students will become competent in cognitive (knowledge), psychomotor (skills) and effective (behavior) learning domains along with being able to apply their critical thinking, problem-solving, and communication skills in the work environment. Program is designed to be completed in two years, including summer semesters. Instructions include on-campus and online lectures, on-campus laboratory practicum and a two-semester clinical externship. Students are required to complete 896 hours of externship in an assigned clinical facility.

Curricular Information: The curriculum requires 17 credit hours of required general education coursework, 29 credit hours of career and technical education coursework, and 26 credit hours in cardiac sonography lab and clinical practice. This includes pre-admission general education coursework in anatomy and physiology, mathematical foundations, physical science, and a medical terminology course. Career and technical coursework includes medical terminology for the cardiac sonographer, introductory sonography and patient care, basic EKG for the cardiac sonographer, pharmacology for the cardiac sonographer, cardiac sonography anatomy and physiology, doppler physics and hemodynamics for the cardiac sonography, introductory and advanced levels of ultrasound physics and instrumentation, introductory and advanced levels of cardiac sonography, registry review and advancing trends in cardiac sonography, ultrasound and physics instrumentation review, and three (3) levels of cardiac sonography practical lab and clinical work-based learning practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS) to prepare graduates for national certification through the American Registry of Diagnostic Medical Sonography (ARDMS) or Cardiovascular Credentialing International (CCI). This program focuses on the DMS adult cardiac specialty. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP JRC-DMS and for students to earn credentialing through the ARDMS and/or CCI.

Accrediting Information: Oakton College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS). The college will apply for accreditation once one full class of students has completed. Students are eligible to sit for the Registered Radiologic Technician (RRT) credentialing exam through the ARRT (American Registry of Radiologic Technologists) upon completion of the program. Once accredited, students may also sit for the RDMS (Registered Diagnostic Medical Sonography) exam through the American Registry of Diagnostic Medical Sonographers (ARDMS).

Diversity, Equity & Inclusion Efforts: Oakton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs.

In particular, Oakton College utilizes Health Career Advisors and Student Experience Navigators who monitor student's progress and proactively assist with support needs. Oakton College provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, and the PATH (Pipeline for The Advancement of Healthcare Workers) program, specifically designed to provide financial support for healthcare students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of cardiac sonographers and related healthcare professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "cardiovascular technicians and echocardiographers" is expected to increase by 4% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
NorthShore University Health System	Skokie, Evanston, and Glenview, IL locations
Swedish Hospital	Chicago, IL
Northwest Community Healthcare	Arlington Heights, IL

Table 2: Projected Enrollments

Cardiac Sonography A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	18	36	42
Part-Time Enrollments:	0	0	0
Completions:	0	18	18

Financial / Budgetary Information: One (1) new full-time faculty and three (3) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate's degree in a related healthcare field, preferably Diagnostic Medical Sonography, from an accredited program; Program Director must have at least a Bachelor's degree in Diagnostic Medical Sonography, both positions must hold a current RDMS credential, at least two (2) years of work experience as an cardiovascular sonographer, and one year teaching experience preferred. The proposed program, as well as two additional allied health care programs, will be housed in the college's new Health Careers Education Center. New costs are associated with facilities leasing faculty, administration, equipment, and accreditation of the program. The majority of these new resources will be shared with two additional allied health care programs. This program will otherwise be fiscally supported through the PATH Grant, student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$202,409	\$78,606	\$84,500
Administrator Costs	0	0	0
Other Personnel Costs (lab assts.)	\$158,303	0	0
Equipment Costs	\$130,750	0	0
Library/LRC Costs	0	0	0
Facility Costs (lease)	\$150,000	\$150,000	\$150,000
Other (office infrastructure)	\$190,100	0	0
TOTAL NEW COSTS	\$831,562	\$228,606	\$234,500

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	3	0	2	1	0
Existing Faculty	0	0	1	3	1	5

Oakton College
Radiography A.A.S. degree (70 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as radiographers, also known as radiology/radiologic technologists and X-ray technicians, in a variety of healthcare settings.

Catalog Description: The Radiography program is designed to prepare students for entry-level positions as diagnostic Radiologic Technologists in a hospital setting, healthcare clinic, or diagnostic imaging facility. Through their course of study, students will become competent in performing radiologic procedures, appropriately communicate with individuals of all backgrounds, apply problem solving and critical thinking skills and model professional and ethical behavior. The program is designed to be completed in two years, including summer semesters and provides students with the opportunity to develop and maintain competency in a wide variety of radiologic procedures. Students are required to achieve a minimum of fifty-one procedural competencies to be eligible for the national certification exam. Instruction includes on-campus and online lectures, on-campus laboratory practicum, and 1,200 hours of clinical practicum in an assigned clinical facility.

Curricular Information: The curriculum requires 19 credit hours of required general education coursework, 35 credit hours of career and technical education coursework, and 16 credit hours in radiography clinical practice. This includes pre-admission general education coursework in anatomy and physiology, mathematics, and medical terminology. Career and technical coursework includes medical terminology, introductory radiography and patient care, introductory and advanced levels of radiographic procedures, introductory/intermediate/advanced levels of radiographic imaging, advanced imaging procedures, radiation biology and safety, radiographic pathology, radiographic image analysis, registration exam review, and six (6) levels of radiography clinical work-based learning practice. The curriculum was developed according to standards developed by the Joint Review Committee on Education in Radiologic Technology (JRCERT), are aligned with the competencies established by the American Society of Radiologic Technologists (ASRT) and will prepare graduates for required credentialing as a Registered Radiologic Technologist (RRT) through the American Registry of Radiologic Technologists (ARRT). This credential is required for licensure and employment in Illinois by the Illinois Emergency Management Agency (IEMA). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the JRCERT, and for students to earn credentialing through the ARRT.

Accrediting Information: Oakton College is accredited by the Higher Learning Commission. The program must be accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The college must apply for JRCERT accreditation once all appropriate state board approvals have been granted and a program director has been hired.

Diversity, Equity & Inclusion Efforts: Oakton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs.

In particular, Oakton College utilizes Health Career Advisors and Student Experience Navigators who monitor student's progress and proactively assist with support needs. Oakton College provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, and the PATH (Pipeline for The Advancement of Healthcare Workers) program, specifically designed to provide financial support for healthcare students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of radiographers and related healthcare professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "radiologic technologists" is expected to increase by 4.5% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
NorthShore University Health System	Skokie, Evanston, and Glenview, IL locations
Swedish Hospital	Chicago, IL
Northwest Community Healthcare	Arlington Heights, IL

Table 2: Projected Enrollments

Surgical Technology A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	18	36	42
Part-Time Enrollments:	0	0	0
Completions:	0	18	18

Financial / Budgetary Information: One (1) new full-time faculty and three (3) new part-time faculty will be necessary to implement the program. The Program Director will hold at least a Masters degree in Radiologic Technology, hold a current RRT credential, have at least three (3) years work experience, and two (2) years teaching experience. The Clinical Coordinator and program faculty will hold at least a Bachelors degree in Radiologic Technology, hold a current RRT credential, have at least two (2) years work experience, and one (1) year teaching experience.

The proposed program, as well as two additional allied health care programs, will be housed in the college's new Health Careers Education Center. New costs are associated with facilities leasing faculty, administration, equipment, and accreditation of the program. The majority of these new resources will be shared with two additional allied health care programs. This program will otherwise be fiscally supported through the PATH Grant, student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$202,409	\$84,500	\$84,500
Administrator Costs	0	0	0
Other Personnel Costs (lab assts.)	\$158,303	0	0
Equipment Costs	\$188,384	0	0
Library/LRC Costs	0	0	0
Facility Costs (lease)	\$150,000	\$150,000	\$150,000

Other (office infrastructure)	\$190,100	0	0
TOTAL NEW COSTS	\$889,196	\$234,500	\$234,500

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	3	0	2	1	0
Existing Faculty	0	0	1	3	1	5

Oakton College
Surgical Technology A.A.S. degree (71 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as surgical technologists in a variety of healthcare settings.

Catalog Description: The Surgical Technology program presents students with the knowledge and skills necessary to work in a surgical environment and function as a participant of the operating room team. Students will learn surgical aseptic technique, surgical procedural steps, anatomy, physiology and pathology. Graduates of the program will be able to perform the role of an entry-level Surgical Technologist in the operating room setting. The program is designed to be completed in two years, including summer semesters. Instructions include on-campus and online lectures, on-campus laboratory practicum and a two-semester clinical externship. In a course of a program, students are required to complete a minimum of 120 surgical cases in assigned clinical facilities.

Curricular Information: The curriculum requires 24 credit hours of required general education coursework, 34 credit hours of career and technical education coursework, and 13 credit hours in surgical technology clinical practice. This includes pre-admission general education coursework in biology and microbiology. Career and technical coursework includes medical terminology, introductory surgical technology, sterile processing fundamentals, pre-operative case management, perioperative case management, intra-operative case management, post-operative case management, healthcare facility management, specialty surgical procedures and two (2) levels of surgical technology clinical work-based learning practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Accreditation Review Council on Education in Surgical Technology & Surgical Assisting. The curriculum will prepare individuals for industry credentialing as a Certified Surgical Technologist (CST), administered through the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP-Accreditation Review Council on Education for Surgical Technology & Surgical Assisting, and for students to earn credentialing through the NBSTSA.

Accrediting Information: Oakton College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Accreditation Review Council on Education for Surgical Technology & Surgical Assisting. The college must apply for CAAHEP accreditation within one year of program implementation.

Diversity, Equity & Inclusion Efforts: Oakton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates.

Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. In particular, Oakton College utilizes Health Career Advisors and Student Experience Navigators who monitor student's progress and proactively assist with support needs. Oakton College provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, and the PATH (Pipeline for The Advancement of Healthcare Workers) program, specifically designed to provide financial support for healthcare students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of surgical technologists and related healthcare professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "surgical technologists" is expected to increase by 7.4% Statewide through 2030.

Table 1: Employer Partners

Employers	Location
NorthShore University Health System	Skokie, Evanston, and Glenview, IL locations
Swedish Hospital	Chicago, IL
Northwest Community Healthcare	Arlington Heights, IL

Table 2: Projected Enrollments

Surgical Technology A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	18	36	42
Part-Time Enrollments:	0	0	0
Completions:	0	18	18

Financial / Budgetary Information: One (1) new full-time faculty and three (3) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate's degree in Surgical Technology, hold a current Certified Surgical Technology (CST) credential, have at least two (2) years work experience, and one (1) year teaching experience is preferred. The proposed program, as well as two additional allied health care programs, will be housed in the college's new Health Careers Education Center. New costs are associated with facilities leasing faculty, administration, equipment, and accreditation of the program. The majority of these new resources will be shared with two additional allied health care programs. This program will otherwise be fiscally supported through the PATH Grant, student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$202,409	\$78,606	\$84,500
Administrator Costs	0	0	0
Other Personnel Costs (lab assts.)	\$158,303	\$68,000	0
Equipment Costs	\$267,034	0	0
Library/LRC Costs	0	0	0
Facility Costs (lease)	\$150,000	\$150,000	\$150,000
Other (office infrastructure)	\$190,100	0	0

TOTAL NEW COSTS	\$967,846	\$296,606	\$234,500
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Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	3	0	2	1	0
Existing Faculty	0	0	1	3	1	5

Southwestern Illinois College
Histotechnology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare students for entry-level employment as histotechnicians, those responsible for processing surgical tissues, biopsies, and autopsy specimens for microscopic review by a pathologist in various healthcare, medical lab, and criminal justice settings.

Catalog Description: The Histotechnology program provides the graduate with the ability to work as a histotechnician. Histotechnicians are responsible for processing surgical tissues, biopsies, and autopsy specimens for microscopic review by pathologists. Histotechnicians work in healthcare organizations and related settings to detect cancer or serious infections by observing the arrangement of cells in a tissue sample. Graduates of the program will have the ability to take the American Society of Clinical Pathology (ASCP) examination and become nationally certified to work in laboratories across the United States.

Curricular Information: The curriculum includes 24 credit hours of required general education, 21 credit hours of required career and technical education coursework, and 15 credit hours of work-based learning coursework. The career and technical component includes instruction in introductory histotechnology, histological staining, histochemistry, clinical microbiology, serology, histotechnology techniques and practices, medical terminology, histotechnology certification exam review, and a five rotations in histotechnology clinical practice work-based learning. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning component of the program. The program will prepare graduates for required national credentialing through the American Society of Clinical Pathology (ACSP).

Accrediting Information: Southwestern Illinois College is accredited by the Higher Learning Commission. Specific program accreditation will be sought through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) within two years of the college's first cohort of students and a program self-study has been completed.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: SWIC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students and Veterans Services. SWIC utilizes wraparound, intrusive student services to aid in academic and non-academic student success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of histotechnology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for clinical laboratory technicians is expected to increase statewide by 7.1% through the year 2030.

Table 1: Employer Partners

Employer	Location
Memorial Hospital	Shiloh, IL
Memorial Hospital	Belleville, IL
St. Elizabeth's Hospital	O'Fallon, IL
BJC HealthCare	St. Louis, MO
Quest Diagnostics Centers	Various locations in IL and St. Louis, MO

Table 2: Projected Enrollments

Histotechnology A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	-	-	-
Completions:	7	12	16

Financial / Budgetary Information: The program will require one (1) existing full-time faculty and one (1) new part-time faculty the first year. Qualified faculty will hold a Bachelors degree in Medical Laboratory Technology, hold ASCP certification, have at least one (1) year work experience in histotechnology, and one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$6,000	\$0	\$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (specify)	-	-	-
TOTAL NEW COSTS	\$6,000	\$0	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	0	0	0
Existing Faculty	1	0	1	1	1	1

Item #8.2
March 22, 2024

Illinois Community College Board

NEW UNITS OF INSTRUCTION
Temporary Approval

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

TEMPORARY PROGRAM APPROVAL

Kankakee Community College

- Information Technology A.A.S. degree (61 credit hours)
- Information Technology Specialist Certificate (33 credit hours)

BACKGROUND

Kankakee Community College
Information Technology A.A.S. degree (61 credit hours)
Information Technology Specialist Certificate (33 credit hours)

Program Purpose: These programs will prepare students for entry- and mid-level employment in information technology and for advancement opportunities within the information technology field.

Catalog Description – Information Technology A.A.S. degree: The Information Technology A.A.S. degree is a comprehensive program designed to provide students with essential skills and knowledge in diverse areas of information technology. This program offers a balanced curriculum covering various aspects of IT, including PC maintenance, networking, LAN (local area network) and WAN (wide area network) technologies, technical support, operating systems, software development, website development, and cybersecurity. Through hands-on classes and practical training, students will gain the expertise needed to excel in the dynamic and rapidly evolving IT industry. Components of this program are designed to help students obtain various industry certifications such as from CompTIA and Oracle.

Catalog Description – Information Technology Specialist Certificate: The Information Technology Specialist certificate is a comprehensive program designed to provide students with essential skills and knowledge in diverse areas of information technology. This program offers a balanced curriculum covering various aspects of IT, including PC maintenance, networking, LAN (local area network) and WAN (wide area network) technologies, technical support, operating systems, software development, website development, and cybersecurity. Through hands-on classes and practical training, students will gain the expertise needed to excel in the dynamic and rapidly evolving IT industry.

Curricular Information – Information Technology A.A.S. degree: The curriculum includes 16 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory information processing, web principles and user experience, IT fundamentals, IT systems and hardware, IT systems and management, mobile application fundamentals, networking technologies, cybersecurity fundamentals, programming logic, Java Levels I and II, Javascript web development, and advanced web development.

Curricular Information – Information Technology Specialist Certificate: This curriculum includes a subset of the required courses from within the proposed degree totaling 33 credit hours.

Graduates of both proposed curricula will be prepared for industry credentialing including CompTIA ITF+, CompTIA A+, CompTIA Network+, uCertify (cybersecurity), Oracle Certified Associate (OCA), and Certified Interactive Web Developer (CIW). Assessment of student learning for both programs will be achieved through evaluation of a final project by program faculty.

Accrediting Information: Kankakee Community College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed programs.

Justification for Credit hours required: The degree curriculum exceeds 60 credit hours by one (1) credit hour to include a required applied technical science course as apart of the general education component. The certificate curriculum exceeds 30 credit hours as it builds on existing certificate programs and includes all the necessary coursework to articulate towards the proposed degree and earn students' industry credentials.

Diversity, Equity & Inclusion Efforts: Kankakee Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and

retaining a diverse population of students, and within CTE programs. KCC participates in the “For Every Student, For Every Community” campaign of The Community Colleges of Illinois to further create diverse, inclusive, and equitable teaching, learning, and work environments. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of information technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to information technology is expected to increase statewide between 8.9 – 25.3% through the year 2030. The proposed degree program will provide an educational ladder opportunity for students completing the College’s proposed Information Technology Specialist and six (6) existing related IT certificate programs. *KCC requests temporary approval of the proposed programs in order to continue gauging the needs of local employers, allowing the college to continuously modify and improve the curricula.*

Table 1: Employer Partners

Employer	Location
Riverside Healthcare	Kankakee, IL
Converging Network Group	Kankakee, IL
Leading IT	Manteno, IL
Kankakee Area Career Center	Bourbonnais, IL
Economic Alliance of Kankakee County	Kankakee, IL

Table 2: Projected Enrollments

IT A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	5	5	5
Completions:	-	12	17

IT Specialist Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	-	-	-
Part-Time Enrollments:	5	8	10
Completions:	4	6	9

Financial / Budgetary Information: The programs will require six (6) existing part-time faculty the first year, with the addition of one (1) new full-time faculty the second year. Qualified faculty will hold at least a Bachelors degree in Information Technology or a closely related computer science field; hold the necessary industry credentials to teach coursework leading towards certification, at least one (1) year work experience in the field, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-

Item #8.2
March 22, 2024

Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (specify)	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	6	1	1	0	0
Existing Faculty	0	0	0	6	1	7

UNAPPROVED

Agenda
459th Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

February 2, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the February 2, 2024, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Mara Botman, Nick Kachiroubas George Evans, Teresa Garate, Marlon McClinton, Sylvia Jenkins, and Larry Peterson were present. Craig Bradley, An-Me Chung, and Wes Eggert, Student Board member, were absent. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Chair Lopez welcomed everyone to the February 2nd Board meeting. Chair Lopez stated the Board will hear the mid-year update on the Board goals and from Ginger Ostro, IBHE Executive Director, in partnership with Brian, about the intersection of the Board goals and the state's strategic plan for higher education, A Thriving Illinois.

February is Black History Month and also Career and Technical Education Month. In the spirit of celebrating both, the agency will be engaging in a social media campaign highlighting African American members of the community college system, and the important contributions that Black faculty, staff and students make to our system. ICCB has worked with the colleges to solicit stories for sharing in the social networks and will also be rebroadcasting information originated by our colleges.

In addition, Dr. Durham, ICCB staff and board members will be visiting campuses to bring attention to career and tech programs including Southwestern IL College and Kaskaskia on February 8th and Malcolm X and Prairie State on the 14th.

Chair Lopez announced that he will be representing Illinois alongside ICCB staff in a project funded by the Bill and Melinda Gates Foundation. The meeting is in Austin, Texas. This has been a year-long engagement focused on the intersection of education and workforce through accelerating educational attainment and seamless transitions into higher education.

Chair Lopez also announced he was asked by Secretary Cardona to serve on a panel for the White House Youth Summit, Cultivating Possibilities. The White House is gathering a cross section of federal policy leaders from all agencies with young people and leaders in workforce and education to elevate program models and identify policy barriers.

The General Assembly is at the beginning of their session. There are a number of conversations going on that ICCB has to keep a close eye on. Among those topics are included discussions about dual credit, common course numbering in the system, transfer, direct admissions, and the public university funding commission, which certainly could impact community colleges in some way, as any new funding strategy emerges.

Chair Lopez acknowledged that IBHE passed their budget recommendation to the Governor and GA for higher education. They came in at a request for a 5% increase for the higher education system (including the community college system) along with maintaining budgetary levels across our various programs like PATH, and the Workforce Equity Initiative. While this recommendation was lower than the recommendation that ICCB made to IBHE; however, this reflects negotiations and emerging fiscal realities that have to be considered and that ICCB staff worked closely with IBHE on the development of this final recommendation. Just so the new Board members are aware, IBHE has statutory responsibility for putting forth the budget for all of higher education in Illinois.

The Pritzker Administration has convened the Higher Education Futures Table for several months. The HEFT as it is called, is focused on advancing racial equity in higher education, considering the recent Supreme Court decision on Affirmative Action. In addition to President Evans, three other community college presidents are also represented on the HEFT, alongside the full complement of Public University Leaders, including Dr. Durham. Several working groups have now been formed. Board Member Evans will be participating in the Transfer Working Group. Dr. Durham and Dr. Sanders, ISBE Superintendent, will be co-chairing the Dual Credit Working group, which Chair Lopez has also been invited to participate. Community Colleges are well represented in both HEFT and the related working groups.

Chair Lopez concluded by stating the Board will be entering into a brief executive session following the meeting.

Item #3 - Board Member Comments

There were no comments.

Item #4 – Executive Director Report

Executive Director Brian Durham began by stating its Career and Technical Education Month. The campus visits scheduled will begin on February 8th with ICCB staff and Board members to tour the phenomenal manufacturing center on Southwestern Illinois College's campus, one of two manufacturing academies that was funded through Rebuild Illinois funds in 2021. The visit will also include Southwestern Illinois College's Belleville and Granite City Campus. Afterwards, the group will travel to Kaskaskia College, President Evans will host the group on a tour of the school's main campus to review recent renovations. The tour also included the Crisp Technology Center, where students can learn various trades such as welding, carpentry and HVAC. On February 14, Board members and ICCB staff will visit Prairie State College's state of the art Dental Hygiene facility where, among other things, they offer free community clinics for students. The group will then travel to Malcolm X College to visit their virtual hospital on the 8th floor of the facility. Dr. Durham stated he will also visit John A. Logan College on February 22nd, where he will learn about some of their upcoming plans for improvement of the automotive facility. On February 27th, staff will participate in a ribbon cutting ceremony for the other manufacturing academy funded through Rebuild Illinois in 2021, the Advanced Manufacturing Center & State Farm Electric Vehicle Lab at Heartland Community College.

Dr. Durham Stated that conversations regarding budget are still occurring. The issues with glitches causing the FAFSFA delays for students are being fixed by the Department of Education. Announcements will most likely be as late as March.

He concluded by announcing he will be attending the National Legislative Summit along with the ICCTA in Washington DC next week.

Item #4.1 - Mid-Year Board Goals Update

Executive Director Brian Durham explained the Illinois Community College Board staff periodically update the Board on the agency's progress toward our three adopted goals, listed below. Each year, during the first Board meeting of the calendar year (January / February) the Board meeting provides an opportunity to share a midyear update on progress toward the goals. A presentation that details progress toward the goals was provided.

The goals as adopted: The Board hereby supports and affirms the mission of the state's community college system in providing all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to working with community colleges to ensure racial and ethnic diversity on our campuses and to promote inclusive learning environments. The system's commitment to diversity, equity, and inclusion is essential to students' personal and professional growth and success academically, social-emotionally, and in the workforce. To meet this responsibility, the Board has committed to the following three goals:

GOAL 1: To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that close equity gaps resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

GOAL 2: To support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

GOAL 3: To contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

Item #4.2 - Illinois Board of Higher Education Strategic Plan Update

Complementing the mid-year update on the Board Goals, the Illinois Board of Higher Education's (IBHE) Executive Director Ginger Ostro, in partnership with ICCB Executive Director Durham, provided an update on the progress of the state toward the goals of the IBHE strategic plan on Higher Education, A Thriving Illinois. The IBHE is statutorily charged with the development of a statewide higher education strategic plan, in consultation with the ICCB. The IBHE approved this plan in 2021 and the plan was later endorsed by the ICCB and the Illinois Student Assistance Commission. The state is now in the third year of plan implementation. A presentation will be provided.

Item #5 - Advisory Organizations

Item #5.1 – Illinois Community College Trustees Association

Mr. Jim Reed stated he provided updates on the association's member engagement activities and advocacy efforts. He noted that ICCTA continues to gather data on the need for community college baccalaureate degrees and recently created a webpage with links to CCB Occupational Briefs on high-demand fields and "20 FAQs about CCB in Illinois." He also stated that the association will partner with the Level Up Coalition on an initiative to boost Black enrollment at community colleges.

Item #9.1
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The Trustee Roundtable participants discussed two items: artificial intelligence and DEIB (diversity, equity, inclusion, and belonging). Members reported on the November 10 Enterprise Resource Planning seminar and the March 2024 seminar on artificial intelligence. Potential topics for upcoming ICCTA seminars include workforce instructor hiring; the new “For Every Student, For Every Community” branding campaign; DEI; career pathways, and Illinois presentations from ACCT conferences. The Government Relations and Public Policy Committee reviewed federal legislation and the association’s proposed 2024 State Legislative Goals. Also, the ICCTA legislative counsel Jessica Nardulli provided updates on the Illinois General Assembly’s recent fall 2023 veto session and upcoming spring 2024 session.

At this time, the Board took a break at 11:01 a.m. and returned at 11:11 a.m.

Item #6 - Committee Reports

Item #6.1 - Finance, Budgeting, Accountability and External Affairs

The committee met on the morning of February 2nd at 8:00a with Larry Peterson, Sylvia Jenkins, and Mara Botman in attendance. The following items were discussed: Public Relations and Marketing Update - Recent Press Releases and Career and Technical Education Month; Spring 2024 Legislative Update; IBHE’s Fiscal Year 2025 Higher Education Budget Recommendations; Lease of 4th Floor Office Space; SAT Placement Validity Study Update; and the Administrative Rules: Community College Board of Trustee Vacancies and PATH Update that is on the agenda.

Item #6.2 - Academic, Workforce, and Student Support

The committee met on the morning of February 2nd at 8:00a with Marlon, Maureen, and Nick in attendance. The committee discussed the following: Workforce Innovation Opportunities Act Draft Plan: Every four years a state plan is created – Public comment period closed two days ago, and the draft is 400 pages long. The plan is due March 4th.

The Perkins Draft Plan: Four-year plan for strengthening Career and Technical Education for the 21st Century Act (Perkins). There are six goals, the same six goals as the last four years. A very comprehensive review and modifications four years ago, chosen to only make minor modifications to this year’s update. Several new activities incorporated - Dual Credit, teacher pipeline, work-based learning, greater employer engagement. Board Chair Lopez is a part of the apprenticeship youth committee. Goal to create seamless programs from high school to post high school education and training. Have met or exceeded goals and benchmarks during the last four years. Public comment will begin February 15th. The draft plan included in agenda packet as information item. The final plan will be brought to the board at the March board meeting. The final plan is due into the department of education by March 10th. There will be about \$17 million from feds and match of about \$21 million from the state included.

Dual Credit Grant Program: Grant applications were due Jan 26th with a total of \$3million to be awarded, 25 applications received up to \$150,000, and grant starts March 1st. The grant focuses on expansion for targeted populations. Students of Color and low-income students are the main focus.

Early Childhood Education Midterm Report: Required to report twice per year, this is the second report for this year. ICCB has seen an 18% increase from fall 2019 through fall 2022 in terms of enrollment in all demographics. 98% of individuals who are served by this project are women. As of December 31st, there were 5,600 applications in which 3900 already received \$29.8 million. In the first year, 412 students received the scholarship at \$5.7 million, in which 77% of recipients were teachers or teachers aids per employment data. Project will complete on June 30th. The Governor will open a new agency focused on Early Childhood in 2026.

Program Advisory Committee: ICCB is establishing a program advisory committee. The committee will oversee Program approval, dual credit, administrative rule changes, and recognition. This item is included on the consent agenda. Anticipating the committee will meet twice per year and be three-year terms.

Finally, during the March Meeting, Nick will be unable to attend, so Marlon will step in as chair.

Item #7 - Illinois Community College Marketing Collaborative Presentation

Ms. Erin Shannon gave a presentation that provided an update on the Illinois Community College Marketing Collaborative's (ICCMC) recent events. This included the statewide launch of The Community Colleges of Illinois brand, marketing campaign, and plans moving forward.

Item #8 - New Units

George Evans made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

Item #8.1 - Danville Area Community College, Harper College, McHenry County College, Moraine Valley Community College, Sauk Valley Community College

The Illinois Community College Board hereby approves the following permanent new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Danville Area Community College

- Diagnostic Medical Sonography A.A.S. degree (67 credit hours)
- Echocardiography A.A.S. degree (64 credit hours)

Harper College

- Cybersecurity A.A.S. degree (60 credit hours)
- Cybersecurity Technical Analyst Certificate (45 credit hours)
- Cybersecurity Forensics Technician Certificate (31 credit hours)

McHenry County College

- Heating, Ventilation, and Air Conditioning A.A.S. degree (60 credit hours)
- Horticulture A.A.S. degree (60 credit hours)
- Software Application Design and Development A.A.S. (60 credit hours)
- Web Development Certificate (30 credit hours)
- Welding and Fabrication A.A.S. degree (60 credit hours)

Moraine Valley Community College

- Diagnostic Medical Sonography A.A.S. degree (62 credit hours)

Sauk Valley Community College

- Diagnostic Medical Sonography Associate of Applied Science (A.A.S.) (77 credit hours)

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea
Nick Kachiroubas	Yea		

The motion was approved.

Item #9 - Adoption of Minutes

Marlon McClinton made a motion, which was seconded by Larry Peterson, to approve the following motion:

Item #9.1 - Minutes of the December 1, 2023 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the December 1, 2023, meeting as recorded.

The motion was approved via voice vote. Maureen Banks and Nick Kachiroubas Abstained.

Item #10 - Consent Agenda

Teresa Garate made a motion, which was seconded by Sylvia Jenkins, to approve the following items:

Item #10.1 - Establishment of the Illinois Community College Board Program Advisory Committee Appointments

The Illinois Community College Board hereby approves the proposed members of the Program Advisory Committee:

Chief Academic Officers

- Charles B. Swaim, Executive Vice President, Academic Affairs, Illinois Central College
- Brandon Nichols, Senior Vice President, Academic Affairs, City College of Chicago
- Lori Raglin, Executive Vice President, Rend Lake College

Academic Deans

- Andy Hynds, Executive Dean of Academics, Richland Community College
- Dr. Cherie Meador, Dean of Academic Services, Moraine Valley Community College

Career Technical Education Deans

- Ellen Burns, Dean of Career and Technical Education, Carl Sandburg College
- Joanne Ivory, Interim Associate Provost - Dean-Career and Technical Programs, Harper College

Chief Student Services Officers

- Mike Trame, Vice President, Student Services, Parkland College
- Jodi Koslow Martin, Vice President of Enrollment Management and Student Affairs, Triton College

Institutional and Research

- David Rudden, Managing Director of Institutional Research, Elgin Community College

Diversity Commission Representative

- Terrance Bond, Assistant to the President Institutional Effectiveness Equity, Diversity, and Inclusion, Heartland Community College

Faculty

- Dominica Blalock, Assistant Professor of Mathematics, Kishwaukee College
- Noella DeCruz, Professor of Astronomy, Joliet Junior College

Adult Education and Literacy

- Dan Deasy, Manager -Adult Education and CE Operations, College of DuPage
- Gina Harner, Director of Adult Education & Alternative Instruction, Shawnee College

Program Review Advisory Committee Representative

- Amanda Smith, Vice President of Liberal Arts and Adult Education, Chief Academic Officer, Rock Valley College

Early College / Dual Credit Representative

- TBD (Will be presented for approval at the March 2024 Board Meeting)

Item #10.2 - Authorization to Enter into Contracts for Office Operations

The Illinois Community College Board approves the following Fiscal Year 2024 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Original Estimate</u>	<u>Actual Cost</u>	<u>Contract Period</u>	<u>Description</u>
001-GRF	Illinois Community College System Foundation	Not Applicable	\$70,918.21	3/01/24 - 6/30/26	This contract is a renewal lease for the fourth floor space located in the ICCB office at 401 East Capitol Avenue, Springfield IL. The initial contract was for the term 3/1/23 - 2/28/24. This renewal contract will provide for a term that aligns with the regular building lease to expire on 6/30/26.

Item #10.3 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #10.3a - Community College Board of Trustee Vacancies and PATH Update

The Illinois Community College Board hereby approves the following amendments to the Administrative Rules of the Illinois Community College Board and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501

ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition

1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

Section	
1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)

1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.512	Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section	
1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes (Repealed)
1501.606	Progress Reports (Repealed)
1501.607	Reporting Requirements
1501.608	Approval of Projects from 110 ILCS 805/3-20.3.01
1501.609	Completion of Projects from 110 ILCS 805/3-20.3.01
1501.610	Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section	
1501.701	Definition of Terms (Repealed)
1501.702	Applicability (Repealed)
1501.703	Recognition (Repealed)
1501.704	Programs (Repealed)
1501.705	Finance (Repealed)
1501.706	Personnel (Repealed)
1501.707	Facilities (Repealed)

SUBPART H: PERSONNEL

Section	
1501.801	Definition of Terms
1501.802	Sabbatical Leave
1501.803	Employment Contracts
1501.804	President and Chancellor Performance Review

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective

December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. 15357, effective August 24, 2022, for a maximum of 150 days; emergency expired January 20, 2023; amended at 47 Ill. Reg. 11426, effective July 11, 2023.; amended at 47 Ill. Reg. _____, effective _____

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- | | | |
|-------------|---|--|
| January 15 | • | annual financial statements and notice of publication (see Section 1501.506) |
| January 31 | • | certificate of tax levy (see Section 1501.510(df)) |
| February 1 | • | annual African American Employment Plan Survey (see Section 1501.308(b)) |
| | • | annual Asian Employment Plan Survey (see Section 1501.308(b)) |
| | • | annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b)) |
| | • | annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b)) |
| | • | Annual Native American Employment Plan Survey (see Section 1501.308(b)) |
| February 15 | • | spring semester (2 nd term) enrollment survey (see Section 1501.406(b)) |

Item #9.1
March 22, 2024

- | | | |
|--|---|---|
| March 1 | • | annual Underrepresented Groups Report (see Section 1501.406(c)) |
| March 31 | • | policies for the award of academic credit for prior learning (see Section 1501.311(a)) |
| June 15 | • | annual faculty and staff salary and benefits data (see Section 1501.308(a)) |
| July 15 | • | report of out-of-state extensions (see Section 1501.312(d)(4)) |
| | • | annual noncredit course enrollment N1 (see Section 1501.406(d)) |
| August 1 | • | annual student enrollment and completion data (see Section 1501.406(a)) |
| | • | Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a)) |
| | • | annual tuition and fees survey (see Section 510(e)) |
| | • | Facilities data (see Section 1501.607) |
| September 1 | • | budget and tax survey (see Section 1501.510(cd)) |
| | • | program review report (see Section 1501.303(d)(7)) |
| | • | program review listing (see Section 1501.303(d)(7)) |
| | • | annual Student Identification data submission (see Section 1501.406(f)) |
| | • | annual report of student course information submission (see Section 1501.406(g)) |
| October 1 | • | fall semester enrollment data (see Section 1501.406(a)) |
| | • | fall semester enrollment survey (see Section 1501.406(b)) |
| October 15 | • | fiscal year budget (see Section 1501.504) |
| November 1 | • | summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e)) |
| November 15 | • | faculty, staff, and salary data (see Section 1501.308(a)) |
| December 30 | • | external audit (see Section 1501.503(a)) |
| | • | annual instructional cost report (see Section 1501.510(be)) |
| | • | unexpended special initiative grant funds return report (see Section 1501.519(d)) |
| 30 days
after the end
of each term | • | credit hour claims (see Section 1501.507(a)) |

(Source: Amended at 47 Ill. Reg. _____, effective _____)

Section 1501.207 Local District Board Member Vacancy

- a) Within five working days after a vacancy occurs on an elected board of trustees, the chair of the board of trustees shall notify the ICCB in writing of the name of the trustee and the date of vacancy.
- b) The remaining members shall fill the vacancy in accordance with Section 3-7 of the Act. Upon filling the vacancy, the chair of the board of trustees shall notify the ICCB in writing of the name of the newly appointed trustee and the effective date of the appointment.
- c) If the remaining members fail so to act within 60 days after the vacancy occurs, the chair of the ICCB shall fill the vacancy in accordance with Section 3-7 of the Act.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.503 Audits

a) External Audits.

- 1) A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30 following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the Executive Director ~~before November 15~~ on or before December 30 following the close of the fiscal year. This request shall be with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.
- 2) An audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by ICCB and received by the district in the manner and format established by ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.
- 3) Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by ICCB. ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the purpose of the grant, allowable expenditures, expenditure limitations, grant administrative standards, and transfer of funds, if applicable.

- #### b) Confirmation of ICCB Grants.
- To confirm district records, a district shall provide a copy of ICCB allocation of grants to its external auditor. External auditing firms can confirm allocations using the community college Operating Budget and Technical Appendix located on the ICCB website.

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by August 1 of each year.
- b) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 30~~1~~ following the end of that fiscal year.

- c) A survey of local budget and tax extensions and collections by September 1 of each year.
- d) Certificate of Tax Levy by January 31 of each year.
- e) Annual tuition and fees survey by August 1 of each year.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

Section 1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants

- a) PATH grant funds shall be determined annually by allocating the appropriation for this program among each community college district in accordance with the funding formula approved by the ICCB. The formula shall include:
 - 1) Base Funding. A base allocation of \$100,000 per district. The base allocation may be prorated if the amount of funds appropriated for this program are insufficient.
 - 2) Student Completion Funding. Each district shall receive an additional amount based upon the average number of completions of students enrolled in eligible healthcare programs in the most recent academic year for which the board has collected data and the two prior academic years.
 - 3) Prioritized Programs. Student completions shall be weighted based upon local statewide industry workforce demand as determined by that community college the State Board. Non-prioritized programs will be funded at 67 percent of the amount allocated per completion to prioritized programs. This weighting may be adjusted if the amount of funds appropriated are insufficient.
- b) The ICCB will post on its website (www.iccb.org) the list of eligible healthcare programs by Classification of Instructional Program codes and identify those programs that are prioritized for purposes of the funding formula.
- c) The target population for each community college district receiving grant funds shall include, but not be limited to, incumbent workers who are already in the workforce looking to continue their education and advance their careers in a healthcare pathway and new students entering in a healthcare pathway with a locally identified need for support as determined by that community college.
- d) When sufficient funding is available, the ICCB shall publish on its website the planned PATH grant allocation to each district, implementation plan template, budget template, and using the standard GATA grant application.
- e) Each district shall submit an application, implementation plan, and budget using forms prescribed by the ICCB in subsection (d). These documents may be submitted no later than the date specified by ICCB on its website. The deadline will provide districts at least 30 calendar days in which to submit their documents.
- f) The ICCB shall execute an intergovernmental grant agreement with each district for the distribution of PATH grant funds. Grant funds shall be vouchered to each community college district according to the terms of the agreement.
- g) The plan (see subsection (e)) shall represent the programmatic elements that are necessary for each institution to execute the PATH program. The plan should track closely, where

Item #9.1
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appropriate, with the budget submitted. The plan elements themselves will be tied directly to the grant agreement executed for each college in order to access funding.

- h) The expenditure of PATH grant funds is limited to those credit and non-credit programs identified as eligible healthcare programs for the purposes of the funding formula in subsection (a)(2), unless specifically approved in writing by the ICCB. All programs developed or supported through this grant should be part of a healthcare pathway.
- i) Allowable expenditures of funds, as submitted in the implementation plan, will be specified in an intergovernmental grant agreement executed with each community college district. Colleges should consider capacity-building activities as well as broad, wrap around services and supports for students as a key part of program development.
- j) PATH grant funds shall be accounted for in a restricted purpose fund.
- k) PATH grant funds shall be expended by the date specified in the intergovernmental grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB pursuant to the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705].
- l) PATH grant funds not used in accordance with the terms specified in the intergovernmental grant agreement, regardless of the amount, shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.
- m) Each community college district receiving grant funds shall file a programmatic and financial report with the ICCB in a format prescribed by the ICCB, and in accordance with the terms of the intergovernmental grant agreement, detailing how the funds were utilized. The frequency and due dates of the reports shall be specified in the grant agreement.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

The motion was approved via voice vote.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2024 Financial Statements

Item #11.2 - Early Childhood Access Consortium for Equity(ECACE) Mid-Year Report

Item #11.3 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #11.4 - Illinois' WIOA State Plan Draft Under the Workforce Innovation and Opportunity Act (WIOA)

Item #11.5 - Perkins V State Plan 2025-2028 Draft

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

Teresa Garate made a motion, which was seconded by Maureen Banks, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea
Nick Kachiroubas	Yea		

The motion was approved. The Board entered executive session at 12:02 p.m.

* * * * *

George Evans made a motion, which was seconded by Mara Botman, to reconvene Public Session at 12:35 p.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea
Nick Kachiroubas	Yea		

The motion was approved.

Item #15 - Executive Session Recommendations

There were no recommendations.

Item #16 - Adjournment

Sylvia Jenkins made a motion, which was seconded by Marlon McClinton, to adjourn the Board meeting at 12:30 p.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea
Nick Kachiroubas	Yea		

The motion was approved.

Item #9.2
March 22, 2024

Illinois Community College Board

UNAPPROVED

Minutes
of the Executive Session of the
Illinois Community College Board Meeting

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

February 2, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Executive Session minutes of the February 2, 2024 meeting as recorded.

The Board entered Executive Session at 12:02 a.m. Board members present: Maureen Banks, Marlon McClinton, George Evans, Mara Botman, Sylvia Jenkins, Nick Kachiroubas, Larry Peterson, Teresa Garate, and Lazaro Lopez. Staff members Brian Durham and Ann Knoedler were present during the meeting.

Discussions took place on the Executive Director's upcoming evaluation.

The meeting concluded with Board members present: Maureen Banks, Marlon McClinton, George Evans, Mara Botman, Sylvia Jenkins, Nick Kachiroubas, Larry Peterson, Teresa Garate, and Lazaro Lopez. Staff members Brian Durham and Ann Knoedler were present during the meeting.

Respectfully submitted,
Ann Knoedler

Item #10.1
March 22, 2024

Illinois Community College Board

REVISED EMPLOYEE GUIDEBOOK

The ICCB Employee Guidebook has been revised to include necessary updates, changes in organization and formatting, and new policies with guidance from the State of Illinois Model Employee Guidebook and State University Civil Service System Benefits Recommendation.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the adoption of the ICCB Employee Guidebook dated March 2024, with an effective date of July 1, 2024.

BACKGROUND

The Employee Guidebook was last written in September 2022. The guidebook has been updated and new policies have been added to accommodate changes in State law and to address areas that were not previously addressed in the guidebook. Some policies needed clarification or changes to keep up with work environment and workforce issues, while other changes were made to update terminology and codify practice not in policy. In addition, the Employee Guidebook will be reviewed by outside legal counsel and, where necessary, suggested revisions will be made.

The major changes are:

1. Reorganization/Restructuring: When needed, the policies in the Guidebook have been rearranged into a more user-friendly layout, grouping related policies together. Additionally, new approval pathways have been established, including the involvement of the new Associate Deputy Director for Human Resources.
2. Terminology Changes: The employee guidebook has undergone revisions in terminology. In certain cases, redundant or unnecessary language has been eliminated. Conversely, in other instances, we have included additional language to enhance the clarity of existing policies and promote a better understanding among employees. Modifications were implemented across the board, incorporating recommendations provided by the DEI committee of the ICCB.
3. New Policies: The following new policies have been created to accommodate changing laws and the changing work environment:

- 1.7 Gender Identity
- 2.5 Repayment of Student Loans
- 2.9 Performance Improvement Plan
- 3.4 Required or Authorized Deductions
- 4.4 Signature Authority Policy
- 4.5 Workplace Safety-OSHA
- 6.2 Employee Identification Policy
- 10.3 Veterans Hospital Leave
- 10.6 Family Bereavement Leave Act & Child Extended Bereavement Leave Act
- 11.3 Firefighter Training Leave of Absence
- 11.8 Disability Leave
- 11.9 Volunteer Emergency Worker Job Protection
- 12.8 Additional Benefits: Reproductive Healthcare
- 13.7 Statement of Economic Interest

4. Updated or Changed Policies: The following policies have been updated or changed to meet changing needs, to accommodate changing laws, or to provide clarification:

- 1.0 Equal Opportunity and Commitment to Diversity
- 2.1 Recruitment and Hiring
- 2.3 Criminal Background Checks
- 2.6 Anti-Nepotism
- 2.7 Rehiring Former Employees
- 2.9 Employee Performance Evaluations
- 2.10 Employee Records
- 2.11 Job Descriptions
- 2.12 Personal Relationships between Employees
- 2.13 Training
- 3.1 Employment Classification

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3.2 Employee Compensation
3.3 No Salary History Policy
4.1 Employee Conduct Overview
4.2 Employee Dress Code
4.3 Workspace Appearance and Cleanliness
4.5 Workplace Safety Policies: Violence Prevention
4.6 Telephone & Mobile Communications Use Policy
4.7 Record Retention Policy
4.8 Charity and Fundraising Policy
4.10 Secondary Employment
5.1 Correction Action Policies and Procedures
7.1 Travel Policy
8.3 Meals and Breaks
8.6 Overtime/Compensatory Time
9.7 Expectations
9.12 Freedom of Information Act
10.2 Vacation
10.3 Emergency Sick Bank
11.2 Military leave
11.7 Victims' Economic Security and Safety Act
12.1 Medical, Dental, Vision and Life Insurance
12.7 Employee Assistance Program
13.2 Gift Ban
13.5 Revolving Door
14.2 Voluntary Resignation
15.0 Government and Public Affairs
16.0 Technology Policies
17.0 Information Security and Confidentiality

Illinois Community College Board

**CHANGES TO THE ILLINOIS COMMUNITY COLLEGE BOARD
PROGRAM ADVISORY COMMITTEE**

The Illinois Community College (ICCB) staff proposes to reconvene the Program Advisory Committee (PAC) to provide expertise, recommendations, and input into the development and implementation of statewide programs and services, including but not limited to the Recognition Process, Dual Credit Model Partnership Agreement, Program Approval, Initiative Design and Implementation, Administrative Rule Changes, Programmatic Policy Considerations and various legislative mandates that impact the community college system.

Historically, the ICCB invites members of the college system to be a part of the Program Advisory Committee to provide perspectives and feedback on policies and procedures that affect the entire system. Though the Program Advisory Committee has not been convened in several years, it has been determined that reconvening this committee will benefit the agency and staff as a multitude of new policies, legislative mandates, and procedures warrants system input.

Below is the **updated** list of members of the ICCB Program Advisory Committee. Members will serve a three-year term and will meet once a semester or more frequently as needed. The first meeting will be held on April 9, 2024.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the updated members of the Program Advisory Committee.

Chief Academic Officers

- Charles B. Swaim, Executive Vice President, Academic Affairs, Illinois Central College
- Brandon Nichols, Senior Vice President, Academic Affairs, City College of Chicago
- Lori Raglin, Executive Vice President, Rend Lake College

Academic Deans

- Andy Hynds, Executive Dean of Academics, Richland Community College
- Dr. Cherie Meador, Dean of Academic Services, Moraine Valley Community College

Career Technical Education Deans

- Ellen Burns, Dean of Career and Technical Education, Carl Sandburg College
- Joanne Ivory, Interim Associate Provost - Dean-Career and Technical Programs, Harper College

Chief Student Services Officers

- Mike Trame, Vice President, Student Services, Parkland College
- Jodi Koslow Martin, Vice President of Enrollment Management and Student Affairs, Triton College

Institutional and Research

- David Rudden, Managing Director of Institutional Research, Elgin Community College

Diversity Commission Representative

- Terrance Bond, Assistant to the President Institutional Effectiveness Equity, Diversity, and Inclusion, Heartland Community College

Faculty

- Dominica Blalock, Assistant Professor of Mathematics, Kishwaukee College
- Noella DeCruz, Professor of Astronomy, Joliet Junior College

Adult Education and Literacy

- Dan Deasy, Manager -Adult Education and CE Operations, College of DuPage
- Ginger Harner, Director of Adult Education & Alternative Instruction, Shawnee College

Program Review Advisory Committee Representative

- Amanda Smith, Vice President of Liberal Arts and Adult Education, Chief Academic Officer, Rock Valley College

Early College / Dual Credit Representative

- Alauna McGee, Director Early College Opportunities, Heartland Community College

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS
BETWEEN SOUTHERN ILLINOIS UNIVERSITY CARBONDALE AND
ELGIN COMMUNITY COLLEGE AND JOLIET JUNIOR COLLEGE**

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- Elgin Community College
- Joliet Junior College

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Elgin Community College and Joliet Junior College.

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this first day of October, 2023 by and between Elgin Community College, a member of the Illinois Community College System (“ICCS”), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a “Party” and collectively as the “Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement (“Agreement”) regarding SIUC’s Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC’s online Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program (“SSAO Program”);

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

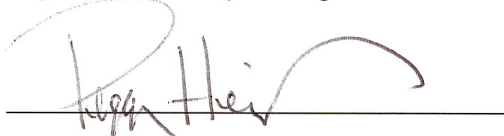
SIUC Contact:
Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

ECC Contact:
Tracy Vittone
Director of Transfer Services
Student Success Center – B120
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123-7193
Phone: 847-214-7548
tvittone@elgin.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Elgin Community College

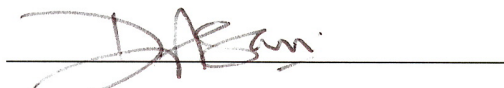


Dr. Peggy Heinrich

Sept. 6, 2023

Date

Vice President of Teaching, Learning and Student Development



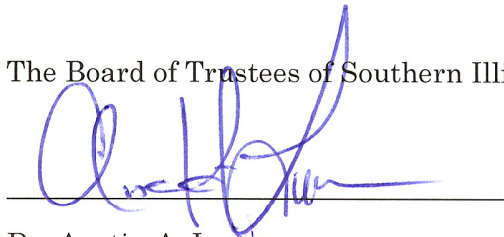
Dr. David Sam

Sept 6, 2023

Date

President

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

9/6/23

Date

Chancellor

Southern Illinois University Carbondale

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this first day of October, 2023 by and between Joliet Junior College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, with or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer
Relations
Undergraduate Admissions
Student Services Building –
MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

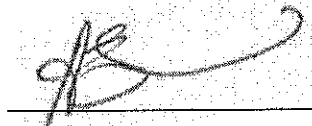
JJC Contact:

Diane Urbanczyk
Manager, University Partnerships and
Degree Acceleration
Joliet Junior College
1125 W. Romeo Road (135th Street)
Romeoville, IL 60446
Phone: 815.280.7767
diane.urbanczyk@jjc.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Joliet Junior College



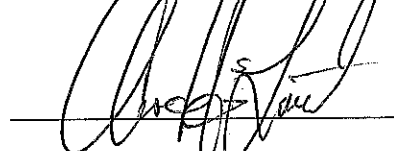
Dr. Amy Gray

Vice President of Academic Affairs

12/18/2023

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

2/1/24

Date

**Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
July 1, 2023 - January 31, 2024**

	FY 2024 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 135,374,800	\$ 76,895,698	56.8%
ADULT EDUCATION	35,582,100	34,573,343	97.2%
GED TESTING PROGRAM	1,148,000	962,163	83.8%
CAREER & TECH EDUCATION	18,972,900	17,133,102	90.3%
OFFICE ADMINISTRATION	3,071,900	1,616,533	52.6%
TOTAL	\$ 194,149,700	\$ 131,180,840	67.6%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 176,590,400	\$ 95,077,898	53.8%
TOTAL	\$ 176,590,400	\$ 95,077,898	53.8%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 87,000,000	\$ 7,453,966	8.6%
GED TESTING FUND	100,000	34,260	34.3%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	79,177,500	75.0%
TOTAL	\$ 192,770,000	\$ 86,665,727	45.0%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 24,591,656	\$ 7,958,758	32.4%
FEDERAL CAREER & TECH ED FUND	20,156,025	2,489,477	12.4%
FEDERAL CURES FUND	7,653,910	3,838,673	50.2%
ICCB FEDERAL TRUST FUND	525,000	91,275	17.4%
TOTAL	\$ 52,926,591	\$ 14,378,183	27.2%
GRAND TOTAL, ALL FUNDS	\$ 616,436,691	\$ 327,302,649	53.1%

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2023 - January 31, 2024

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 14,903,700	\$ 11,177,775	33.5%
PATH Grants	25,000,000	18,749,947	75.0%
Bridge and Transition	9,224,336		0.0%
Workforce Equity Initiative	19,570,064	19,018,012	97.2%
East St. Louis Educational Center	1,457,900	89,568	6.1%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	650,000	204,735	31.5%
Small College	548,400	548,396	100.0%
Performance Grants	359,000	-	0.0%
P-20 Council Support	150,000	-	0.0%
Lincoln's Challenge Program	60,200	5,000	8.3%
Alternative Schools Student Re-enrollment	4,000,000	2,375,000	59.4%
Transitional Math and English Development (TIME and DEV)	1,000,000	580,829	58.1%
SWIC Lindenwood Center	5,900,000	2,950,000	50.0%
Advanced Manufacturing & Electric Vehicles	10,000,000	4,146,894	41.5%
Rock Valley College - CTE Enrichment Program	500,000		0.0%
Rock Valley College - CTE Hospitality Program	500,000		0.0%
Mental Health Early Action on Campus Grant	9,218,800	9,218,800	100.0%
CTE Chicago	5,000,000	5,000,000	100.0%
Illinois Central College - CTE Enrichment Program	5,000,000	2,500,000	50.0%
Trade Schools	5,000,000		0.0%
Data Center Curriculum	1,000,000		0.0%
Digital Instruction for Adult Education	2,000,000	150,000	7.5%
Noncredit Workforce Program	3,150,000	159,399	5.1%
Dual Credit Grants	5,150,000	21,343	0.4%
Joliet Junior 12x12x12 Program	150,000		0.0%
City of Rockford Build Your Own Police Program	100,000		0.0%
English Language Services	750,000		0.0%
Innovative Recruitment & Training Program	768,000		0.0%
TOTAL	\$ 135,374,800	\$ 76,895,698	56.8%
OFFICE ADMINISTRATION			
	\$ 3,071,900	\$ 1,616,533	52.6%
TOTAL	\$ 3,071,900	\$ 1,616,533	52.6%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,483,600	\$ 22,882,674	97.4%
Adult Education Basic Admin	300,000	83,739	27.9%
Adult Education Performance Grants	11,798,500	11,606,930	98.4%
TOTAL	\$ 35,582,100	\$ 34,573,343	97.16%
GED TESTING PROGRAM			
	\$ 1,148,000	\$ 962,163	83.8%
TOTAL	\$ 1,148,000	\$ 962,163	83.8%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	\$ 500,000	\$ -	0.0%
CTE Administration	425,000	219,990	51.8%
CTE Formula	16,453,500	16,453,500	100.0%
CTE Early School Leavers Grants	615,000	459,035	74.6%

CTE Early School Leavers Administration	84,950	577	0.7%
CTE Corrections	894,450	-	0.0%
TOTAL	\$ 18,972,900	\$ 17,133,102	90.3%

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	\$ 96,592,800	\$ 48,296,400	50.0%
Equalization	79,997,600	46,781,498	58.5%
TOTAL	\$ 176,590,400	\$ 95,077,898	53.8%

GRAND TOTAL	\$ 370,740,100	\$ 226,258,739	61.0%
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Illinois Community College Board

FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2023 - January 31, 2024

<u>FEDERAL FUNDS*</u>	FY 2024 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 17,681,780	\$ -	\$ 5,491,178	31.1%
Federal Basic Leadership	2,364,058		1,114,381	47.1%
EL Civics Grants	3,001,235		619,567	20.6%
	\$ 23,047,073	\$ -	\$ 7,225,126	31.3%
ADMINISTRATION				
Federal Basic	\$ 1,071,623	\$ -	\$ 416,989	38.9%
EL Civics	157,960	-	92,486	58.6%
Leadership	315,000	-	224,157	71.2%
	\$ 1,544,583	\$ -	\$ 733,632	47.5%
TOTAL	\$ 24,591,656	\$ -	\$ 7,958,758	32.4%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 17,132,623		\$ 2,275,279	13.3%
Perkins Leadership	1,588,482		-	0.0%
Perkins Corrections	427,120		-	0.0%
Reserve	-		-	0.0%
	\$ 19,148,225	\$ -	\$ 2,275,279	11.9%
ADMINISTRATION				
CTE Federal	\$ 1,007,800		\$ 214,197	21.3%
TOTAL	\$ 20,156,025	\$ -	\$ 2,489,477	12.4%
ILLINOIS CURES FUND				
College Bridge Program	\$ 7,653,910	\$ -	\$ 3,838,673	50.2%
TOTAL	\$ 7,653,910	\$ -	\$ 3,838,673	50.2%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 91,275	17.4%
TOTAL	\$ 525,000	\$ -	\$ 91,275	17.4%
GRAND TOTAL, FEDERAL FUNDS	\$ 52,926,591	\$ -	\$ 14,378,183	27.2%

* Expenditures from these funds cannot exceed receipts.

Item #11.1
March 22, 2024

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2023 - January 31, 2024

SPECIAL STATE FUNDS*

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		\$ 47,041	
ILCCO			
CHSA Grant		-	
DHS Homelessness Prevention Grant		-	
Lumina Grant		-	
Tutoring Initiative		-	
ADMINISTRATION			
Apprenticeship		40,875	
Tutoring Initiative		14,590	
ILCCO		549	
	\$ 10,000,000	\$ 103,055	0.1%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	\$ 27,000,000	\$ 1,209,407	4.5%
Early Childhood	50,000,000	6,141,504	12.3%
	\$ 77,000,000	\$ 7,350,911	9.5%
TOTAL	\$ 87,000,000	\$ 7,453,966	8.6%
GED TESTING FUND*			
	\$ 100,000	\$ 34,260	34.3%
ICCB RESEARCH & TECHNOLOGY FUND*			
	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND			
	\$ 105,570,000	\$ 79,177,500	75.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 192,770,000	\$ 86,665,727	45.0%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FISCAL YEAR 2023 ADULT EDUCATION AND LITERACY REPORT TO THE
GOVERNOR AND GENERAL ASSEMBLY**

The ICCB staff is submitting to the Board the annual FY2023 Adult Education and Literacy Report to the Governor and General Assembly. The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted annually on or before March 1 in compliance with Public Act 91-0830, 105 ILCS 405/2- 4 and contains an overview of Adult Education and Literacy activities during fiscal year 2023 (July 1, 2022-June 30, 2023). These activities include: a summary of Adult Education needs and programs; federal WIOA activities under Title II Adult Education; the number of students served; the credit hours or units of instruction delivered; total adult education allocations; performance data; the criteria for program approval; and recommendations for future initiatives.

FY 2023

ADULT EDUCATION & LITERACY



Report to the Governor & General Assembly

ABOUT THE ILLINOIS COMMUNITY COLLEGE BOARD

The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System - the third largest in the country and the leading public workforce development trainer in the state. The ICCB has statutory responsibility for administering state and federal grants to community college districts and adult education providers and managing high school equivalency testing for Illinois. Illinois community colleges serve over 600,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 48 colleges in 39 community college districts which provide high quality, accessible, cost-effective educational opportunities to the entire state.

Dr. Lazaro Lopez

Chair

Dr. Brian Durham

Executive Director

Adult Education Leadership:

Jennifer K. Foster

Deputy Executive Director

Whitney Thompson

Deputy Director for Workforce Education

Dr. Kathy Olesen-Tracey

Senior Director for Adult Education and Literacy

Contact Information:

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

Voice 217-785-0123

TDD 217-782-5645

FAX 217-524-4981

This report is available on the ICCB website at <https://www.iccb.org/>

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Illinois Adult Education and Literacy: Fiscal Year 2023 Executive Summary

The Illinois Community College Board (ICCB) is the coordinating organization for the Illinois Community College System and administers Title II of the Workforce Innovation and Opportunity Act (WIOA). The ICCB recognizes the importance of preparing residents with the knowledge and skills necessary to succeed in postsecondary education and the workforce. The emphasis on increased literacy, English Language Acquisition, career development, integrated educational pathways, and work-based training reflects a commitment to addressing the evolving demands of the 21st Century economy. The expansion and scale of comprehensive adult basic education programming, English language instruction that supports the influx of new arrivals and existing immigrants, and implementation of in-demand industry training led to adult learners meeting the changing demands of local and statewide business and industry priorities. During SFY2023, ICCB Adult Education programs enrolled more than 56,000 students in adult basic, secondary, and English language acquisition programs exceeding all performance targets negotiated with the U.S. Department of Education.

The purpose of the Adult Education and Family Literacy Act under WIOA Title II is:

- To assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.
- To assist adults who are parents to obtain the educational skills needed to become full partners in the educational development of their children and that lead to sustainable improvements in the economic opportunities for their families.
- To assist adults in attaining a secondary school diploma and in the transition to post-secondary education and training, through career pathways.
- To assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English, mathematical skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Additionally, as a component of the Adult Education and Literacy Program, the ICCB oversees the Integrated English Language Acquisition and Civics Education program. The IELCE program is designed to prepare English Language Learners for, and to be placed in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency through integrating with the local workforce development system.



Investment in Adult Education

The ICCB led all Title II initiatives, serving adult education students working toward their high school credentials, expanding Bridge and ICAPS programming, providing English Language Acquisition and Civics instruction, Integrated English Language and Civics Education, and provided basic education services for justice-involved individuals in the Illinois Department of Corrections, county jails, and transitional housing programs.

The annual Index of Need, a research project with data inclusive of the United States Census and the American Community Survey, indicates over 1 million of 10.3 million Illinoisans over the age of 16 lack a High School Diploma. Included in this number are over 400,000 individuals over the age of 16 with less than a 9th grade education. The most recent data also include more than 2,840,525 individuals residing in households where English is not the primary language. English literacy and civics education provide individuals with pathways to citizenship and employment. Table 1 illustrates Illinois' investment in Adult Education and Literacy.

Table 1: FY2023 Adult Education and Literacy Resources Federal and State Funding	
Federal Basic	\$ 16,880,491
Federal IELCE	\$ 2,886,575
State Basic	\$23,783,600
State Performance	\$ 11,798,500
TOTAL	\$ 55,349,166

FY23 was the third year in a three-year Adult Education and Family Literacy Grant. To be selected for funding, applicants were required to demonstrate past effectiveness in providing adult education instruction with the goal of transitioning adult learners to postsecondary education, training, and into employment. The initial applicants documented need of individuals in their Area Planning Council who are most in need of literacy services and career pathway services, including individuals who have low literacy skills (i.e., literacy statistics, regional and local needs, etc.). Continuation of the grant was contingent on sufficient funding and submittal and approval of an official end-of-year report that includes a demonstration of adequate and effective performance in the prior year. Providers offer services in over 600 locations throughout the state and include:

- Community-Based Organizations (17)
- Community Colleges (38)
- Correction and Reentry-Focused Programs (3)
- Illinois Department of Corrections (1)
- Faith-based Organizations (3)
- Four-Year Colleges or University (1)
- Local Education Agencies (8)

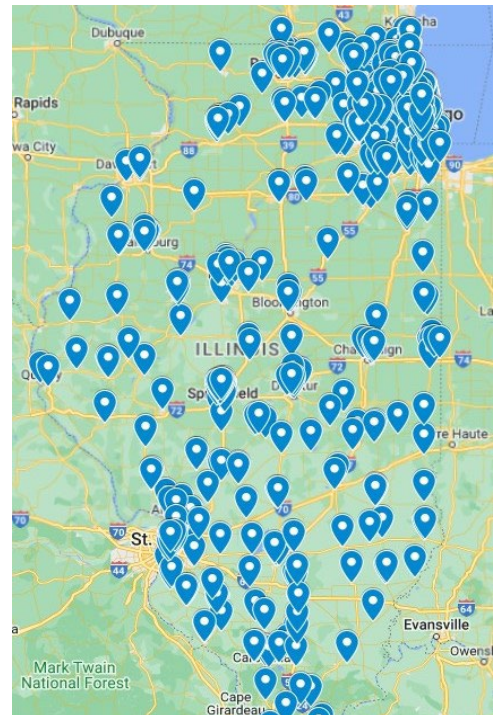


Image 1: AEL Program Locations in Illinois

Workforce Innovation and Opportunity Act: Title II—Adult Education Activities

The ICCB is the state-level entity responsible for Title II, a member of the state of Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major WIOA workgroups and committees. Title-II-funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB) by providing Adult Basic Education, Adult Secondary Education, High School Credit Recovery, English as a Second Language, and Vocational activities and services outlined in the Unified State Plan as well as the goals and strategies in the Expanding Career Pathway Opportunities in Adult Education Strategic Plan. The ICCB continues to work with other partners around service integration to reduce duplication and to ensure effective collaboration around the expansion and scaling of comprehensive career pathways in each local area.

The continuum of key AELA Services include:

- Adult Basic Education for learners at the most basic literacy levels.
- Adult Secondary Education to prepare learners for their High School Equivalency Certificate.
- English as a Second Language instruction.
- Integrated Education and Literacy / Civics instruction for English Language Learners.
- Bridge Programming for ABE learners to provide work-based contextualized instruction.
- College and career readiness instruction to prepare learners to transition to post-secondary education or training.
- Employability Skills instruction is embedded in all elements of Adult Education and Literacy instruction.
- Integrated Education and Training [through the ICCB's Integrated Career & Academic Preparation System (ICAPS)] that blends adult education instruction and workforce training, leading to an industry recognized credential and community college certificates at those programs administered by the state's community colleges.

Adult Education Enrollment and Performance

One of the key indicators of student success is the measurement of Education Functioning Levels. With the increase of instructional units, combined with the support for workforce preparation in integrated education and training programs, adult education programs (Title II) exceeded our WIOA Performance Targets.

Table 2: FY2023 Adult Education and Literacy Performance

Performance Indicator	Actual Performance	Targets
Employment Rate 2nd Quarter: Participants who exited programs were in unsubsidized employment during second quarter.	31.23%	26.9%
Employment Rate 4th Quarter: Participants who exited programs were in unsubsidized employment during the fourth quarter.	33.29%	27.5%
Median Earnings: The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program.	\$6,344.00	\$4,925.00



Credential Obtainment: Participants eligible to be included in this measure obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.	31.50%	30.8%
Measurable Skill Gains: Participants who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment or increased their Education Functioning Level.	40.38%	37.0%

Contributing to the increased Measurable Skill Gains is the 2,191 Adult Learners obtaining their Illinois High School Diploma. Adult Education providers are supported in their High School Equivalency instructional programming through technical assistance, access to the i-Pathways project (i-pathways.org) a web-based High School Equivalency Preparatory System available to all ICCB funded programs, and state facilitated outreach.

Enrollment Increases in FY23

Fiscal Year 2023 closed with a 33% increase of student enrollment compared to Fiscal Year 2022. The enrollment trend led to a 20% increase in Units of Instruction.

Table 3: Enrollment and Units of Instruction					
	Reimbursement Rate	FY22 Enrollment	FY23 Enrollment	FY22 Units Of Instruction ²	FY23 Units Of Instruction ²
ABE	\$101.98	10,525	10,891	110,128.14	104,003.76
ASE	\$ 91.78	5,629	5,653	54,591.17	49,832.55
ESL	\$101.98	24,057	37,646	231,727.15	329,112.54
HSCR	\$ 91.78	1,628	1,637	30,008.96	31,316.94
VOC	\$127.48	592	627	4,713.76	4,494.77
TOTAL		42,431	56,454	431,169.16	518,760.56

² One unit of instruction equals 15 hours of enrollment.

Integrated English Literacy and Civics Education (IELCE)

WIOA authorized and codified the Integrated English Literacy and Civics Education Program in 2016. In an IELCE Program, literacy, English language acquisition, and civics education must be delivered in combination with integrated education and training activities, accommodating services for professionals with degrees and credentials in their native countries. The ICCB continued to provide guidance, research, professional development, and technical assistance to

IELCE funded adult education programs to ensure the state IELCE services are meeting the guidelines of WIOA 243 regulations.



As required with this funding, local providers were required to address all components of the IELCE funding- English Language Instruction, contextualized instruction for the workplace, civics education, and provide learner access to Integrated Education and Training.

The state has a comprehensive list of IELCE competencies that are required components of the instruction and designed to ensure participants develop the skills needed to function effectively as workers and citizens. Professional development on integrating competencies in the instruction is ongoing and includes support through virtual learning communities, asynchronous instruction in the State's Adult Education learning portal, iLEARN, and IELCE Logic Model published on the Professional Development's website, Excellence in Adult Education.

IELCE programming continued to grow in FY23, climbing to 33 IELCE providers and reaching 3,929 students, with 88.37% achieving the competency requirement.

Partnership with the Illinois High School Equivalency Program



In addition to adult education and literacy programming, the ICCB manages high school equivalency testing for Illinois. FY2023 began with SB3792 signed into law, officially amending all reference to high school equivalency certificates to the State of Illinois High School Diploma.

Building on the change in name, Illinois Adult Education and High School Equivalency divisions partnered on the GED 3 of 4 Campaign, reengaging thousands of adult learners and encouraging them to complete their High School Diploma, particularly those who have passed all but one of the four tests. This support contributed to the increased Measurable Skill Gains with 2,191 Adult Learners obtaining their Illinois High School Diploma.

Adult Education providers are supported in their High School Equivalency instructional programming through technical assistance, access to the i-Pathways project (i-pathways.org) a web-based High School Equivalency Preparatory System available to all ICCB funded programs, and state facilitated outreach.

Response to the Influx of Immigrants, Asylees, and Refugees

As of this report, Illinois has seen an estimated 24,400 individuals arriving in the Chicagoland Area via busses from other states. This number does not include individuals arriving independently. While tens of thousands of new arrivals are entering the United States at the Southern Border, the increase in immigrant arrivals also includes those arriving from Haiti, the Democratic Republic of Congo, Burma, Syria, Afghanistan, and Ukraine.

The sharp increase in new arrivals, in conjunction with a national teacher and critical worker shortage, has posed unique challenges. For example, one Chicagoland community college had a 320% increase in English Language Learners since FY21. Specifically, two Chicagoland community-based organizations focusing on immigrant resettlement saw an increase of 277% increase in English Language Learners at the lowest English level from FY21 to FY23. Newly arrived immigrants are entering local programs at a much lower fluency level, lacking work authorization, and in drastically increasing numbers – challenging programs in the delivery of services as this influx is intersecting with a national teacher and critical staff shortage.

The ICCB Division of Adult Education coordinated Adult Education and English Language Acquisition services with the Illinois Department of Human Services and the Illinois State Board of Education to ensure new immigrant arrivals had access to adult education services. Furthermore, the ICCB supported funded Adult Education and Literacy programs in the development and delivery of educational services through guiding the Professional Development Network's approach to technical assistance, focusing on evidence-based approaches to instruction and support services.

Tens of thousands of adult learners had positive outcomes from participating in AEFLA programs. Vanessa, an immigrant from El Salvador, joined Heartland Community College Adult Education offered English as a Second Language classes. She worked very hard in her ESL classes and moved on to Academic English Language Program (AELP). She also found a job at The Organic Cleaning Machine and was able to schedule her work hours around her class times. Vanessa persevered when the pandemic struck and continued with AELP classes online. After graduating from AELP program, Vanessa enrolled in high School Equivalency classes with Adult Education. In May of 2023, Vanessa completed her GED exam for a high school diploma and earned her Bookkeeping Certificate.



Cleaning houses is no longer Vanessa's job at the Organic Cleaning Machine. Now she works in the bookkeeping area and handles the payroll. Her plan is to attend Illinois State University to earn a BA in Accounting.

Workforce Preparation

The ICCB continues to lead and support the development of work-based educational programs for the most vulnerable Illinois residents. Using key labor and market trends, the Workforce Education Division, comprised of Workforce Development, Adult Education and Literacy, and Career and Technical Education worked collaboratively to expand Illinois' talent pipeline and provide adult learners with opportunities to improve their academic, English language, and workplace skills. The ever-changing employer and workforce scenario provides the rationale for the ICCB to develop and expand the Integrated Career & Academic Preparation System (ICAPS) that accelerate and connect adult literacy instruction with workforce training leading to industry-recognized and/or postsecondary credentials and, in turn, meaningful employment. Bridge Programs prepare adults with limited academic or limited English skills to explore various career opportunities in focused areas while continuing to build academic and English skills.





These programs are essential for our adult learners like Nauciana, a 17-year-old student who earned her Illinois High School Diploma at Heartland Community College and is now taking credit classes toward a Construction Skills Certificate. She is looking forward to working in this field and hopefully owning her own construction company someday. Her advice to anyone who's thinking about taking high school equivalency classes is "YES! DO IT!! Everyone in this program has helped me tremendously. I'm so happy to have learned about and participated in the Complete and Connect program through Heartland's Adult Education department."

In FY23, 14 additional bridge programs were approved bringing the overall number up to 200 approved Bridge Programs. The two areas of largest growth were in Health Science and Hospitality and Tourism, which reflect the increased job demands across the state of Illinois over the past year.

Table 4: Integrated Education and Training Programs

Career Pathway	No. Programs FY22	No. Programs FY23
Agriculture, Food & Natural Resources	0	1
Architecture and Construction	5	7
Business Management and Administration	5	5
Education and Training	4	5
Finance	0	1
Health Science	48	59
Hospitality and Tourism	3	6
Information Technology	16	25
Law, Public Safety, Corrections & Security	1	1
Manufacturing	34	34
Transportation, Distribution, and Logistics	13	17
TOTAL	129	161

The number of ICAPS programs increased for the following reasons:

- **Annual Transitions Academy**, convening in the Fall with ongoing professional development and technical assistance for ICAPS and Bridge Programming throughout the year:
 - Focus areas include, but were not limited to, teacher recruitment, curriculum design, implementation suggestions, lessons learned, approval processes, braided funding, how to scale across a program locally or state-wide.
 - Ongoing Virtual Learning Communities where practitioners share best practices.

- **ICAPS Office Hours** - a monthly opportunity for programs to reach out with questions about processes, policies, implementation, expectations, etc.
- **Cohort Convos**, convening in late Fall to help local program leaders in both Adult Education and Literacy and Career and Technical Education have a focused and support time to plan and build their ICAPS programs.
 - An example of the outcomes from the ongoing support can be found in the partnership of Regional Office of Education #33 and Carl Sandburg College where two automotive ICAPS and a CNA ICAPS were developed to support both adult learners and local employers through the implementation of instructional programming that creates a skilled workforce and improved talent pipeline.

Fiscal Year 2023 also saw an increase in Workplace Literacy Programs, a response to specific employer needs where Adult Education and Literacy Programs partner with participating employers to provide combined literacy and job embedded instruction at employer work sites.

FY24 Adult Education Initiatives

The Illinois Community College Board led a statewide Adult Education outreach campaign in Fiscal Years 2022 and 2023 to improve awareness about adult education programs and services. Building on the success of this campaign, the ICCB will launch a new outreach campaign, Behind Every Employer to raise awareness among employers about the many ways they can engage with adult education and other community college training offerings. Components of the campaign include:

- Developing an Illinois-specific webpage containing a contact form to capture employer leads interested in the service offerings of the Illinois Community College System.
- Developing digital advertising to drive employers to the campaign website, earned media to increase awareness, and a toolkit and professional development to support participants with cutting edge strategies to engage employers locally.
- Engaging an Advisory Committee led by practitioners in the field.

Additional initiatives for adult education include continuing to increase student enrollment, increasing the diversity of workplace and work-based learning, and increasing student outcomes through retention and persistence initiatives. This will occur through comprehensive professional development and technical assistance for programs at the local level.



Illinois Community College Board

**ILLINOIS' WIOA STATE PLAN UNDER THE WORKFORCE INNOVATION AND
OPPORTUNITY ACT (WIOA)**

Under the federal Workforce Innovation and Opportunity Act (WIOA), each state must submit for approval a State Plan to create a cohesive workforce system across multiple required programs. Title II of WIOA is the Adult Education and Family Literacy Program, whereas the ICCB is the state administrator. The State Plan will guide workforce development activities funded by WIOA over the next four years (July 1, 2024-June 30, 2028). Illinois used a previously formed State Planning Work Group to craft this new plan, as was done during the development of the 2022 modification to the 2020 State Plan. This process included development and review of State workforce strategies and activities to achieve the State's workforce goals and vision based on labor market information, stakeholder feedback and other studies of the state's Workforce Development System over the past several years. Concerted efforts were made to ensure alignment with statewide initiatives and within state agencies, including relevant agency strategic planning efforts.

The plan encompasses recommendations from the Governor's Commission on Workforce Equity and Access and the IWIB's Equity Task Force. To elicit feedback from stakeholders, a series of webinars and in-person listening sessions were held to gather feedback. The public comment period was held between January 10 and January 31, 2024. The plan was submitted to the U.S. Departments of Labor and Education for their review and approval on March 4, 2024.



SPRING 2024 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

March 2024

SPRING 2024 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENTS INCREASE 5.1 PERCENT FROM THE PREVIOUS YEAR
AND REGISTER SPRING-TO-SPRING ENROLLMENT GROWTH FOR THE SECOND STRAIGHT YEAR

Overall, compared to the Spring term one year ago, Illinois Community College System Spring 2024 opening headcount enrollments (+5.1 percent) and full-time equivalent (FTE) enrollments (+5.5 percent) had substantial growth. The opening enrollments reflect the end of the regular spring registration period, which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Spring 2024 Enrollment Survey.

The Spring 2023 to Spring 2024 enrollment increase of 5.1 percent represents the second consecutive year of substantial growth. The pandemic had a profound effect on enrollment and Illinois community colleges continue to aggressively recruit and retain students as enrollment rebounds. The most recent [national data on enrollment](#) available through the National Student Clearinghouse (NSC) Research Center shows a 2.6 percent enrollment increase nationally in the community college sector. Illinois is outpacing growth nationally.

Significant findings from the Spring 2024 Illinois Community College Opening Enrollment Report include:

- Spring 2024 headcount enrollments (+5.1 percent) and full-time equivalent (FTE) enrollments (+5.5 percent) both increased from the previous year.
- Thirty-six community colleges experienced an increase in headcount enrollment from Spring 2023 to Spring 2024, while twelve community colleges had a decrease.
- Five of six instructional areas exhibited increases in headcount enrollment from the previous year. Instructional areas primarily dependent on in-person instruction, including Career and Technical Education (+5.0 percent) and Vocational Skill Training (-7.3 percent) had mixed results compared to the previous year.
- Transfer programs, which is the largest instructional area in the Illinois Community College System, increased 2.7 percent from the previous year, while General Studies Certificate programs increased by 0.4 percent during the same timeframe.
- Adult Education, which encompasses a substantial at-risk population, increased headcount by 19.0 percent from Spring 2023 to Spring 2024.
- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 9.1 percent in Spring 2024 compared to Spring 2023 and increased 35.2 percent from three years ago.

- While the number of distance education course enrollment (seat count in courses) decreased in Spring 2024 as compared to the previous year, it remains a prevalent and flexible form of course delivery with 203,204 online course enrollments in the current Spring.

Table 1 provides systemwide comparative spring census enrollment counts for the last five years. The Spring 2024 semester headcount was 262,638 compared to 249,836 last year (a headcount increase of 12,802 or 5.1 percent). The latest FTE count was 139,764 compared with 132,425 a year ago (an FTE increase of 7,339 or 5.5 percent). FTE figures reflect the total number of credit hours being taken by students divided by 15—the number of semester hours traditionally considered a full-time class load.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2020 TO 2024

	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Headcount	279,771	239,819*	233,041	249,836	262,638
Percent Change	-1.2%	-14.3%	-2.8%	7.2%	5.1%
FTE	152,349	131,192*	124,013	132,425	139,764
Percent Change	-1.5%	-13.9%	-5.5%	6.8%	5.5%

* Colleges Provided Revised Figures

Table 2 provides a comparison of fiscal year 2020 through fiscal year 2024 spring headcount enrollments for each community college. Among the 48 community colleges since last year, headcount increases were reported at 35 colleges (1.0 percent or higher). Nine colleges saw decreases (1.0 percent or more) compared to last year. Four colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were down 6.1 percent compared to Spring 2020.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2024 FTE increases were reported by 34 of the colleges, decreases were reported by nine colleges, and five colleges indicated little or no change. Longer term, statewide FTE enrollments were down 8.3 percent compared to Spring 2020.

Table 4 provides fiscal year 2020 through fiscal year 2024 spring opening course enrollments (duplicated) in internet-based courses at each community college. Adjustments in educational offerings due to COVID mitigation efforts reflect the massive spike in online courses in 2021 as colleges adapted to meet student needs and follow recommended safety protocols. This spring's enrollment in internet-based courses reflects a decrease of two percent compared to last year but is still significantly higher than pre-pandemic levels. At the beginning of the Spring 2024 semester, there were

203,204 course enrollments (duplicated) in internet courses compared to 207,858 in Spring 2023 (a decrease of 2.2 percent) and 116,732 in Spring 2020 (an increase of 74.1 percent). Compared to last year, Spring 2024 duplicated internet enrollments increased at 22 colleges, decreased at 22 colleges, and had little or no change at four colleges. Figure 1 provides a trend line of online course offerings by Spring term for the last five years.

Figure 1. Opening Spring Online Course Enrollment Trends in Illinois Public Community Colleges from 2020 to 2024

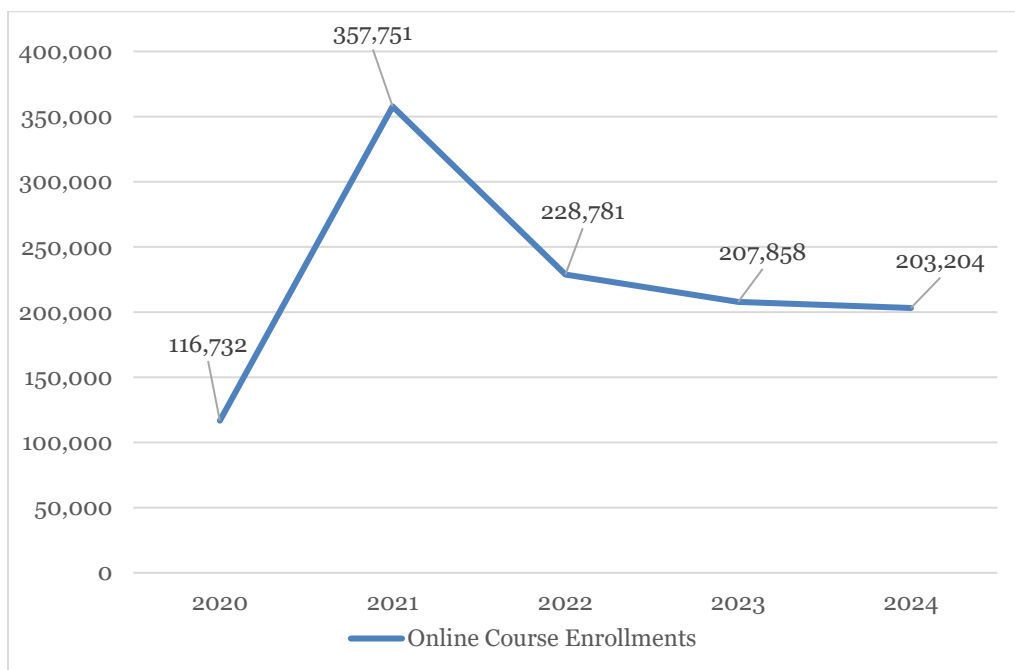


Table 5 provides fiscal year 2023 spring opening enrollments by instructional program area. Transfer was the largest instructional program, accounting for 58.1 percent of enrollments in Spring 2024. Career and Technical Education was the second largest instructional program, accounting for 25.6 percent. Students in Adult Education (ABE, ASE, and ESL) comprised 10.2 percent of enrollments, while 4.9 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.0 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Spring 2024. Figure 2 provides spring opening enrollment headcount by instructional program area for Spring 2021 through Spring 2024. Compared to last year, decreases were seen only in Vocational Skills (-7.3 percent), while increases were noted in Adult Basic Education (20.9 percent), English as a Second Language (19.5 percent), General Associates (13.2 percent), Adult Secondary Education (11.0 percent), Career and Technical Education (5.0 percent), Transfer (2.7 percent), and General Studies (0.4 percent).

Figure 2. Opening Spring Headcount Enrollment by Instructional Program Area in Illinois Public Community Colleges from 2021 to 2024

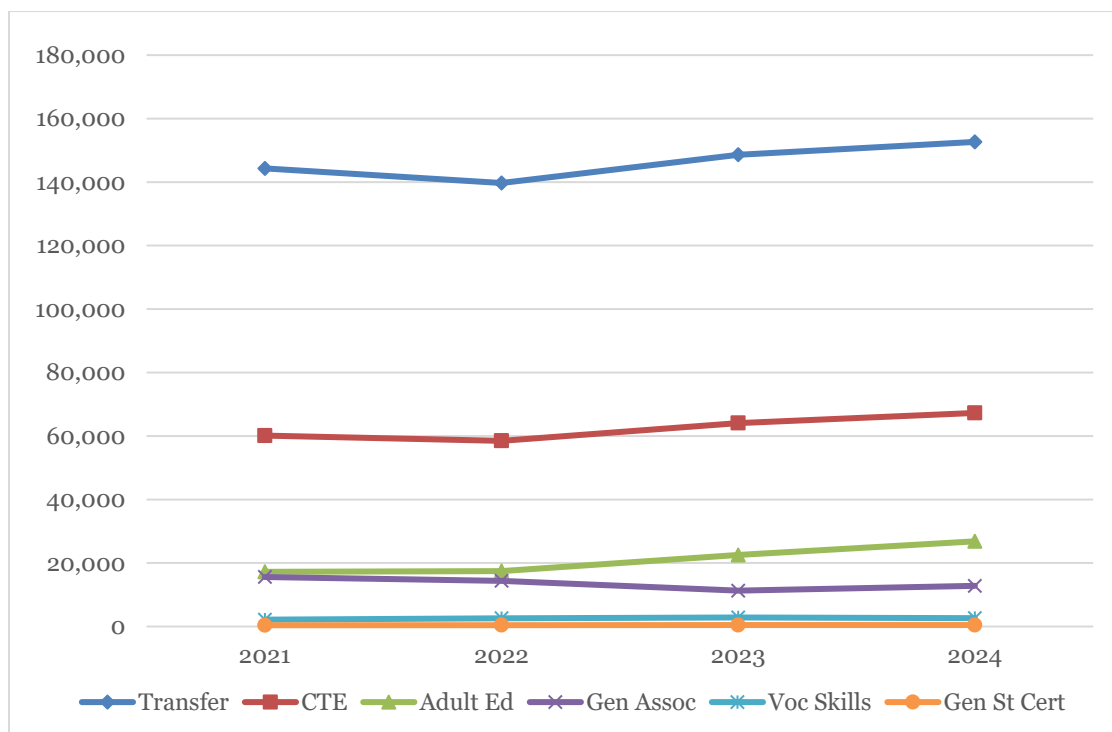


Table 6 provides opening headcount enrollments of dual credit students in Spring 2024. At the beginning of the Spring 2024 semester there were 65,516 enrollments for dual credit students, which represents nearly one in four enrollments (24.9 percent). Enrollments in dual credit increased 9.1 percent compared with a year ago and 35.2 percent from three years ago.

Additional Background: The Spring 2024 preliminary summary student counts in this report (Spring 2024 Community College Opening Enrollment Report) derive from the web-based ICCB Spring 2024 Enrollment Survey. Spring opening enrollment information for students is recorded by the colleges at the end of the regular spring registration period, which is typically the 10th day of class. Beyond the survey, which allows ICCB and the Illinois Community College System to timely and broadly address stakeholder inquiries about spring enrollment, ICCB also annually collects student-level data from community colleges for the spring term via its annual academic year student-level collection.

It should be noted these counts also only provide a "snapshot" of opening spring term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., modules, other intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete data are available via [ICCB's Data Book](#). The joint ICCB-IBHE [Illinois Postsecondary Profiles](#) platform also provides

pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.



Illinois Community College Board
Table 2
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

Dist. No. College Name	Spring FY 2020 Headcount	Spring FY 2021 Headcount	Spring FY 2022 Headcount	Spring FY 2023 Headcount	Spring FY 2024 Headcount	Spring % Change 2020-2024	Spring % Change 2023-2024
503 Black Hawk	4,911	3,445	3,205	3,271	3,383	-31.1 %	3.4 %
518 Carl Sandburg	1,796	1,611	1,583	1,586	1,637	-8.9	3.2
508 City Colleges of Chicago	(39,750)	(34,120)	(30,904)	(36,113)	(39,432)	(-0.8)	(9.2)
02 Harold Washington	7,093	5,978	5,247	5,544	5,497	-22.5	-0.8
04 Harry S Truman	6,477	5,023	4,814	6,084	6,545	1.0	7.6
01 Kennedy-King	2,304	1,774	1,761	2,137	2,861	24.2	33.9
03 Malcolm X	6,800	6,887	6,081	7,430	8,027	18.0	8.0
05 Olive-Harvey	2,117	1,765	1,679	2,185	2,638	24.6	20.7
06 Richard J. Daley	5,956	4,874	4,175	4,893	5,942	-0.2	21.4
07 Wilbur Wright	9,003	7,819	7,147	7,840	7,922	-12.0	1.0
502 College of DuPage	25,693	22,129	22,448	23,803	26,444	2.9	11.1
532 College of Lake County	14,947	11,956	12,934	13,243	14,499	-3.0	9.5
507 Danville Area	2,574	1,745	1,831	1,991	2,036	-20.9	2.3
509 Elgin	9,260	7,678	7,665	8,830	9,821	6.1	11.2
512 Harper	15,743	14,749	13,923	14,926	15,727	-0.1	5.4
540 Heartland	5,041	4,221	4,743	5,097	5,260	4.3	3.2
519 Highland	1,927	1,719	1,715	1,669	1,828	-5.1	9.5
514 Illinois Central	8,346	7,768	6,848	6,694	7,092	-15.0	5.9
529 Illinois Eastern	(6,483)	(5,533)	(5,697)	(6,171)	(5,622)	(-13.3)	(-8.9)
04 Frontier	1,392	1,138	2,775	3,302	2,597	86.6	-21.4
01 Lincoln Trail	797	771	674	690	770	-3.4	11.6
02 Olney Central	1,180	1,119	1,268	1,258	1,245	5.5	-1.0
03 Wabash Valley	3,114	2,505	980	921	1,010	-67.6	9.7
513 Illinois Valley	2,889	2,381	2,193	2,327	2,545	-11.9	9.4
530 John A. Logan	3,830	3,287	3,073	2,844	2,787	-27.2	-2.0
539 John Wood	1,804	1,742	1,565	1,679	1,743	-3.4	3.8
525 Joliet Junior	14,649	11,749	11,411	10,653	10,076	-31.2	-5.4
520 Kankakee	2,754	2,639	2,273	2,559	2,702	-1.9	5.6
501 Kaskaskia	3,520	2,835	3,724	3,782	3,831	8.8	1.3
523 Kishwaukee	2,626	2,360	2,069	2,242	2,393	-8.9	6.7
517 Lake Land	4,301	3,954 **	3,652	3,680	3,817	-11.3	3.7
536 Lewis and Clark	6,100	4,592	3,656	3,992	4,240	-30.5	6.2
526 Lincoln Land	5,497	5,178	4,958	5,409	5,972	8.6	10.4
528 McHenry County	7,782	7,977	8,768	9,166	9,129	17.3	-0.4
524 Moraine Valley	13,398	10,985	10,990	11,711	11,724	-12.5	0.1
527 Morton	4,116	3,634	4,015	3,970	3,036	-26.2	-23.5
535 Oakton	9,898	8,674	8,278	8,849	9,256	-6.5	4.6
505 Parkland	6,269	5,083	4,808	5,062	5,462	-12.9	7.9
515 Prairie State	3,762	2,820 *	2,392	2,565	2,944	-21.7	14.8
521 Rend Lake	2,209	1,868	1,983	1,867	1,975	-10.6	5.8
537 Richland	2,634	2,228	2,187	2,227	2,296	-12.8	3.1
511 Rock Valley	6,173	5,119	4,226	5,951	5,887	-4.6	-1.1
506 Sauk Valley	1,607	1,315	1,505	1,448	1,528	-4.9	5.5
531 Shawnee	1,272	1,167	1,098	1,142	1,140	-10.4	-0.2
510 South Suburban	4,747	3,624	4,562	5,152	5,062	6.6	-1.7
533 Southeastern Illinois	1,677	1,300	1,230	1,346	1,280	-23.7	-4.9
522 Southwestern Illinois	8,437	7,758	7,473	7,735	8,769	3.9	13.4
534 Spoon River	1,224	1,204	1,093	1,205	1,250	2.1	3.7
504 Triton	10,839	9,502	9,197	9,247	10,884	0.4	17.7
516 Waubensee	<u>9,286</u>	<u>8,170</u>	<u>7,166</u>	<u>8,632</u>	<u>8,129</u>	<u>-12.5 %</u>	<u>-5.8 %</u>
Totals	279,771	239,819 *	233,041	249,836	262,638	-6.1 %	5.1 %

* Colleges Provided Revised Figure

** Revised 3/1/2021

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 3
SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

Dist. No. College Name	Spring FY 2020 FTE	Spring FY 2021 FTE	Spring FY 2022 FTE	Spring FY 2023 FTE	Spring FY 2024 FTE	Spring % Change 2020-2024	Spring % Change 2023-2024
503 Black Hawk	2,223	1,936	1,798	1,834	1,939	-12.8 %	5.7 %
518 Carl Sandburg	1,124	968	911	947	984	-12.4	4.0
508 City Colleges of Chicago	(23,690)	(19,936)	(17,589)	(20,361)	(22,356)	(-5.6)	(9.8)
02 Harold Washington	4,542	3,503	2,994	3,117	3,082	-32.1	-1.1
04 Harry S Truman	3,449	2,677	2,499	3,274	3,541	2.7	8.2
01 Kennedy-King	1,630	1,155	1,203	1,260	1,657	1.7	31.5
03 Malcolm X	4,218	4,210	3,616	4,276	4,640	10.0	8.5
05 Olive-Harvey	1,294	1,049	944	1,252	1,518	17.3	21.2
06 Richard J. Daley	3,343	2,812	2,260	2,765	3,384	1.2	22.4
07 Wilbur Wright	5,214	4,530	4,073	4,417	4,534	-13.0	2.6
502 College of DuPage	13,361	11,767	11,666	12,130	13,094	-2.0	8.0
532 College of Lake County	7,912	6,672	6,821	7,000	7,585	-4.1	8.4
507 Danville Area	1,257	1,018	925	1,077	1,109	-11.8	3.0
509 Elgin	5,276	4,402	4,233	4,770	5,271	-0.1	10.5
512 Harper	7,965	7,358	6,799	7,251	7,719	-3.1	6.4
540 Heartland	2,766	2,453	2,614	2,763	2,840	2.7	2.8
519 Highland	1,029	935	899	861	917	-10.9	6.5
514 Illinois Central	4,506	3,842	3,559	3,540	3,779	-16.1	6.7
529 Illinois Eastern	(2,553)	(2,337)	(2,240)	(2,277)	(2,155)	(-15.6)	(-5.4)
04 Frontier	571	556	582	605	545	-4.7	-9.9
01 Lincoln Trail	479	467	402	411	394	-17.8	-4.2
02 Olney Central	693	645	735	729	689	-0.5	-5.5
03 Wabash Valley	809	669	521	533	528	-34.8	-1.0
513 Illinois Valley	1,590	1,344	1,255	1,351	1,393	-12.4	3.1
530 John A. Logan	2,283	1,956	1,826	1,736	1,766	-22.6	1.7
539 John Wood	1,209	1,139	1,014	1,068	1,076	-11.0	0.8
525 Joliet Junior	7,582	6,331	5,989	5,826	5,902	-22.2	1.3
520 Kankakee	1,540	1,446	1,307	1,422	1,546	0.4	8.8
501 Kaskaskia	2,063	1,696	1,963	2,066	2,195	6.4	6.2
523 Kishwaukee	1,587	1,359	1,199	1,349	1,451	-8.6	7.6
517 Lake Land	2,923	2,563	2,403	2,452	2,455	-16.0	0.1
536 Lewis and Clark	3,107	2,451	2,088	2,191	2,416	-22.2	10.3
526 Lincoln Land	3,300	3,001	2,862	2,993	3,260	-1.2	8.9
528 McHenry County	3,856	3,847	4,054	4,577	4,378	13.5	-4.3
524 Moraine Valley	7,459	6,039	5,760	6,181	6,314	-15.3	2.2
527 Morton	2,132	1,796	1,736	1,812	1,724	-19.2	-4.9
535 Oakton	4,803	4,290	3,862	4,130	4,395	-8.5	6.4
505 Parkland	3,715	3,014	2,811	3,013	3,102	-16.5	3.0
515 Prairie State	2,023	1,534 *	1,360	1,536	1,603	-20.7	4.4
521 Rend Lake	1,422	1,261	1,332	1,239	1,222	-14.1	-1.4
537 Richland	1,416	1,180	1,060	1,084	1,123	-20.7	3.6
511 Rock Valley	4,025	3,278	2,863	3,485	3,467	-13.9	-0.5
506 Sauk Valley	957	794	866	878	903	-5.6	2.8
531 Shawnee	879	854	671	718	721	-17.9	0.4
510 South Suburban	2,045	1,572	1,794	1,913	1,926	-5.8	0.7
533 Southeastern Illinois	844	689	657	728	749	-11.2	2.9
522 Southwestern Illinois	4,956	4,507	4,402	4,387	4,835	-2.4	10.2
534 Spoon River	816	723	670	688	702	-14.0	2.0
504 Triton	5,513	4,773	4,573	4,566	5,220	-5.3	14.3
516 Waubensee	4,643	4,132	3,583	4,225	4,172	-10.1 %	-1.3 %
Totals	152,349	131,192 *	124,013	132,425	139,764	-8.3 %	5.5 %

* Colleges Provided Corrected Figure

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 4
PRELIMINARY OPENING SPRING INTERNET ENROLLMENT, DUPLICATED COUNT
BY COLLEGE, FISCAL YEARS 2020-2024

Dist.						Spring	Spring	
No.	College Name	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	% Change 2020-2024	% Change 2023-2024
503	Black Hawk	3,057	6,009	4,089	3,929	3,800	24.3 %	-3.3 %
518	Carl Sandburg	1,682	3,265	2,624	2,201	2,259	34.3	2.6
508	City Colleges of Chicago	(9,817)	(61,264)	(39,902)	(36,392)	(35,425)	(260.9)	(-2.7)
02	Harold Washington	2,860	15,287	9,522	7,537	6,973	143.8	-7.5
04	Harry S Truman	1,087	6,334	4,499	4,755	4,578	321.2	-3.7
01	Kennedy-King	466	2,771	2,174	2,680	2,711	481.8	1.2
03	Malcolm X	1,836	14,466	9,443	8,225	7,707	319.8	-6.3
05	Olive-Harvey	554	3,179	2,015	2,334	2,731	393.0	17.0
06	Richard J. Daley	914	5,917	3,827	3,827	4,666	410.5	21.9
07	Wilbur Wright	2,100	13,310	8,422	7,034	6,059	188.5	-13.9
502	College of DuPage	10,774	23,515	22,691	19,046	19,301	79.1	1.3
532	College of Lake County	5,315	10,778	9,646	12,991	11,461	115.6	-11.8
507	Danville Area	1,797	1,381	2,463	2,052	2,122	18.1	3.4
509	Elgin	3,230	9,103	8,853	6,598	5,861	81.5	-11.2
512	Harper	5,114	26,270	13,819	10,921	10,266	100.7	-6.0
540	Heartland	2,922	8,175	4,914	4,352	4,015	37.4	-7.7
519	Highland	904	1,679	1,392	1,221	1,213	34.2	-0.7
514	Illinois Central	3,901	13,534	6,738	5,514	5,683	45.7	3.1
529	Illinois Eastern	(1,478)	(1,508)	(1,467)	(1,659)	(1,726)	(16.8)	(4.0)
04	Frontier	261	148	163	229	209	-19.9	-8.7
01	Lincoln Trail	508	510	355	399	485	-4.5	21.6
02	Olney Central	471	528	541	586	608	29.1	3.8
03	Wabash Valley	238	322	408	445	424	78.2	-4.7
513	Illinois Valley	1,027	4,341	2,025	1,960	1,926	87.5	-1.7
530	John A. Logan	2,362	4,611	2,431	2,398	2,783	17.8	16.1
539	John Wood	2,029	2,828	2,489	2,433	2,302	13.5	-5.4
525	Joliet Junior	5,750	23,828	15,285	8,552	8,397	46.0	-1.8
520	Kankakee	1,038	3,346	1,374	1,487	1,255	20.9	-15.6
501	Kaskaskia	2,284	2,676	2,617	2,546	2,651	16.1	4.1
523	Kishwaukee	1,670	4,738	3,170	2,823	2,847	70.5	0.9
517	Lake Land	3,798	8,985 *	4,223	3,914	4,055	6.8	3.6
536	Lewis and Clark	1,492	1,425	1,069	976	2,053	37.6	110.3
526	Lincoln Land	3,377	9,022	5,967	4,937	4,974	47.3	0.7
528	McHenry County	3,228	8,819	5,937	5,850	5,714	77.0	-2.3
524	Moraine Valley	4,853	21,758	10,376	9,340	9,204	89.7	-1.5
527	Morton	684	7,275	2,393	2,351	2,573	276.2	9.4
535	Oakton	4,476	15,534	8,587	7,851	7,606	69.9	-3.1
505	Parkland	4,110	7,269	4,985	8,619	5,530	34.5	-35.8
515	Prairie State	1,725	4,338 **	3,201	2,417	2,248	30.3	-7.0
521	Rend Lake	989	3,525	1,520	1,207	1,593	61.1	32.0
537	Richland	1,358	2,616	1,867	1,649	1,578	16.2	-4.3
511	Rock Valley	2,388	12,975	5,627	5,714	5,774	141.8	1.1
506	Sauk Valley	1,301	3,141	1,539	1,613	1,817	39.7	12.6
531	Shawnee	822	1,349	983	979	1,198	45.7	22.4
510	South Suburban	1,376	1,312	3,111	2,638	2,188	59.0	-17.1
533	Southeastern Illinois	1,438	1,305	1,070	1,099	1,152	-19.9	4.8
522	Southwestern Illinois	4,374	7,424	6,327	6,356	6,734	54.0	5.9
534	Spoon River	948	1,247	367	978	1,286	35.7	31.5
504	Triton	3,032	14,719	5,507	4,628	4,618	52.3	-0.2
516	Waubonsee	<u>4,812</u>	<u>10,864</u>	<u>6,136</u>	<u>5,667</u>	<u>6,016</u>	<u>25.0 %</u>	<u>6.2 %</u>
Totals		116,732	357,751 **	228,781	207,858	203,204	74.1 %	-2.2 %

* Revised 3/1/2021

** College Provided Corrected Figure

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 5
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS BY INSTRUCTIONAL PROGRAM AREA
BY COLLEGE, FISCAL YEAR 2024

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	0	2,371	861	0	51	46	41	13	3,383
518	Carl Sandburg	268	983	325	0	61	0	0	0	1,637
508	City Colleges of Chicago	(4,491)	(20,326)	(4,485)	(0)	(1)	(1,921)	(531)	(7,677)	(39,432)
	Harold Washington	356	4,720	421	0	0	0	0	0	5,497
	Harry S Truman	282	2,540	640	0	0	402	92	2,589	6,545
	Kennedy-King	166	1,420	776	0	0	265	24	210	2,861
	Malcolm X	2,539	2,722	1,361	0	0	404	61	940	8,027
	Olive-Harvey	180	1,403	500	0	1	190	37	327	2,638
	Richard J. Daley	389	2,943	497	0	0	351	172	1,590	5,942
	Wilbur Wright	579	4,578	290	0	0	309	145	2,021	7,922
502	College of DuPage	231	11,872	11,196	0	1	153	88	2,903	26,444
532	College of Lake County	18	8,235	4,252	0	198	67	252	1,477	14,499
507	Danville Area	0	960	833	0	175	35	33	0	2,036
509	Elgin	30	5,609	2,370	0	4	105	145	1,558	9,821
512	Harper	93	11,235	2,777	0	72	132	0	1,418	15,727
540	Heartland	0	4,162	733	0	0	89	33	243	5,260
519	Highland	49	1,427	263	33	55	1	0	0	1,828
514	Illinois Central	837	4,477	1,478	0	0	113	0	187	7,092
529	Illinois Eastern	(419)	(2,388)	(2,513)	(0)	(175)	(37)	(71)	(19)	(5,622)
	Frontier	113	459	1,816	0	88	36	71	14	2,597
	Lincoln Trail	102	573	90	0	5	0	0	0	770
	Olney Central	121	685	370	0	68	1	0	0	1,245
	Wabash Valley	83	671	237	0	14	0	0	5	1,010
513	Illinois Valley	93	1,501	810	45	0	25	30	41	2,545
530	John A. Logan	133	1,846	786	0	22	0	0	0	2,787
539	John Wood	0	1,339	404	0	0	0	0	0	1,743
525	Joliet Junior	718	5,107	3,328	30	0	62	182	649	10,076
520	Kankakee	375	1,318	800	0	0	101	31	77	2,702
501	Kaskaskia	285	2,577	969	0	0	0	0	0	3,831
523	Kishwaukee	0	1,485	662	2	44	32	45	123	2,393
517	Lake Land	227	2,272	1,193	1	13	109	0	2	3,817
536	Lewis and Clark	160	1,013	2,890	0	16	86	57	18	4,240
526	Lincoln Land	525	3,623	1,804	0	20	0	0	0	5,972
528	McHenry County	0	6,612	1,916	0	0	42	72	487	9,129
524	Moraine Valley	154	8,703	2,092	0	1	78	21	675	11,724
527	Morton	2,258	119	160	7	0	161	50	281	3,036
535	Oakton	30	7,578	1,648	0	0	0	0	0	9,256
505	Parkland	212	3,513	1,728	0	0	3	1	5	5,462
515	Prairie State	191	1,200	1,297	0	94	40	41	81	2,944
521	Rend Lake	0	1,263	606	0	106	0	0	0	1,975
537	Richland	337	1,441	497	0	16	4	1	0	2,296
511	Rock Valley	0	4,205	1,439	0	58	19	36	130	5,887
506	Sauk Valley	2	1,081	444	0	0	0	1	0	1,528
531	Shawnee	93	200	394	329	110	13	1	0	1,140
510	South Suburban	36	3,875	592	0	124	112	77	246	5,062
533	Southeastern Illinois	81	729	207	0	263	0	0	0	1,280
522	Southwestern Illinois	0	5,055	3,344	0	0	111	92	167	8,769
534	Spoon River	33	775	274	0	4	74	60	30	1,250
504	Triton	245	4,800	3,435	0	948	1,408	3	45	10,884
516	Waubonsee	166	5,383	1,468	12	0	184	119	797	8,129
TOTALS		12,790	152,658	67,273	459	2,632	5,363	2,114	19,349	262,638

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 6
SUMMARY COMPARISON OF SPRING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2021-2024

Dist. <u>No. College Name</u>	Spring FY 2021 <u>Headcount</u>	Spring FY 2022 <u>Headcount</u>	Spring FY 2023 <u>Headcount</u>	Spring FY 2024 <u>Headcount</u>	Spring % Change <u>2021-2024</u>	Spring % Change <u>2023-2024</u>
503 Black Hawk	893	887	925	1,026	14.9 %	10.9 %
518 Carl Sandburg	516	523	522	537	4.1	2.9
508 City Colleges of Chicago	(3,432)	(3,970)	(4,288)	(5,343)	(55.7)	(24.6)
02 Harold Washington	648	798	834	815	25.8	-2.3
04 Harry S Truman	377	367	450	661	75.3	46.9
01 Kennedy-King	188	218	399	640	240.4	60.4
03 Malcolm X	234	316	420	520	122.2	23.8
05 Olive-Harvey	296	333	367	535	80.7	45.8
06 Richard J. Daley	695	857	731	1,081	55.5	47.9
07 Wilbur Wright	994	1,081	1,087	1,091	9.8	0.4
502 College of DuPage	4,002	4,359	5,222	6,509	62.6	24.6
532 College of Lake County	963	1,989	2,543	3,161	228.2	24.3
507 Danville Area	137	246	326	321	134.3	-1.5
509 Elgin	631	751	1,152	1,647	161.0	43.0
512 Harper	4,739	4,581	4,891	5,082	7.2	3.9
540 Heartland	1,158	1,538	1,634	1,722	48.7	5.4
519 Highland	586	689	636	739	26.1	16.2
514 Illinois Central	1,742	1,871	1,821	1,986	14.0	9.1
529 Illinois Eastern	(1,225)	(1,086)	(1,162)	(1,304)	(6.4)	(12.2)
04 Frontier	534	270	323	299	-44.0	-7.4
01 Lincoln Trail	211	222	234	259	22.7	10.7
02 Olney Central	229	353	382	379	65.5	-0.8
03 Wabash Valley	251	241	223	367	46.2	64.6
513 Illinois Valley	478	450	455	644	34.7	41.5
530 John A. Logan	1,018	962	609	843	-17.2	38.4
539 John Wood	209	203	293	321	53.6	9.6
525 Joliet Junior	2,452	3,259	2,001	599	-75.6	-70.1
520 Kankakee	620	622	626	615	-0.8	-1.8
501 Kaskaskia	775	1,922	1,633	2,112	172.5	29.3
523 Kishwaukee	437	372	378	507	16.0	34.1
517 Lake Land	1,274	1,366	1,275	1,327	4.2	4.1
536 Lewis and Clark	1,855	1,333	1,563	1,658	-10.6	6.1
526 Lincoln Land	1,105	977	1,466	1,716	55.3	17.1
528 McHenry County	2,691	3,661	3,952	3,947	46.7	-0.1
524 Moraine Valley	2,386	2,822	3,098	3,215	34.7	3.8
527 Morton	167	703	655	283	69.5	-56.8
535 Oakton	2,133	2,446	2,997	3,349	57.0	11.7
505 Parkland	645	671	803	916	42.0	14.1
515 Prairie State	280	0	100	338	20.7	238.0
521 Rend Lake	665	733	649	725	9.0	11.7
537 Richland	660	772	801	897	35.9	12.0
511 Rock Valley	389	282	1,179	1,357	248.8	15.1
506 Sauk Valley	334	389	332	439	31.4	32.2
531 Shawnee	375	249	248	248	-33.9	0.0
510 South Suburban	1,300	2,121	2,782	2,518	93.7	-9.5
533 Southeastern Illinois	120	106	108	121	0.8	12.0
522 Southwestern Illinois	1,683	1,662	1,949	2,858	69.8	46.6
534 Spoon River	295	268	386	316	7.1	-18.1
504 Triton	2,080	1,910	2,066	2,619	25.9	26.8
516 Waubonsee	<u>2,021</u>	<u>1,668</u>	<u>2,542</u>	<u>1,651</u>	<u>-18.3 %</u>	<u>-35.1 %</u>
Totals	48,471	54,419	60,068	65,516	35.2 %	9.1 %

SOURCE OF DATA: Spring Semester Enrollment Surveys

Lazaro Lopez, Ed.D.
Chairman



Brian Durham, Ed.D.
Executive Director

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MEMO

DATE: February 12, 2024

TO: Maria Miller, Office of Adult Education and Vocational Services Manager
DuWayne Owens, Vocational Coordinator, Illinois Department of Corrections

FROM: Brian Durham, Executive Director
Janelle Washington, Director for Career and Technical Education

SUBJECT: Contract Negotiations for IDOC CTE programs

Pursuant to **Section 1501.312 Extension of Curricula/Credit Courses** of the Administrative Rules of the Illinois Community College Board (ICCB), decisions about the provision of instruction at the Illinois Department of Corrections (IDOC) facilities fall first and primarily to the home district within which the facility is located. In instances where home district colleges forego providing services, under the authority of **Section 1501.312 Extension of Curricula/Credit Courses (c)(3)**, of the ICCB administrative rules, this decision falls to the ICCB.

In accordance with these provisions, the ICCB has determined that the community colleges listed below are interested in pursuing negotiations to provide services in their respective Home Districts. To this end, the ICCB supports the IDOC and the colleges commencing these negotiations. Please provide us with updates as these negotiations progress.

Correctional Institution	Home District	Provider Pending Approval
East Moline Correctional Center	Black Hawk College	Black Hawk College
Kewanee Life Skills Re-entry Center	Black Hawk College	Black Hawk College
Shawnee Correctional Center	Shawnee Community College	Shawnee Community College
Vienna Correctional Center	Shawnee Community College	Shawnee Community College
Western Illinois Correctional Center	John Wood Community College	John Wood Community College

For the correctional institutions below, the ICCB has determined that the colleges with correctional institutions in their Home District are not interested in pursuing negotiations. To this end, the ICCB supports IDOC and Lake Land College commencing these negotiations. Please provide us with updates as these negotiations progress.

Correctional Institution	Home District	Provider Pending Approval
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College

Joliet Treatment Center	Joliet Junior College	Lake Land College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-entry	John A. Logan College	Lake Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College

Finally, Danville Area Community College, Kaskaskia Community College, and Lake Land College intend to continue providing services to IDOC in their Home Districts. To this end, the ICCB supports the IDOC and the colleges commencing these negotiations. Please provide us with updates as these negotiations progress.

Correctional Institution	Home District	Provider Pending Approval
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Vandalia Correctional Center	Lake Land College	Lake Land College

A consolidated list with the proposed new providers is below for your convenience.

Correctional Institution	Home District	Provider Pending Approval
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
East Moline Correctional Center	Black Hawk College	Black Hawk College
Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College
Joliet Treatment Center	Joliet Junior College	Lake Land College
Kewanee Life Skills Re-entry Center	Black Hawk College	Black Hawk College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-entry	John A. Logan College	Lake Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Shawnee Correctional Center	Shawnee Community College	Shawnee Community College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College
Vandalia Correctional Center	Lake Land College	Lake Land College
Vienna Correctional Center	Shawnee Community College	Shawnee Community College
Western Illinois Correctional Center	John Wood Community College	John Wood Community College

cc: Josh Bullock, President, Lake Land College
George Evans, President, Kaskaskia College
Stephen Nacco, President, Danville Area Community College
Tim Taylor, President, Shawnee Community College
Jeremy Thomas, President, Black Hawk College
Bryan Renfro, President, John Wood Community College

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

PERMANENT PROGRAM APPROVAL

Lincoln Land Community College

- Workplace Dynamics Certificate (21 credit hours)

McHenry County College

- Production Technician Certificate (15 credit hours)
- Manual Machining Certificate (15 credit hours)
- CNC Operator Level I Certificate (18 credit hours)
- CNC Programmer Certificate (24 credit hours)
- CNC Operator Level II Certificate (27 credit hours)

TEMPORARY PROGRAM APPROVAL

Kankakee Community College

- PCS Support Technician Certificate (6 credit hours)
- Java Software Developer Certificate (9 credit hours)
- Interactive Web Developer Certificate (18 credit hours)
- Information Technology Professional Certificate (21 credit hours)

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of **Employment/Appointments Matters and Review of Executive Session Minutes** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023 are to remain confidential. All other Executive Session Minutes are available for public inspection.