Agenda
461st Meeting of the
Illinois Community College Board

The Westin Chicago/Lombard
Cypress Room
70 Yorktown Ctr
Lombard, IL

June 7, 2024

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NOMINATION OF VICE CHAIR

Chair Laz Lopez will open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

<mark>Chair Lopez</mark>: I would like to open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

(Board member is nominated)

<mark>Chair Lopez</mark>: Is there a motion to close the floor for nominations for the position of Vice Chair of the Illinois Community College Board?

Motion made by: _____   Motion seconded by: _____

Ann Knoedler take Roll.

<mark>Chair Lopez</mark>: _____(*Name of the Board Member)*_____ will serve as Vice Chair of the Illinois Community College Board.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS ANNUAL UPDATE

An update and review of the progress on all of the ICCB Board goals occurs annually during the June Board meeting. An in-depth written report will be provided, and the highlights of the report discussed. As a reminder, the ICCB goal statement is:

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.

ICCB BOARD GOALS UPDATE

Every year, in June, the ICCB Executive Director provides a progress report to the Board on key initiatives related to the three adopted Board Goals. Not listed explicitly under the Board goals, but nonetheless core to the responsibilities of the agency are a set of fundamental activities that the agency performs at the behest of the Board and under the authority of the Public Community College Act. These core responsibilities are listed below with some key data points where appropriate. The update on the three Board goals follows.

College Recognition: Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges meet standards around instruction, administration, finances, facilities, and equipment as established by the ICCB.

Program Approval and Review: During fiscal year 2024, to date, the ICCB approved 131 new programs across the system. There are 290 transfer degrees (e.g. AA, AS, AGS, etc.), 1,214 AAS degrees, 3,025 certificates, and a total of 4,529 approved programs in the Illinois community college system. In addition, staff work diligently to approve individual courses for colleges and to process various curriculum related requests and changes. During the course of SFY2024, the ICCB developed and piloted a peer review system for program review.

Institutional Research and Reporting: Eight hundred sixty-four distinct student/staff microdata and summary-level final submissions from the colleges collected on an annual basis are managed through the agency, with most colleges submitting multiple times to meet the specific requirements of data validation. ICCB then uses the data for a host of federal and state reporting requirements, to answer system and stakeholder questions, and to generate value-add outcomes, data tables, and reports. In the last few years due to new statutes and appropriations, additional data, outcomes, and reporting have been generated by ICCB for Early Childhood Access Consortium for Equity (ECACE), Pipeline for the Advancement of the Healthcare Workforce (PATH), Developmental Education Reform Act (DERA), Homelessness Act, Student Parents / Childcare Center Act, Higher Education in Prison Act, Equity Plans, etc.

Community College Funding: The ICCB is responsible for formula allocation and administering of the state appropriations for Base Operating, Equalization, and Veterans grant funding. The state appropriation to the system is $286 million across the 39 districts.

Grants Administration: The ICCB administered over 954 grants totaling $515,597,972 in fiscal year 2024, including Base Operating and Equalization.

Partnership with the Office of the Governor and the General Assembly: The agency serves as a resource for members of the General Assembly and assists legislators with addressing issues important to them and their constituents. Throughout the legislative session, the agency is deeply engaged with the GA on issues of importance to the agency and system, including but not limited to the Board's own legislative priorities. In addition, the leadership team works closely with the Governor's Office on the administration of programs and the implementation of the Governor's priorities.

Goal 1: Equity

*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.*

Workforce Equity Initiative (WEI). WEI is a statewide grant program focused on expanding training opportunities for minority students in at-risk communities. The goal of WEI is to accelerate training in high demand, high wage occupations (one year or less) that pay 30% above the regional living wage or on an educational pathway to 30% above the regional living wage; and 60% of students served through this initiative must be African American students. Currently, there are 18 WEI community colleges providing training in over 100 different pathways.

FY2024: WEI exceeded its African American enrollment targets and completions for the fourth straight year. F Y21-23 hourly wage targets were met or exceeded. FY2024 targets are still being calculated. ICCB engaged the system via professional development and training through the 2nd Annual WEI Symposium. The agency also established an ICCB-IDES data agreement to evaluate equitable earnings and employment outcomes of WEI participants.

FY 2025: Now in its fifth year of funding (FY24), the WEI model is proving to be a successful methodology for achieving outstanding enrollment, completion, and employment outcomes. The sixth year (FY25) NOFO is out for application. In addition to the metrics required of the program (e.g. 60% African American students served, 70% employer engagement, etc.), the agency intends to better embed Essential Skills into programming to provide the important skills necessary to obtain and keep employment and expand on partnerships that will enhance the WEI program.

Equity Plans. Illinois HB 5464 requires all public institutions of higher education to develop an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups. These plans are to be submitted to the ICCB and the IBHE. Relatedly, ICCB has been a partner in the development and implementation of the IBHE's Strategic Plan for Higher Education, which, among other areas, called for the state's public institutions to submit Equity Plans.

FY2024: The ICCB (with IBHE) developed and released a framework for Equity Planning and released this framework to the higher education system. These plans were due May 31st.

WORKFORCE EQUITY INITIATIVE

More than 10,000 students served across 18 colleges!

College of Lake County

Heartland Community College

Illinois Central College

Kaskaskia College

Kennedy-King College

Lincoln Land Community College

Malcolm X College

Oakton College

Olive-Harvey College

Parkland College

Prairie State College

Richard J. Daley College

Richland Community College

Rock Valley College

South Suburban College

Southwestern Illinois College

Triton College

Wilbur Wright College

> *Sample from the Framework: Outcomes*
>
> *Based on the data analysis, campus climate assessment, evaluation of any current programs/services, **outline an integrated, holistic plan of research- or practice-informed policies, services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups.***

FY2025: To effectively assess, evaluate, and advise institutions on the content and strategies of their Equity Plans. A rubric and strategy for assessing and evaluating the plans is under development.

Support Student Basic Needs. The system and the agency have taken on increasingly prominent roles in non-academic support efforts. Stemming from lessons learned during the pandemic, there has been increasing focus on areas such as Homelessness, connecting students to benefits, and mental health.

- **The Higher Education House and Opportunities Act (HOUSE LIAISON).** (P.A. 102-0083) requires each institution of higher education to designate a member of staff to serve as the HOUSE Liaison responsible for: understanding financial aid eligibility of homeless students and assisting homeless students or students in care in applying for financial aid; identifying services and resources available to and appropriate for homeless students and connecting students to local continuum of care programs; and, completing an annual training program.

- **Benefits Navigator.** The Public Community College Act was amended by adding Section 3-29.20 (110 ILCS 805/3-2-.20) requiring each public institution of higher education in Illinois to designate a member of staff to serve as a Benefits Navigator responsible for: assisting students in determining eligibility for benefit programs and identify campuswide and community resource support; coordinating and providing culturally specific resources; consulting on internal processes to enable students to provide feedback and recommendations on how the college can better assist students in determining eligibility for programs and applying for assistance; and, participating a statewide consortium and additional supplemental convenings with other institutions of higher education to identify resources and develop and share best and promising practices to support students.

- **Mental Health Early Action on Campus Act (MHEAC)**. MHEAC (110 ILCS 58) is intended to address gaps in mental health services on college campuses across Illinois through training, peer support, and community campus partnerships. Institutions received state funding to support work in FY23 and FY24 (with funding anticipated in FY25). Using these allocations, community colleges made great strides toward fulfilling the requirements of the Act. Colleges have increased access to mental health counseling through virtual counseling, in-person on campus counseling, community-based counseling, or some combination of these resources. Colleges have implemented health screening using virtual screening tools and implemented or expanded mental health training. Many colleges have implemented or are actively planning peer support programs. Colleges have engaged in significant communication efforts related to mental health support via email, LMS and online messaging, social media, tabling, wellness events, and other student events.

- **Undocumented Student Resource Liaisons.** The Undocumented Student Resource Liaison role is outlined in P.A. 102-0475 which amends The Public Community College Act. Beginning in the 2022-2023 academic year, each public institution of higher education must designate an employee as an Undocumented Student Resource Liaison responsible for: Assisting undocumented students and mixed status students within the United States in streamlining access to financial aid and academic support; being knowledgeable about current

legislation and policy changes through professional development to provide wrap-around services to students; and, ensuring undocumented immigrants and students form mixed status households receive equitable and inclusive access to retention and matriculation programs.

FY2024: ICCB supports HOUSE Liaison work by co-hosting an annual summit with IBHE, hosting professional development webinars, providing targeted technical assistance, and curating and maintaining resources on the ICCB House Liaison Resource Hub. The Executive Director also serves on The Illinois Interagency Task Force on Homelessness. ICCB supports Benefit Navigators by facilitating Community of Practice convenings, co-hosting the statewide consortium with IBHE, targeted technical assistance, and curating and distributing resources. ICCB supports MHEACH efforts by facilitating community of practice convenings, providing targeted technical assistance for programmatic implementation and fiscal spending, curating and distributing resources, and collaborating with the IBHE, SIU School of Medicine, University of Illinois Chicago, and other stakeholders to develop the Illinois Campus Cares Technical Assistance Center. The ICCB assisted colleges in identifying staff to serve as Undocumented Student Resource Liaison Liaisons. ICCB also supports the Undocumented Student Resource Liaison by facilitating Community of Practice convenings, providing targeted technical assistance, and curating and distributing resources.

FY2025: The ICCB is expanding convening opportunities across all four of the aforementioned initiatives, including opportunities to share best practices and collaborate with colleagues across the state, continue to curate resources and provide targeted technical assistance, and to strengthen and enhance collaboration with stakeholders across campuses, state agencies, and community organizations to ensure a more comprehensive and integrated approach. Additionally, the ICCB intends to more effectively engage students through the agency's Student Advisory Committee in an effort to better reflect student needs in the ongoing work.   The agency will also work to deepen collaboration with the Illinois Dream Fund Commission, to support Undocumented Student Resource Liaisons more comprehensively.

Illinois Postsecondary Profile. The Illinois Postsecondary Profiles (IPP) 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.

FY2024: The ICCB Enhanced Equity Profiles to easily examine enrollment and graduates by demography and worked to establish a more sustainable and efficient connection of agency data systems. The agency also created more user-friendly Occupational Profiles to explore career pathways and supply/demand data.

FY2025: The ICCB intends to increase the IPP training availability and resources to the community colleges and external stakeholders and determine how IPP equity outcomes can be utilized to assist community colleges in completing their annual Equity Plans. The ICCB, in partnership with IBHE, will also work to incorporate the recommendations of the Higher Education Future Table (HEFT) Data Dashboard working group within the IPP to the extent possible.

Agency Diversity, Equity, and Inclusion (DEI) Plan. In July of 2020, Governor Pritzker required each state agency to develop a Diversity, Equity, and Inclusion (DEI) plan. Throughout 2021 – 2023 several actions were taken, including:

- This plan was initially submitted to the Governor's Office on December 4, 2020.
- By January of 2021 the agency had formed an internal DEI committee that over the subsequent months reviewed agency manuals and materials, the ICCB employee guidebook, the agency's administrative rules, and the agency's web presence.
- Changes to the agency's Recognition manual and Program Review manual were immediately implemented.
- Recommendations regarding the agency's employee guidebook began to be implemented with a number being assigned as human resources related goals.
- Additional recommendations about pronouns, professional development, and DEI training were also made.
- Three staff went through the Train the Trainer program offered by the Governor's Office of Equity and Illinois Department of Human Rights.
- The agency also appointed a Chief Diversity Officer and proposed an HR position in the budget recommendations, both emanating from the work of this committee.
- A Human Resources Director has been hired.

FY2024: The ICCB increased cultural awareness by engaging staff participation in discussions around *Equity Walk to Equity Talk*. The agency increased hiring opportunities for minority employment and identified diverse markets for advertising for employment.

FY2025: Refreshing the DEI committee to ensure broader representation, and developing new goals for the DEI committee and reviewing the Recognition and Program Review processes to ensure DEI is incorporated.

Expansion of ESL Services for Adult Education Providers in the Chicagoland Area. As of September 2023, the Chicagoland area has seen more than 23,400 New Arrivals arrive seeking asylum. The purpose of this $750,000 investment is to support programs who are serving this influx of newcomers. The funding supports these individuals by helping them gain skills in English Language Acquisition.

FY2024: Eleven adult education programs were funded in this competitive grant opportunity primarily for additional instructors and offerings, increased adult education staff to expand outreach capacity, and the creation of multi-lingual materials to market additional resources. Funding has also been used to support wraparound support services as needed.

FY2025: The ICCB will continue supporting those providers most impacted by the influx of newcomers and explore needs outside of the Chicagoland area. It is the intention of the program to explore additional providers as well.

Higher Education Futures Table (HEFT). Alongside Member Evans, the ICCB Executive Director and staff participated in the convening of the HEFT, that aimed enhance higher education's commitment to equity in light of the recent Supreme Court decision on Affirmative Action. The HEFT working group met four times and consisted of leaders from across the higher education system, including

Advancing Equity in State Policy through the Working Groups

Transfer Pathways	Institutional Data Systems and State Data Dashboards
▪ Identify improvements to reduce time and cost to degree for transfer students. ▪ Build upon existing transfer tools ▪ Examine gaps in existing tools	▪ Create shared understanding of the post-secondary data we already have, and the data desired by audiences. ▪ Review existing data dashboards in the state and externally. ▪ Campus climate survey data
Recruitment, Admissions and Enrollment Management	**High School-College Partnerships-Dual credit**
▪ Learn from other states' direct admissions programs. ▪ Offer policy and practice recommendations to advance equity.	▪ Assess and map out existing HS-College partnerships, their impacts, and paths to equitable expansion ▪ Focus: Dual credit programs

community college presidents, presidents and chancellors from universities, agency heads, legislators, the Governor's office, and advocates. The HEFT work also consisted of four working groups: Transfer Pathways, Institutional Data Systems and State Data Dashboards, Recruitment, Admissions and Enrollment Management, and High School-College Partnerships-Dual Credit.

FY2024: The ICCB supported the work of the project by co-managing the effort, alongside the Governor's Office and IBHE, as well as in partnership with the System Foundation. ICCB staff and system representatives participated in all four working groups. Member Evans also participated in the Transfer Work Group.

FY2025: ICCB will continue to move forward the initiatives, as appropriate, that emerged as a part of the discussion. Amongst the many areas under consideration are the development of a statewide data dashboard for Higher Education, Common Course numbering, and innovations in dual credit—particularly around areas related to counseling and advising and barriers to implementation.

Formation of Adequacy and Equity in Community College Funding Working Group. Community colleges play a vital role in providing accessible and affordable higher education opportunities to a diverse range of students in Illinois, contributing to workforce development, economic growth, and social mobility. Ensuring adequate and equitable funding for community colleges is crucial to maintain their quality of education, expand program offerings, and support the needs of both traditional and non-traditional students. Inadequate funding may lead to unequal resource distribution among community colleges, potentially perpetuating educational inequities. The ICCB recognizes its commitment to promoting equitable access to education and supporting our state's 39 community college districts in fulfilling their missions effectively, while also ensuring that the hardest to serve students receive the high quality supports needed to be successful.

FY2024: This item is on the agenda for a formal vote for the June 7, 2024, Board Meeting.

FY2025: This work includes holding four formal meetings of the Working Group, the convening of 2 subcommittees, with the first focused on Adequacy of funding and the second on Equity in the system. The final outcome of the Working Group will include recommendations to the Board about how to ensure adequate and equitable funding for the system.

Goal 2: Smooth Transition

*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.*
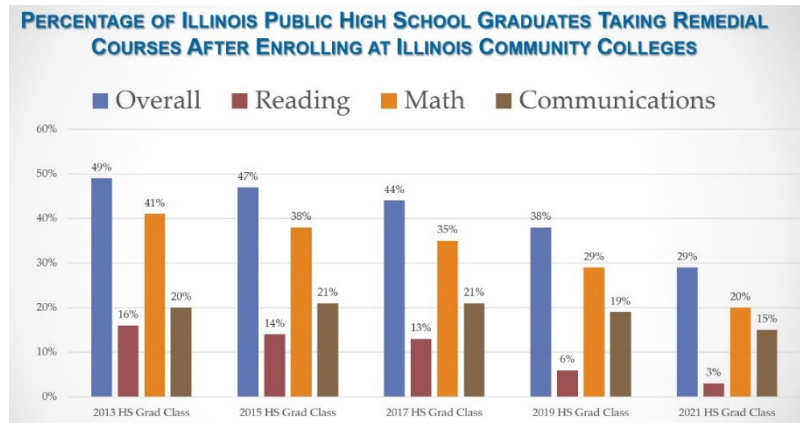
Adult Education & Literacy. The mission and vision of adult education is to provide every individual in Illinois access to Adult Education and Literacy services. In Illinois, more than 1.15 million adults have less than 12 grades of formal education, approximately 2.8 million Illinois residents speak a language other than English in their home, and more than 350,944 immigrants reside in Illinois. With these staggering statistics, it is important that services are available throughout Illinois that prepare adult learners to succeed. Currently, there are 72 funded providers providing services across 600 locations.

FY2024: To date this fiscal year, more than 58,400 students have enrolled and participated in an adult education or English language learning program. At year-end, we estimate over 60,000 participants, which is a 13% increase from last year. 2018 was the last year adult education programs reached 60,000. Additionally, through the support of the agency's professional development network, a new Integrated Education & Training Model in Entrepreneurship was created. The operation of Workplace Literacy programs increased by 19% in FY2024.

FY2025: As enrollment grows, prioritize policies and strategies that promote retention and successful outcomes such as credential attainment and employment. The agency will also continue to increase collaborations with employers on workplace literacy programs.

Developmental Education. The ICCB has a long history of working to reform developmental education delivery. Through these efforts, the agency has engaged outside stakeholders and implemented "evidence-based models," specifically supporting work around co-requisite remediation. The chart shows trends in the reduction of developmental education needs over the past several years.

PERCENTAGE OF ILLINOIS PUBLIC HIGH SCHOOL GRADUATES TAKING REMEDIAL COURSES AFTER ENROLLING AT ILLINOIS COMMUNITY COLLEGES

FY2024: The ICCB filed its required status report to the General Assembly on Developmental Education. The reports focus on the status of reform, based on the submitted Developmental Education Reports as well as internal data and a status of placement policy and reform in the system. Additionally, the agency awarded grants to 9 colleges with both on campus level reform and regional/statewide professional development support required as part of the grants. ICCB staff worked with Partnership for College Completion on their accelerated reform project as well as supported Women Employed with their equity initiative, including continued support of their ASPIRE. Rules for Developmental Education were drafted and have been sent to JCAR for consideration. The ICCB Institutional Research team also generated and shared additional longitudinal student outcomes for developmental education students with the colleges to assist them in evaluating effectiveness of differing models.

FY2025: The ICCB will host a statewide convening centered on developmental education reform and scale work and will engage with a cross section of representatives of the system to review current placement recommendations. Working with the college presidents, campus chief academic officers and chief student service officers, the ICCB will work to update the Placement recommendations of

the community college system. Formal adoption of Developmental Education Rules is expected by the end of 2024.
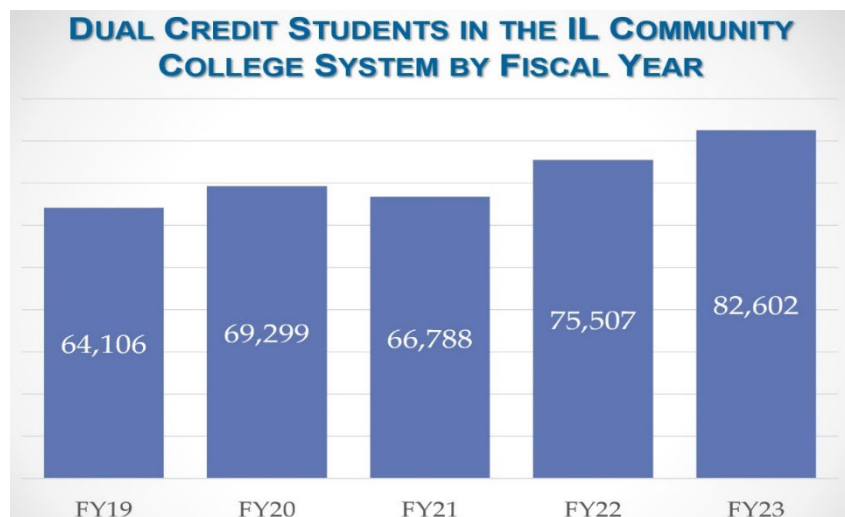

Transitional Instruction. Transitional Instruction provides those students who are not college ready the opportunity to achieve readiness prior to graduating high school. If a student passes a transitional course with a "C" or better, that student must be allowed to enter credit bearing math or English, without a placement test, per the law. The ICCB manages the course approval process for transitional instruction. There are 133 transitional English courses approved to date and 524 transitional math courses approved to date. There are 128 high schools that are approved to offer the STEM pathway, 373 high schools are approved to offer the QL/Stats pathway, 22 high schools are approved to offer Technical Math pathway, and 14 high schools are approved to offer all three math pathways. There are 133 high schools are approved to offer Transitional English courses.

FY2024: The first evaluation for Transitional Instruction (Mathematics) was completed and can be found here. The report focused on development, district response and usage, and community college perspective on use. Additionally, the agency finalized the framework for a 5-year course review process including recommendations for adjustment in competencies or course outcomes expectations.

FY2025: The agency will begin the cycle of 5-year course review for mathematics courses. The Illinois Transitional Instruction website will be updated and revised including data related to course development, approval and delivery.

Dual Credit. High school students that took dual credit courses have substantially higher community college graduation rates, advancement rates than students that did not enroll in dual credit coursework. The graduation rate of students who previously enrolled in dual credit was nearly 20 percent higher than those without dual credit prior to entering the fall cohort. The recently released report DUAL CREDIT IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM shows a similar pattern across race/ethnicity as well as for students by Pell recipient status.

During fiscal year 2023, 82,602 high school students enrolled in one or more community college dual credit courses, reflecting a 9.4 percent increase from the previous fiscal year and a 28.9 percent increase since fiscal year 2019. During the year, community colleges offered a total of 14,638 dual credit courses.

DUAL CREDIT STUDENTS IN THE IL COMMUNITY COLLEGE SYSTEM BY FISCAL YEAR

| FY19	FY20	FY21	FY22	FY23
64,106	69,299	66,788	75,507	82,602

FY2024: The ICCB worked to implement changes to the Dual Credit Quality Act, including mixed classrooms and the Professional Development Plan.

FY2025: The agency will reconvene the Model Partnership Agreement (MPA) committee to review the MPA modifications based upon updates to the law. Additionally, ICCB intends to continue

negotiations with higher education and high school stakeholders on legislative updates to the Dual Credit Quality Act that recognize recent HLC changes to faculty qualifications. The agency will also monitor recent proposed changes to the Dual Credit Quality Act and work closely with the system's presidents and chief academic officers to build more consistent agreed upon standards for the system, building upon existing ICCB standards. Finally, the agency will implement an enhanced review of dual credit partnership agreements between community colleges and school districts and be looking at revisions to the way in which dual credit is examined in the Recognition process.

Career and Technical Education (CTE) Programs of Study. To date, over 430 CTE Programs of Study have been submitted to ICCB for approval. Over 300 have been approved. In addition, the agency has worked to develop and implement the Model Programs of Study Guides. The primary purpose of the Model Programs of Study Guides is to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study that provide a *seamless transition from high school to college*. To date, guides have been developed across the 10 of the 16 career clusters. ICCB has developed POS models in Agriculture, Food, and Natural Resources, Architecture, Construction, and Energy, Arts and Communications, Education, Finance and Business Services, Health Sciences and Technology, Information Technology, Engineering, Culinary and Hospitality, Human and Public Services.

State of Illinois
Model Programs of Study Guide:
Architecture, Construction, and Energy

August 2021
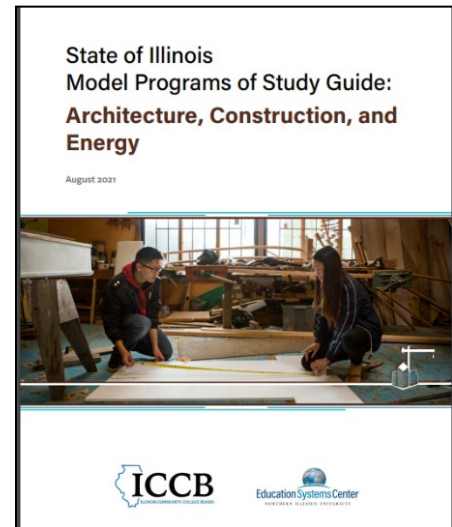
FY2024: A Model Programs of Study Guides: Utilization Report was released in October 2023 that included recommendations to improve dual credit course alignment. Additionally, advisory committees were convened to revisit the Model Program of Study Guides during fiscal year 2024. Eight of the ten guides were updated. A public comment period is currently open until June 21, 2024, to gain feedback on the newly updated Model Program of Study Guides.

FY2025: The ICCB intends to finalize the updated Model of Programs of Study Guides currently pending public comment; continue and finalize the utilization research for the following Model Program of Study Guides: Agriculture, Food and Natural Resources, Architecture, Construction and Energy (ACE), Arts and Communications, and Finance and Business Services; and implement recommendations from the *Model Programs of Study Guides: Utilization Report* referenced above.

Early Childhood Access Consortium for Equity (ECACE). The Early Childhood Access Consortium for Equity Act (ECACE) went into effect in July of 2021 to address shortages in the Early Childhood workforce. The act established a consortium of public institutions with Early Childhood Education (ECE) programs that are Gateways Entitled. This consortium is co-managed by ICCB and IBHE, alongside several other state agency partners. It also mandated the transfer of AAS credits for Early Childhood Education (ECE) and required that credit be awarded for the Child Development Associate (CDA) credential. Since its launch, the consortium has agreed upon guiding principles for the work, and how to provide college credit for the CDA. Institutions are currently working through acceptance of AAS degrees and public universities are largely seamlessly accepting these. Among other things, institutions have created flexible options to meet workforce/employer needs – courses and programs at times, locations, and formats needed.

FY2024: The ECACE scholarship has seen more than 4500 recipients and nearly 60m provided in scholarship dollars. The ICCB and IBHE also published CDA implementation guidance, the Annual Report, Mid-Year Report and an Enrollment Brief(all available here). Additionally, the ICCB provided staffing support to the legislatively required Early Childhood Education Advisory Committee.

FY2025: Based upon significant declines in funding, ICCB will partner with IBHE and ISAC to reconfigure the guidelines for the ECACE Scholarship. In addition to the working group for annual reporting, the agency (and partners) will identify and launch working groups and Communities of Practice that support the consortium's work. ICCB will continue to support the ECACE Advisory Committee and ECACE Consortium.

Illinois Bridge and Transition Programs (IBT). The purpose of this grant is to create, support, or expand innovative bridge programs and services, to improve student transitions to and through postsecondary education and into employment, to promote equity and diversity among those served, and/or to create programs and services that support individuals with disabilities. For fiscal year 2024, the agency funded 44 entities, including community colleges, a state university, high school districts, and community-based organizations, for over 9.1m.

FY2024: The funded grantees served 10,639 participants. The agency also worked to improve data collection processes, and to create cross-sharing among grantees to promote scaling of effective practices.

FY2025: The agency intends to expand its professional development offering and to provide more comprehensive professional development to grantees. The agency will also elevate the successful grant programs and promote the scaling of best practices.

State of Illinois High School Diploma. Public Act 102-1100 changed the name of the Illinois High School Equivalency Certificate to the State of Illinois High School Diploma, which took effect January 1, 2023. Requirements to achieve the diploma remain the same as the certificate. Candidates must complete their high school equivalency through GED® or HiSET® testing, or through Alternative Methods of Credentialing. They must also meet the Illinois Constitution requirement.

FY2024: ICCB offered a free GED program from July 1 – September 30, 2024, to encourage diploma completions. The program resulted in 7,326 tests taken, over 5,600 more than the same period in the prior year. The Finish What You Started Campaign began in FY 2023 and concluded in FY 2024. 7,000 students who had completed three of their four GED tests were contacted and provided encouragement and information on taking their final test. Ten percent of those contacted passed their GED in that period. Thirty percent of those passers were re-engaged by the campaign. ICCB approved Goodwill Northern Illinois as the first provider utilizing the High School Diploma for Adult Learners Program authorized in Public Act 100-514. Alternative Methods of Credentialing were built into i-Pathways, so the curriculum was organized and provided documentation for ROEs to assist in tracking and verifying completions in this diploma pathway. ICCB held an Illinois High School Equivalency Conference on April 11-12, 2024, at the Embassy Suites in East Peoria. Ninety-five people from Regional Offices of Education (ROE) and Adult Education programs attended. The conference provided an opportunity to gain insight into State operations, initiatives and practices from programs, and updates from GED and HiSET on test administration. Two additional trainings were offered as follow up by ICCB High School Equivalency (HSE) staff for further training on ICCB policy and procedures as well as Alternative Method of Credentialing.

FY2025: ICCB will review data on HSE test takers and determine any equity issues regarding the test taking population and the availability of testing centers. The goal is to increase opportunities for candidates. Revisions to the ILSAVE program will be implemented to provide free GED to candidates prepared for testing through Adult education programs. Monitoring protocols will be developed and implemented for the High School Diploma for Adult Learners Program. The HSE website will be redeveloped to be more customer friendly for ease of use by candidates. ICCB will begin digitization of its microfilm backups of GED completion records. The conversion will enhance and streamline the staff's ability to find missing records. HSE administrative Rules will be developed.

Illinois Articulation Initiative (IAI). The Illinois Articulation Initiative (IAI) continues to serve students across the state to effectively transfer seamlessly with minimal disruption in the general education process. During the previous year (fiscal year 2022), more than **7,300** students completed an approved general education core curriculum (GECC) credential. Across six General Education Panels, there were 199 course descriptions and **6,226** active courses. For Major Panels, there were 15 panels with 82 course descriptions and **2,326** active courses. Over the year, there were 1,118 courses submitted for review with 600 approved, 406 sent back for more information, and 112 returned as unapproved.

FY2024: Implemented the Elementary/Secondary education panel and identified faculty and stakeholders to serve on the panel.

FY2025: The ICCB will be more directly engaging in the day-to-day management of IAI, including overseeing the 5-year course review process. The ICCB, in partnership with IBHE and IAI staff (itransfer.org), will convene the Teacher Education panels as well as assess the impact of Common Course Numbering system on the IAI system.

Economic and Workforce Development

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.

Apprenticeships. Nearly all community colleges in Illinois partner with employers and unions to successfully carry out apprenticeship programming, acting as intermediaries, sponsors, or related technical instruction providers. ICCB continues to support colleges in the expansion of apprenticeship utilization. The ICCB holds a monthly learning community for community colleges for sharing effective practices and collaborating on systemwide approaches and issues.

FY2024: The ICCB successfully closed out the Customized Apprenticeship Programming in Information Technology (CAP-IT) program. Through this sector-based initiative in partnership with our adult education providers, over 50% of participants served were students of color with 54% of participants being women. Illinois exceeded its performance for the grant and was the highest yielding performer across the national grant program serving close to 3,000 participants with 945 apprentices successfully completing the program and becoming employed. Illinois community colleges play a critical role in the expansion of apprenticeship programming, from intermediaries to related technical instruction. The ICCB also served in numerous advisory capacities with DCEO and other stakeholders on the implementation of apprenticeship programs. ICCB Chair Lopez serves as the Chair of the Youth Apprenticeship Working group of the IWIB.

FY2025: The ICCB intends to promote the use of use of pre-apprenticeship embedded within an adult education integrated education and training program to strengthen pathways and diversify the apprenticeship pool.

Workforce Innovation and Opportunity Act (WIOA). Community colleges play a crucial role in the Workforce Innovation and Opportunity Act (WIOA) system. WIOA, enacted in 2014, is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need. Community colleges play an important role in the WIOA system, including acting as training and education providers through vocational and technical training and certificate and degree programs, as well as via continuing education and workforce upskilling. Community colleges are also key partners with Workforce Development Boards to assist in the design and delivery of programs that meet the needs of employers and job seekers. These partnerships ensure that training programs are aligned with current and future labor market demands. Community colleges provide a range of support services to help students succeed in their training programs and in the job market including career counseling and advising, job search assistance, and supportive services. Under WIOA, community colleges often serve as providers of adult education and literacy programs. Community colleges ensure that their programs are aligned with the needs of local industries and the broader labor market.

FY2024: The ICCB holds seats on the Illinois Workforce Innovation Board (IWIB), as a core partner (Adult Education), as a required partner (postsecondary Perkins), and as the community college system. The ICCB also participates as a member of several committees including the Continuous Improvement Committee, the Executive Committee, which is chaired by ICCB Member Marlon McClinton (who also holds a seat on the IWIB), and the apprenticeship committee, among others. Agency staff have actively provided feedback on the state's WIOA plan, and the related Economic Development Plan soon to be released by DCEO. The ICCB met or exceeded all performance outcomes for both adult education (core partner) and postsecondary CTE (required partner).

FY2025: The ICCB will be participating in interagency efforts to explore and implement a shared referral system for WIOA partners. The agency intends also to increase collaboration with Vocational Rehabilitation for both community college and adult education programs to increase awareness of services available for students with disabilities.

Pipeline for the Advancement of the Healthcare Workforce (PATH). The purpose of this project is to create, support, and expand the opportunities of individuals in the nursing pathway and select healthcare pathways to obtain credentials and degrees that allow them to advance. Also, it aims to meet shortages of workers in the healthcare industry that have been exasperated by the COVID 19 pandemic. In its first year, 15,578 students completed, meeting the goal of increasing program completions by 15%. 42% of completers were 25 and older and 45% of enrollees were first generation. Other outcomes include 27 newly developed healthcare programs and over 1000 employers engaged.

FY2024: Preliminary data suggest that enrollment and completion will exceed the original goal and be greater than year one. Several apprenticeship programs in nursing and medical assisting were developed with support of grant funds.

FY2025: Based upon participation in the Competency-Based Education cohort, at least three colleges will develop CBE healthcare programs. The agency will host a PATH convening to showcase innovative solutions to building capacity and student success in healthcare programs.

Industrial Assessment Center -Department of Energy Grant. In SFY2024, the ICCB was awarded a $3 million, three year U.S. Department of Energy Grant partnering with the Illinois Manufacturing Excellence Center, City Colleges of Chicago, John Wood Community College, Southwestern Illinois College, and Lincoln Land Community College to serve as regional Industrial Assessment Centers. The project is two-pronged: (1) conduct industrial assessments of small- and medium-sized manufacturers to increase efficiency and productivity and (2) create robust talent pipeline for smart manufacturing jobs.

FY2024: ICCB's Workforce Education Division won this federal grant, which they coordinated closely with the participating colleges.

FY2025: In addition to overall project management, the agency intends to conduct employer roundtables in each region and deploy an employer survey to identify needs of SMMs and will convene curriculum development committees to develop competencies and curriculum for the following areas: Smart Manufacturing, Additive Manufacturing, and Energy Efficiency.

Noncredit Workforce Training Grant Initiative. This initiative is a $5 million grant that enables the system to increase investment in immediate, short-term workforce solutions that position individuals for career growth and that support companies with upskilling and other workforce needs through customized training and employer services. Colleges will prioritize small businesses as well as women or minority-owned businesses.

FY2024: ICCB recently released this funding opportunity.

FY2025: The project intends to train 9,400 individuals through customized or contract training and will launch the Behind Every Employer Campaign to attract employer partners and increase awareness of the training and business solutions offered by community college noncredit entities. Seven hundred and twenty (720) employers are expected to be served.

Rev Up EV Initiative. The purpose of this initiative is to create and expand electric vehicles and related advanced manufacturing programs across the community college system.

FY2024: The agency awarded 25 grants- 6 capacity-building and 19 development and implementation grants. The ICCB also contracted with the Illinois Green Economy Network to create the EV Network. Two industry collaborative meetings were held, one focused on EV charging and the other focused on heavy-duty EV. This collaboration also created training and certification opportunities for faculty in partnership with Joliet Junior College, Weber State College (Utah), and Otago Polytechnic (Australia).

FY2025: The ICCB expects 28 new programs to be developed, with 1,700 students to complete a credential, and 350 employers engaged.

Taking Back the Trades! Initiative. A $5 million investment to provide access and strengthen pathways to careers in the "trades" for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators. Sectors to be impacted: manufacturing, healthcare, construction, and transportation, distribution, and logistics.

FY2024: Six-hundred and sixty youth enrolled in both credit and non-credit training programs.

FY2025: The agency intends to work to increase the number of students enrolled in training programs and to develop a learning community for participating colleges to increase awareness of programming and youth-oriented training programs.

Strengthening Career and Technical Education Act Administration (Perkins). Perkins V reflects the 100-year federal commitment to Career Technical Education (CTE) and remains the most important piece of legislation affecting CTE in the country. The program focuses on improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving accountability. Perkins V affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career preparation — and balances those student needs with the current and emerging needs of the economy. The Act places additional emphasis on local flexibility, comprehensive stakeholder engagement and collaborative planning, innovation, equity, and alignment with other education and workforce programs.

FY2024: ICCB worked closely with ISBE to develop the new FY2025-2028 Illinois Perkins V State Plan, which was recently submitted to the U.S. Department of Education and is pending review. A total of $836,021 in Perkins Leadership grant funding was awarded to ten colleges for CTE modernization and innovation and enhancing CTE student support. The state met all postsecondary Perkins V indicators of performance targets, as reported in the Perkins V Consolidated Annual Report submitted to the U.S. Department of Education in January 2024. Finally, Technical assistance was provided to the Community College System around Programs of Study and the Comprehensive Local Needs Assessment.

FY2025: In this next year, the ICCB intends to continue its efforts around comprehensive technical assistance to local areas, particularly as it relates to the Comprehensive Local Needs Assessment. Additionally, the agency will be evaluating and improving the postsecondary Program of Study Approval process. Finally, we will work to develop a more robust Perkins Administrator onboarding and mentorship program for the Community College System.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE

- ➢ Illinois High School Equivalency
  - ○ HSE Rules

- ➢ Workforce Education
  - ○ EV Grant Overview
  - ○ Adult Education Update

- ➢ Academic Affairs
  - ○ Student Services Dashboard Survey
  - ○ New Unit Summary

- ➢ Other
  - ○ Workforce Equity Initiative NOFO
  - ○ Across Agency Partnership Summary- Oral Report

Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY,
EXTERNAL AFFAIRS COMMITTEE**

- ➢ Marketing & Communications Update

- ➢ Adequacy and Equity in Community College Funding Work Group

- ➢ ICCB 2023 Dual Credit Report

- ➢ Authorization to Enter into Contracts and Transfer Funds Among Lines

- ➢ Spring 2024 Legislative Update

- ➢ FY 24 Budget Update

Illinois Community College Board

LEGISLATIVE AND FISCAL YEAR 2025 BUDGET

Jennifer Franklin, Deputy Director for Finance and Operations, will provide a presentation during the board meeting that highlights the fiscal year 2025 budget for higher education.

Matt Berry will provide an oral presentation on significant higher education legislation adopted during the Spring 2024 session.

Illinois Community College Board

ADEQUACY AND EQUITY IN COMMUNITY COLLEGE FUNDING WORKING GROUP

Community colleges play a vital role in providing accessible and affordable higher education opportunities to a diverse range of students in Illinois, contributing to workforce development, economic growth, and social mobility. Ensuring adequate and equitable funding for community colleges is crucial to maintain their quality of education, expand program offerings, and support the needs of both traditional and non-traditional students. Inadequate funding may lead to unequal resource distribution among community colleges, potentially perpetuating educational inequities. The ICCB recognizes its commitment to promoting equitable access to education and supporting our state's 39 community college districts in fulfilling their missions effectively, while also ensuring that the hardest to serve students receive the high-quality supports needed to be successful.

Therefore, the Board directs the Executive Director to convene a working group of key community college stakeholders representing the ethnic, racial, and geographic diversity of the community college system. The group shall consist of diverse members with expertise in education policy, finance, community college administration, student affairs, and other relevant fields.

ICCB Board Member George Evans, President of Kaskaskia College, and Chair of the Finance, Budgeting, Accountability, and External Affairs (FBAE) Committee of the ICCB shall serve as Co-Chair of the Working group. Dr. Brian Durham, ICCB Executive Director, shall also serve as Co-Chair.

Additional Members shall include:

1. Lazaro Lopez, ICCB Chairperson (confirmed)
2. Larry Peterson, ICCB Board Member (confirmed)
3. Matt Berry, ICCB Chief of Staff (confirmed)
4. Jennifer Franklin, ICCB Deputy Director for Finance and Administration (confirmed)
5. Lynette Stokes, President of South Suburban College (confirmed)
6. Keith Cornille, President of Heartland Community College and Chair of the Illinois Council of Community College Presidents (confirmed)
7. Charlotte Warren, President of Lincoln Land Community College (confirmed)
8. Curt Oldfield, President of Spoon River College (confirmed)
9. Terry Wilkerson, President of Rend Lake College (confirmed)
10. Lori Suddick, President of the College of Lake County (confirmed)
11. Juan Salgado, Chancellor, City Colleges of Chicago (confirmed)
12. Tammy Betancourt, Vice President of Finance and Chief Financial Officer, Danville Area Community College (confirmed)
13. Steve Frommelt, Executive Vice President, Blackhawk College (confirmed)
14. Mireya Perez, Chief Financial Officer/Treasurer, Morton College (invited)
15. Jill Janssen, Vice President/CFO, Administrative Services, Highland Community College (confirmed)
16. David Virgilio, Controller, College of DuPage (confirmed)
17. Maribel Rodriguez, Chief Financial Officer, City Colleges of Chicago (confirmed)
18. Jim Reed, Executive Director of the Illinois Community College Trustees Association (confirmed)
19. Gloria Cardenas Cudia, Retired Employee Relations Director at WIFR-TV, Trustee, Rock Valley College (confirmed)
20. Yolanda Farmer, Executive Vice President, Joliet Junior College (invited)
21. Arlene Santos-George, Vice President of Academic Affairs and Workforce Development, McHenry County College (invited)

22. Sadya Khan, Executive Director, Institutional Research, Planning and Effectiveness, Moraine Valley Community College (invited)
23. Antonio Ramirez, Professor of History and Political Science, Elgin Community College (confirmed)
24. Lisa Castillo Richmond, Executive Director, Partnership for College Completion (confirmed)
25. Lorenzo Baber, Director, Office of Community College Research and Leadership (confirmed)

The Adequacy and Equity Funding Working Group shall be further subdivided into two subcommittees, each with a specific charge, to wit:

- **The Adequacy Subcommittee** shall examine the current funding mechanisms for community colleges in Illinois, taking into account factors such as enrollment, demographics, program offerings, as well as emerging, new, and other innovative instructional delivery methods, and geographical distribution. This analysis shall include a review of bas operating, equalization, and performance-based funding.

- **The Equity Subcommittee** shall assess the potential impact of existing funding mechanisms on educational equity, considering the needs of underrepresented populations, low-income students, rural communities, first generation students, and other marginalized groups.

These two subcommittees may include additional stakeholders, outside of the Working Group, as appropriate.

Based on the findings of the review and input from stakeholders, the working group shall develop a set of recommendations aimed at improving the adequacy and equity of funding for community colleges in Illinois. The final recommendations should be accompanied by a clear rationale and data-driven analysis.

The Adequacy and Equity Working Group shall present its findings, its synthesized recommendations, and any proposed policy changes to ICCB no later than March 31, 2025 and shall take into account all relevant factors occurring during that interim period.

The meetings will be held on:

- August 8th, from 10am until 2pm, at the ICCB Offices in Springfield, IL
- September 13th, from 1pm until 4pm, at the ICCB Offices in Springfield, IL
- November 15th, from 1pm until 4pm, in the Northern Suburban Region, location TBD
- January 23rd, from 10am until 2pm, in the City of Chicago, location TBD

Additional Meetings are subject to call.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby directs the Executive Director to form an **Adequacy and Equity in Funding Working Group**, and to convene this working group in an effort to complete its charge based upon the terms herein. The Board further charges the Executive Director to see that the work is completed and presented to the Board no later than March 31, 2025.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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
Danville Area Community College
- Speech-Language Pathology Assistant A.A.S. degree (63 credit hours)

Elgin Community College
- Magnetic Resonance Imaging A.A.S. degree (66 credit hours)

Harper College
- Aviation Maintenance Tech A.A.S. degree (72 credit hours)
- Airframe & Powerplant Technician Certificate (51 credit hours)
- Airframe Technician Certificate (36 credit hours)
- Powerplant Technician Certificate (36 credit hours)
- Aviation Management A.A.S. degree (60 credit hours)

College of Lake County
- Hospitality Management A.A.S. degree (62 credit hours)

Lake Land College
- Automotive Technician II Certificate (30 credit hours)
- Surgical Technology A.A.S. degree (60 credit hours)

Lewis & Clark Community College
- Human Services A.A.S. degree (60 credit hours)
- Human Services Generalist Certificate (33 credit hours)

Prairie State College
- Paramedicine A.A.S. degree (60 credit hours)
- Paramedicine Certificate (31 credit hours)

BACKGROUND

<u>Danville Area Community College</u>
Speech-Language Pathology Assistant A.A.S. degree (63 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as speech-language pathology assistants who work as support personnel under the supervision of a certified Speech-Language Pathologist in a variety of educational and healthcare settings.

Catalog Description: The Speech-Language Pathology Assistant program prepares students for employment as support personnel under the supervision of a certified Speech-Language Pathologist in various settings such as schools, clinics, and medical facilities. Upon successfully completing the program students can apply for Illinois State Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR) and sit for the American Speech Hearing Association (ASHA) certification exam.

Curricular Information: The curriculum requires 24 credit hours of required general education coursework, 33 credit hours of career and technical education coursework, and six (6) credit hours of clinical practice. Career and technical coursework includes instruction in introductory communication disorders and sciences, language development, phonetics and phonology, introductory audiology, speech sound development and disorders, language disabilities across the lifespan, language disorders and treatment, augmentation and alternative communication, speech and sound disorder and treatment, professional ethics and issues, clinical methods and documentation, and a required clinical practical work-based learning experience in speech-language pathology assisting. The curriculum was developed according to standards developed by the American Speech Hearing Association (ASHA), and will prepare individuals for the required ASHA certification and State licensure as an SLPA through the Illinois Department of Financial and Professional Regulation (IDFPR). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience.

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 industry certification and State licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Accrediting Information: Danville Area Community College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Diversity, Equity & Inclusion Efforts: Danville Area 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. DACC is a member of the Achieving the Dream Initiative, a project of the Lumina Foundation, which aims to assist economically disadvantaged students to achieve their educational goals. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. DACC further 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 programs such as TRIO and the Math and Science Support Center (MASS). 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 speech-language pathology assistants from a variety of employment settings.

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 "speech-language pathologists" is expected to increase by 19.7% statewide through 2030.

The college currently offers a Certificate in Speech-Language Pathology Assisting that will be discontinued once the proposed degree is approved.

Table 1: Employer Partners

Employers	Location
Vermillion Association of Special Education (VASE)	Tilton, IL
Bismarck School District	Bismarck, IL
Ashby Therapy Services	Champaign, IL
Early Intervention Services	Fithian, IL and surrounding towns
Decatur Memorial Hospital Outpatient Therapy Svcs	Decatur, IL
Carle Outpatient Therapy Services	Champaign, IL
Tri-County Special Education Cooperative	Lincoln, Clinton, Bloomington, IL
District 27 Special Education	Lincoln, IL
Empowered Communication Inc.	Danville, IL
Crane Feeding and Speech	Champaign, IL
Easter Seals	Champaign, IL
Taylor Speech Therapy Services	Clinton, IL

Table 2: Projected Enrollments

SLPA A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	20
Part-Time Enrollments:	0	0	0
Completions:	0	10	10

Financial / Budgetary Information: Two (2) existing full-time and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Masters degree in Speech-Language Pathology; hold current ASHA certification and Illinois State SLP licensure; have at least three (3) years of work experience, and one year teaching experience preferred. All facilities and equipment are adequately in place to support the proposed program. Costs associated with implementation relate to faculty/administration and some equipment upgrades. Faculty costs are anticipated to increase during years two and three with the appointment of a full-time program director. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$23,185	$87,686	$87,686
Administrator Costs	$6,500	0	0
Other Personnel Costs	0	0	0
Equipment Costs	$4,560	$560	$560
Library/LRC Costs	0	0	0
Facility Costs	0	0	0
Other	0	0	0
TOTAL NEW COSTS	**$34,245**	**$88,246**	**$88,246**

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	0	0	0	0	0
Existing Faculty	2	2	2	2	2	2

Elgin Community College
Magnetic Resonance Imaging (MRI) A.A.S. degree (66 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as magnetic resonance imaging (MRI) technologists in a variety of healthcare settings.

Catalog Description: The Magnetic Resonance Imaging (MRI) A.A.S. is a primary path degree program for someone who wishes to pursue a health science degree program without a background in radiography. MRI technologists work with radiologists to play an important role in the patient's medical team. MRI technologists work in hospitals, outpatient centers, and on mobile units. MRI procedures play an important role in diagnosing diseases and injuries. During an MRI, the resonant frequency properties of atoms are used within a magnetic field to image anatomic and/or physiologic conditions of the body. MRI technologists are responsible for obtaining the best images possible because these images are critical to establishing patient diagnosis. Additionally, MRI technologists understand patients might be in pain or distress or feel claustrophobic inside a magnet. Technologists provide support while talking patients through the procedure and letting them know what to expect. MRI is a growing field as technology advances. This program will prepare graduates to sit for the ARRT national certification exam in magnetic resonance offered by the American Registry of Radiologic Technologists.

Curricular Information: The curriculum requires 19 credit hours of required general education coursework, 29 credit hours of career and technical education coursework, and 18 credit hours in MRI clinical practice. This credit hour total does not reflect pre-requisite/pre-admission coursework in biology, psychology, and medical terminology. Career and technical coursework includes instruction in introductory and advanced sectional anatomy, MR physical principles, introductory and advanced MR procedures, MRI safety, MRI image evaluation, global context of healthcare, methods of patient care, radiographic pathology, medical ethics and law, clinical aspects of MR, and five (5) levels of MRI clinical work-based learning practice. The curriculum was developed according to American Society of Radiologic Technologists (ASRT) standards for MRI curriculum and will lead towards required credentialing through the American Registry of Radiologic Technologists (ARRT) as a certified ARRT-MRI professional. Illinois requires ARRT-MRI certification for employment. 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. The college currently offers a 27-credit hour MRI Certificate designed specifically for individuals who already have a radiology or related allied health background. The proposed degree program better aligns the curriculum with shifting Joint Review Committee on Education in Radiologic Technology (JRCERT) accreditation requirements and will provide individuals with a primary path to educational and industry credentialing.

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 program accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT) and for the required credential for graduates through the American Registry of Radiologic Technologists (ARRT) as an MRI technologist.

Accrediting Information: Elgin Community 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 has been given JRCERT approval to transition the existing MRI Certificate to the proposed A.A.S. degree effective June 2025 pending appropriate State-level approvals.

Diversity, Equity & Inclusion Efforts: ECC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. ECC is a designated Hispanic Serving Institution (HIS) by the U.S. Department of Education, belongs to Achieving the Dream (ATD), and the Illinois Equity Attainment (IEA) initiative. Through the Recruitment and Outreach Services Department, the college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates.

Efforts include conducting Adult Information Sessions, targeting high school youth and adult youth through increased technology outreach and marketing, targeting racially minoritized populations, scheduling courses to allow students at all technology use/access levels to complete coursework through multiple modalities, and increased information about existing college services such as tutoring, and non-academic support services. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through cultural competency training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. ECC faculty have year-round access to professional development that supports their individual instructional needs through the Center for Enhancement of Teaching, Assessment, and Learning. Faculty are also supported through the colleges Teaching and learning for Inclusivity, Diversity and Equity (TIDE) group. 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 employers of magnetic resonance imaging technology 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 "MRI technicians/technologists" is expected to increase by 4.2% statewide through 2030. Further, the proposed program will offer district students with a primary path to an A.A.S. degree specific to MRI technology.

Table 1: Employer Partners

Employers	Location
Advocate Outpatient Center - Algonquin	Algonquin, IL
Amita Health St. Alexius Medical Center	Hoffman Estates, IL
Center for Diagnostic Imaging, LLC - Geneva	Geneva, IL
Elmhurst Hospital	Elmhurst, IL
NM Crystal Lake Medical Arts	Crystal Lake, IL
NM Woodstock Hospital	Woodstock, IL
NorthShore University Health System - Highland Park	Highland Park, IL
NorthShore University Health System - Vernon Hills	Vernon Hills, IL
Northwestern Medicine - Central DuPage Hospital	Windfield, IL
Northwestern Medicine McHenry County Orthopedics, S.C.	Crystal Lake, IL
Northwestern Medicine RMG Orthopedics	Sycamore, IL
OrthoIllinois	Algonquin, IL
Advocate Sherman Hospital	Elgin, IL
Amita Resurrection Medical Center	Chicago, IL
Center for Diagnostic Imaging, LLC - Lake in the Hills	Lake in the Hills, IL
Loyola University Medical Center	Maywood, IL
NM Huntley Hospital	Huntley, IL
NorthShore University Health System - Glenbrook Hospital	Glenview, IL
NorthShore University Health System - Northbrook Court	Northbrook, IL
Northwestern Healthcare Delnor Hospital	Geneva, IL
Northwestern Medicine Cancer Care Center - Warrenville	Warrenville, IL
Northwestern Medicine Physician Group Orthopedics	Warrenville, IL
NWM McHenry Hospital	McHenry, IL

Table 2: Projected Enrollments

MRI A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	20	20	20
Part-Time Enrollments:	0	0	0
Completions:	0	16	18

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 an Associates degree in MRI Technology or a Bachelors degree in Radiologic Technology, hold a current ARRT-MRI credential, have at least two (2) years work experience, and one (1) year teaching experience is preferred. New costs are associated with faculty, equipment upgrades, and accreditation of the program. This program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$70,000	$79,000	$82,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	$29,498	$29,498	$29,498
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Accreditation/prof dev fees)	$8,950	$4,450	$4,450
TOTAL NEW COSTS	**$108,448**	**$112,948**	**$115,948**

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	0	0	2	0	0
Existing Faculty	0	0	1	0	1	2

<u>Harper College</u>
Aviation Maintenance Technology A.A.S. (72 credit hours)
Aircraft Airframe and Powerplant Technician Certificate (51 credit hours)
Aircraft Airframe Technician Certificate (36 credit hours)
Aircraft Powerplant Technician Certificate (36 credit hours)

Program Purpose: These programs will prepare students for entry-level employment as an aviation maintenance technician, airframe and/or powerplant technician in both private and commercial aviation environments.

Catalog Description: Aviation Maintenance Technology A.A.S. - The Aviation Maintenance program provides general aircraft, sheet metal, airframe, and powerplant courses that meet the Federal Aviation Administration requirements for licensure. Through this program students will acquire the skills needed to resolve maintenance issues both independently and/or in a team environment. The degree provides deeper insight into varying topics facing an FAA-licensed mechanic such as leadership, time management, human factors, and safety. Students enrolled in this degree program will be prepared to sit for their FAA mechanic certification with both Airframe and Powerplant rating.

Catalog Description: Aircraft Airframe and Powerplant Technician (A&P) Certificate – This certificate will provide students with the theoretical and practical knowledge needed to install, build, diagnose, and maintain aviation equipment and systems. Upon completion, students will be prepared to sit for their FAA mechanic certification with both Airframe and Powerplant rating.

Catalog Description: Aircraft Airframe Technician Certificate – This certificate provides students will the theoretical and practical knowledge to diagnose mechanical and electrical problems, inspect, assemble, and repair aircraft sheet metal and composite structures; as well as inspect, service, install, and repair aircraft support systems, troubleshoot aircraft instruments and communication/navigation equipment. Upon completion, students will be prepared to sit for their FAA mechanic certification with Airframe rating.

Catalog Description: Aircraft Powerplant Technician Certificate – This certificate provides students with the theoretical and practical knowledge to determine and maintain aircraft airworthiness. Students will receive instruction in aircraft engines and propeller systems, how to troubleshoot, repair and maintain aircraft structures and aircraft engines. Upon completion, students will be prepared to sit for their FAA mechanic certification with Powerplant rating.

Curricular Information: Aviation Maintenance Technology A.A.S. - The curriculum includes 15 credit hours of required general education coursework and 57 credit hours of career and technical education coursework. Career and technical coursework includes instruction in aircraft blueprint reading, aviation physics, aircraft electrical systems, materials and processes, weights and balances, alternate structures, engine electrical systems, hydraulic and pneumatic power, engine airflow systems, atmospheric controls, reciprocating engine overhaul, fuel systems, engine support systems, engine fuel metering and operation, turbine engines, aviation safety rules and regulations, aircraft maintenance management, human factors and safety, and aviation security.

Aircraft Airframe and Powerplant Technician (A&P) Certificate – The curriculum includes a subset of career and technical education course content from the A.A.S. degree totaling 51 credit hours that will prepare graduates for FAA mechanic certification with Airframe and Powerplant rating.

Aircraft Airframe Technician Certificate – This curriculum includes a subset of career and technical education course content from the A.A.S. degree totaling 36 credit hours that will prepare graduates for FAA mechanic certification with Airframe rating.

Aircraft Powerplant Technician Certificate – This curriculum includes a subset of career and technical education course content from the A.A.S. degree totaling 36 credit hours that will prepare graduates for FAA mechanic certification with Powerplant rating.

Assessment of student learning in all the proposed programs will be achieved through evaluation of the student's performance in a required capstone project during the final semester. The program was developed according to Federal Aviation Administration (FAA) regulations and guidelines established for airframe and powerplant technicians. Graduates will be prepared for certification through the FAA for the General Airframe and Powerplant (A&P) Technician Federal Aviation Regulation (FAR) Part 147 credential.

Accrediting Information: Harper College is accredited by the Higher Learning Commission. The college has submitted their request for FAA review and approval and will be eligible once all appropriate State-level approvals have been granted. Proposed curricula have been developed according to all FAA standards for credentialing as an Airframe and/or Powerplant Technician.

Justification for Credit hours required: The proposed programs reflect the course content and laboratory contact hours necessary for developing the skills required for mandatory FAA Certification as an Airframe and/or Powerplant Technician.

Diversity, Equity & Inclusion Efforts: Harper 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, with a particular focus on females and students in the district's Latinx and Black communities. Harper College further 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 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 aviation maintenance 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 for aircraft maintenance and service technicians is expected to increase around 24.1% statewide through 2030.

Table 1: Employer Partners

Employer	Location
Chicago Executive Airport	Prospect Heights, IL
Schaumburg Airport	Schaumburg, IL
Federal Aviation Administration	Des Plaines, IL
AAR Corp.	Woodale, IL
Northrup Grumman	Rolling Meadows, IL
United Airlines	Chicago, IL
American Airlines	Chicago, IL
Southwest Airlines	Chicago, IL

Table 2: Projected Enrollments

Aviation Maintenance Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	8	10
Part-Time Enrollments:	6	10	12
Completions:	-	-	5

Airframe & Powerplant Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	8	10
Part-Time Enrollments:	4	8	10
Completions:	-	-	4

Airframe Technician Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	6	8	10
Part-Time Enrollments:	4	8	8
Completions:	-	-	5

Powerplant Technician Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	9	10
Part-Time Enrollments:	5	6	12
Completions:	-	-	5

Financial / Budgetary Information: The program will require one (1) new full-time faculty and two (2) new part-time faculty the first year. Qualified faculty will hold at least a Bachelors degree in Aviation Maintenance Technology, hold current FAA Airframe and Powerplant Certification, have at least five (5) years work experience, and one (1) year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$143,143	$0	$33,432
Administrator Costs	$10,000	$6,500	$3,600
Other Personnel Costs (PT support staff)	$23,795	$21,747	$25,736
Equipment Costs	$1,000,000	$300,000	$150,000
Library/LRC Costs (textbooks, etc.)	$7,000	$3,500	$1,500
Facility Costs (electrical system upgrades)	$33,800	$31,200	$31,200
Other (accreditation/consultant)	$15,000	-	-

TOTAL NEW COSTS	$1,232,738	$362,947	$245,468

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	0	0	0	1
Existing Faculty	0	0	1	2	1	2

Harper College
Aviation Management A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities in the field of aviation management.

Catalog Description: The Aviation Management degree program is designed to provide students with a sound understanding of the managerial requirements, qualifications, and procedures of the various available roles that will assist in preparing students for management positions within the aviation industry. This program will provide support in the development and growth of students that are currently and/or seeking to enter the aviation industry. Students will work with people, processes, and information that is required to develop a broad set of skills needed to build a successful career in aviation management.

Curricular Information: The curriculum includes 15 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 and advanced aviation management, history of aviation, aviation security management, aviation safety and regulations, airport planning and management, air traffic control systems, aircraft maintenance management, supply chain management, civil aviation, aviation transportation and labor relations, human factors and safety, and required leadership project. Assessment of student learning will be achieved through evaluation of the student's performance in the capstone project by program faculty.

Accrediting Information: Harper College is accredited by the Higher Learning Commission. No further specialized accreditation is required to implement the program.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: Harper 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, with a particular focus on females and students in the district's Latinx and Black communities. Harper College further 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 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 aviation maintenance 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 aviation management is expected to increase statewide around 5% through the year 2030.

Table 1: Employer Partners

Employer	Location
Chicago Executive Airport	Prospect Heights, IL
Schaumburg Airport	Schaumburg, IL
United Airlines	Chicago, IL
American Airlines	Chicago, IL
Southwest Airlines	Chicago, IL

Table 2: Projected Enrollments

Aviation Management A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	9	11	15
Part-Time Enrollments:	12	15	18
Completions:	0	0	8

Financial / Budgetary Information: The program will require one (1) new full-time and two (2) new part-time faculty the first year. Qualified faculty will hold a minimum of a Bachelor's degree in Aviation Management, have at least five (5) years related work experience, and at one (1) year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$143,143	$31,200	$0
Administrator Costs	$5,000	$3,500	$2,000
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	$3,000	$1,500	$1,000
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$151,0143**	**$36,200**	**$3,000**

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	0	1	0	0
Existing Faculty	0	0	1	2	1	3

College of Lake County
Hospitality Management A.A.S. degree (62 credit hours)

Program Purpose: This program will prepare individuals for middle management-level positions that oversee and supervise front of the house operations for a variety of hospitality employers.

Catalog Description: The Hospitality Management Associate in Applied Science (A.A.S.) degree introduces students to the dynamic world of hospitality management. Students learn about the various business segments within the hospitality industry, and they can use both the degree and the different courses to explore areas of interest and career opportunities further.

Curricular Information: The curriculum consists of 17 credit hours of required general education coursework and 45 credit hours of career and technical education coursework.

Career and technical education coursework includes instruction in introduction to the hospitality industry, culinary principles, introductory beverage management, old and new world wines, nutrition, menu marketing and management, food service sanitation certification, food service operations, hospitality customer service, purchasing and inventory control, controlling hospitality costs, hospitality human resources, hospitality supervision, club and special event management, a required capstone project in hospitality management, and a required culinary/hospitality work-based learning experience. Assessment of student learning objectives will be achieved through evaluation of the student's performance in both the capstone project and the work-based learning experience by program faculty and the worksite supervisor. The program will lead to the required ServSafe Food Service Sanitation Certification through the Illinois Department of Public Health (IDPH).

Accrediting Information: College of Lake County is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

Justification for Credit hours required: The proposed curriculum exceeds 60 credit hours by two (2) credit hours to include an internship course which comes heavily recommended by the Program Advisory Committee and helps to ensure students' employability.

Diversity, Equity & Inclusion Efforts: College of Lake County 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. Efforts include increased student mentoring for minority/underrepresented students, expanded marketing of academic support services such as tutoring and the student food pantry program. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI raining for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. College of Lake County faculty regularly engage in activities that promote inclusiveness towards achieving student success. The college's department of Institutional Effectiveness, Planning and Research provides academic departments with disaggregated data to assist in the monitoring and proactive response to issues of retention and completion. 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 culinary and hospitality management 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 hospitality management-related occupations is expected to increase statewide between 14.1- 37.1% through 2030. Locally, the college has the support of multiple local employers within the district who are currently in need for additional workers in hospitality management. The college currently offers related programs in Culinary Arts, Culinary Management, Baking & Pastry Arts, and Baking & Pastry Arts Management. The proposed degree will help address the gap in front of the house operations/management training.

Table 1: Employer Partners

Employer	Location
Mariano's	Gurnee, IL
Sunset Foods	Highland Park, IL
Jewel Osco	Grayslake, IL
Brae Loch Country Club	Grayslake, IL

Table 2: Projected Enrollments

Hospitality Mgt A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	20	25	30
Part-Time Enrollments:	10	10	10
Completions:	-	15	20

Financial / Budgetary Information: The program will require four (4) existing full-time and eight (8) new part-time faculty the first year. Qualified faculty will hold at least a Associates degree in Culinary Arts, Hospitality or closely related field, have at least five (5) years work experience, and one (1) year teaching experience is preferred. The program will utilize existing resources including facilities and equipment, shared with existing programs. 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 (program coordinator)	$3,600	$3,600	$3,600
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$3,600**	**$3,600**	**$3,600**

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	0	0	0	0	0
Existing Faculty	4	8	4	8	4	8

<u>Lake Land College</u>
Automotive Technician II Certificate (30 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as automotive technicians prepared to service and maintain vehicle heating and air conditioning systems, drive trains, axels, ignition, fuel systems, electrical systems, transmissions, and emissions.

Catalog Description: The 30-credit hour Automotive Technician II Certificate is an extension of the Automotive Technician I Certificate and additionally prepares students with more entry-level skills needed by technicians in the automotive industry. This curriculum focuses on vehicle heating and air conditioning systems, drive trains, axels, ignition, fuel systems, electrical systems, transmissions, and emissions. The curriculum is designed to prepare students for Automotive Service Excellence (ASE) certification. Instruction is provided by ASE-certified instructors in a shop/lab that is equipped with modern equipment.

Curricular Information: The curriculum requires 30 credit hours of career and technical education coursework. Career and technical coursework includes instruction in vehicle heating and air conditioning, manual drive trains and axels, automatic transmissions and transaxels, advanced electrical systems, ignition and fuel systems, vehicle emissions systems, safety procedures, intermediate, advanced automotive shop/lab, and elective coursework in welding, machining, or fluid power. Assessment of student learning will be achieved through evaluation of the student's performance during their automotive shop/lab courses by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: NA.

Accrediting Information: Lake Land College is accredited by the Higher Learning Commission. No additional specialty accreditation is required, however, the proposed curricula in addition to existing related curricula, have been developed according to ASE accreditation standards.

Diversity, Equity & Inclusion Efforts: Lake Land 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. Lake Land 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 Lake Land Early Advantage program. 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 practical learning experiences and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of automotive technicians.

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 "automotive technicians" is expected to increase by 24% statewide through 2030.

Table 1: Employer Partners

Employers	Location
Diepholz Auto Group of Paris, Inc.	Paris, IL
Owen Ford	Marshall, IL
Ben Tire Distributors/Neal Tire & Auto	Various locations in Mattoon, Paris, Charleston, IL
Scotty's Shop	Westfield, IL
Sullivan Service Center	Sullivan, IL
Northside Ford	Effingham, IL
Walmart Auto Center	Mattoon, IL
U-Save Automotive	Mattoon, IL
CarQuest, Inc.	Mattoon, IL
Rock's Advance Auto Care	Effingham, IL
Roy Schmidt Honda	Effingham, IL
Fiat/Chrysler	Sigel, IL
Pilson's Auto Center	Mattoon, IL
KC Summers	Mattoon, IL
Scribner Repair Center	Sullivan, IL
Darrin's Tire & Auto	Mattoon, IL
Mears Automotive	Mattoon, IL
Montgomery Auto Repair	Neoga, IL
Performance Auto Care	Stewardson, IL
Auto Tenico	Effingham, IL

Table 2: Projected Enrollments

Automotive Tech II Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	12
Part-Time Enrollments:	2	3	4
Completions:	7	13	16

Financial / Budgetary Information: Two (2) existing full-time faculty and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associates degree in Automotive Technology, hold the necessary ASE certifications to teach specific coursework leading towards ASE credentialing, at least five (5) years work experience, and one (1) year teaching experience is preferred. No new costs are projected to implement the proposed program. All existing resources will be utilized. This program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$0	$0	$0
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs	0	0	0
Other	0	0	0
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	0	0	0	0	0
Existing Faculty	2	2	2	2	2	2

Lake Land College
Surgical Technology A.A.S. degree (60 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 prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Using a variety of learning resources, students will acquire the knowledge base of aseptic technique and sterilization, surgical instrumentation and equipment, surgical procedures, and patient care skills. During the clinical portion of the program, students will complete a minimum of 120 cases of various surgical specialties in the first and second scrub roles while supervised by a clinical preceptor. Students from CAAHEP (Commission on Accreditation of Allied Health Education Programs)-accredited surgical technology and surgical assisting programs are eligible to take the National Board of Surgical Technology & Surgical Assisting (NBSTSA) exam.

Curricular Information: The curriculum requires 20 credit hours of required general education coursework, 26 credit hours of career and technical education coursework, and 14 credit hours in surgical technology clinical practice. This does not include one additional course (4 credit hours) of pre-admission general education coursework in biology. 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 three (3) 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: NA.

Accrediting Information: Lake Land 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: Lake Land 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. Lake Land 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 Lake Land Early Advantage program. 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
Sarah Bush Lincoln Hospital	Mattoon, IL
Hospital Sisters Health System (HSHS)	Effingham, IL

Table 2: Projected Enrollments

Surgical Technology A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	12	12	12
Part-Time Enrollments:	6	6	6
Completions:	0	12	12

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 Associates 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. New costs are associated with faculty, administration, instructional supplies, and accreditation of the program. This program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$20,000	$20,000	$20,000
Administrator Costs	$40,000	$40,000	$40,000
Other Personnel Costs (lab assts.)	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	$10,000	$5,000	$5,000

Facility Costs	0	0	0
Other (Accreditation fees)	$10,000	0	0
TOTAL NEW COSTS	**$80,000**	**$65,000**	**$65,000**

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	1	0	0	0	0
Existing Faculty	0	0	1	1	1	1

Lewis & Clark Community College
Human Services A.A.S. (60 credit hours)
Human Services Generalist Certificate (33 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in social services settings working with individuals who have or programs that serve people with human and social service needs.

Catalog Description: Human Services A.A.S. – The Human Services degree prepares students in gaining the knowledge, skills, and field experiences necessary in order to support people in meeting their emotional and physical needs, as they cope with life change and stressors. Students of the program are prepared to work with a broad range of people in the areas of intellectual and developmental disabilities, addictions and recovery, housing and food insecurity, domestic violence, family and youth services, elder care, community advocacy, and mental health. In addition to completing general education courses, students complete courses that help them understand the scope of the human services field, ethical principles, the diverse make-up and needs of those seeking services, and theories of human growth and change. This coursework is then combined with curriculum that builds students' skills and confidence in clinical assessment, interviewing, and intervention. Before earning their degrees, students complete two semesters of fieldwork in area human service agencies, which results in them seeing firsthand what it means to be a human service professional. The curriculum is designed not only to prepare students for employment after graduation, but also can be completed by those students intending to transfer to four-year colleges and universities, who have an interest in social work, psychology, counseling, or sociology.

Catalog Description: Human Services Generalist Certificate – The Human Services Generalist Certificate prepares students in gaining the knowledge, skills, and field experiences necessary in order to support people in meeting their emotional and physical needs, as they cope with life change and stressors. Students of the program are prepared to work with a broad range of people in the areas of intellectual and developmental disabilities, addictions and recovery, housing and food insecurity, domestic violence, family and youth services, elder care, community advocacy, and mental health. This certificate is designed for students who wish to work in the human services field, but do not intend to complete the AAS Degree in Human Services. It is also designed for students who already hold associate or bachelor's degrees and now wish to gain the knowledge and skills needed in order to more confidently begin a career in human services.

Curricular Information: Human Services A.A.S. - The curriculum includes 18 credit hours of required general education coursework and 42 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory human services, human development, health and personal growth, mental health first aid, crisis intervention, counseling for life change and loss, substance abuse counseling, understanding human diversity, ethical practice, clinical skills, specialized coursework that focuses on one of following areas: substance abuse and group counseling, psychology, sociology, corrections, child development or educational psychology, and two (2) required work-based learning field work courses.

Human Services Generalist Certificate – The certificate curriculum includes a 33 credit hour subset of coursework from the A.A.S. degree. The certificate requires one (1) work-based learning field work course.

Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance in a required field work course(s) by program faculty and worksite supervisor.

Accrediting Information: Lewis & Clark Community College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Justification for Credit hours required: The Human Services Generalist Certificate exceeds 30 credit hours by one three (3) credit hour course to include the work-based learning field work course. Program Advisory Committee member believed including exposure to real-world clinical practice environments is critical for students to feel comfortable in and develop their skills in human and social service counseling.

Diversity, Equity & Inclusion Efforts: Lewis & Clark 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. Efforts include improving promotion of the Student Success Center, utilizing Bridge to College grant funds to assist underrepresented groups entering college, utilizing the newly established Faculty/Staff to Student Mentor program, and specific to the proposed program building relationships with local fire districts to promote the program. Further the college employs "intrusive advising", whereas faculty members update advisors on students' progress at the 25% and 50% marks in the course. Students having difficulty are then contacted by the advisors and assisted in finding resources to support their success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, 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 human services 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 for "social and human services assistants" is expected to increase around 11.7% statewide through 2030. Further, the proposed Generalist Certificate and A.A.S. degree will provide an educational ladder opportunity for the college's recently approved Clinical Assistant Certificate, which is aimed at preparing existing paraprofessional aides to enter the human and social services field.

Table 1: Employer Partners

Employer	Location
Madison County Mental Health Board	Edwardsville, IL
Centerstone	Alton, IL
Chestnut Health System	Maryville, IL
Macoupin County Public Health Board	Carlinville, IL
Wm. M. BeDell Achievement & Resource Center	Wood River, IL
Riverbend Head Start	Alton, IL

Table 2: Projected Enrollments

Human Services A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	20
Part-Time Enrollments:	8	18	25
Completions:	-	6	15

Human Services Generalist Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	3	5	6
Part-Time Enrollments:	2	4	5
Completions:	-	4	6

Financial / Budgetary Information: The program will require three (3) existing full-time faculty and three (3) existing part-time faculty the first year. Qualified faculty will hold at least a Masters degree in Adult Clinical Psychology, Psychological Counseling or closely related field, have at least two (2) years work experience, and at least five (5) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$5,000	$5,000	$60,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (marketing materials)	$200	$200	-
TOTAL NEW COSTS	**$5,200**	**$5,200**	**$60,000**

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	1	1	1
Existing Faculty	3	3	3	3	3	4

Prairie State College
Paramedicine A.A.S. degree (60 credit hours)
Paramedicine Certificate (31 credit hours)

Program Purpose: The programs will prepare individuals for entry-level employment and advancement opportunities as Emergency Medical Technician-Paramedics in a variety of healthcare settings.

Catalog Description: Paramedicine A.A.S. degree – The Emergency Medical Technician (EMT)-Paramedicine degree program prepares individuals to become an entry-level paramedic in the State of Illinois. Successful completion of the program will prepare individuals for credentialing as an EMT-P and can broaden the student's marketability as well as provide a solid basis for continued professional learning. This program is a collaborative effort between Prairie State College and the Region VII EMS system Resource Hospitals.

Catalog Description: Paramedicine Certificate– The Emergency Medical Technician (EMT)-Paramedicine Certificate program will prepare individuals for entry-level as EMT-Paramedics in fire departments and protection districts and private ambulance companies. Students will receive training in the assessment, treatment, and transportation of victims, including hands on experiences using human patient simulators, trainers, and other relevant equipment. This program is a collaborative effort between Prairie State College and the Region VII EMS system Resource Hospitals.

Curricular Information: Paramedicine A.A.S. degree – This program requires 16 credit hours of general education coursework and 44 credit hours of career and technical education coursework. The Career and technical component includes instruction in Basic Emergency Medical Technician, medical terminology, professional ethics, EMS foundations, EMS respiratory procedures, EMS cardiovascular procedures, medical emergencies, trauma, obstetrics and pediatrics procedures, and a required work-based learning experience in emergency medical services.

Curricular Information: Paramedicine Certificate –The certificate program requires a 31 credit hour subset of career and technical coursework in paramedicine including the required work-based learning experience.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance during their work-based learning experiences. Completion of either program will prepare graduates for the National Registry of Emergency Medical Technicians (NREMT) Paramedic exam. Passage of the NREMT exam is required for licensure through the Illinois Department of Public Health (IDPH).

Accrediting Information: Prairie State College is accredited by the Higher Learning Commission. The curriculum was developed according to program standards developed by the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP).

Justification for Credit hours required: The Certificate curriculum exceeds 30 credit hours to include the required clinical hours and work-based learning activities required for the national credentialing required for state licensure. This includes completion of the four (4) credit hour work-based learning experience.

Diversity, Equity & Inclusion Efforts: Prairie State College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. As a designated Minority Serving Institution diversity and equity strategies are an integral part of PSC's long-term planning and daily operational efforts. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include reaching out to students and community members through both traditional and non-traditional recruitment efforts and providing intrusive academic and student support services. The college provides a range of student support services tailored to the needs of diverse student populations including peer and faculty mentorship programs, financial support services, mental health and counseling, food and accommodation insecurity support services, and responsive feedback efforts to keep students engaged with their support needs. The college continues its efforts to hire and retain a diverse faculty, staff, 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 paramedic professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in formalized educational credential programs in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "emergency medical technicians" is expected to increase by 12.7% statewide through 2030.

Table 1: Employer Partners

Employers	Location
Ingalls Memorial Hospital	Harvey, IL
Chicago Heights Fire Department	Chicago Heights, IL
Matteson Fire Department	Matteson, IL
Park Forest Fire Department	Park Forest, IL
Calumet Fire Department	Calumet City, IL
Metro Paramedic Services, Inc.	Elmhurst, IL

Table 2: Projected Enrollments

Paramedicine A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	10	10	10
Completions:	8	12	15

Paramedic Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	52	52	52
Part-Time Enrollments:	0	0	0
Completions:	46	46	46

Financial / Budgetary Information: Four (4) new and eight (8) existing part-time faculty will be necessary to implement the program, with one (1) new full-time faculty being added in year two. Qualified faculty will hold at least an Associates degree in Paramedicine, current national credentialing and licensure in the State of Illinois, at least five (5) years of work experience, and two (2) years teaching experience preferred. All facilities are adequately in place. Costs associated with implementation relate to hiring qualified faculty and equipment required for program accreditation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$90,000	$90,000	$90,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	$10,000	$10,000	$10,000
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$100,000**	**$100,000**	**$100,000**

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	4	1	0	0	0
Existing Faculty	0	8	0	12	1	12

UNAPPROVED

Agenda
459th Meeting of the
Illinois Community College Board

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

March 22, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 22, 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, Craig Bradley, George Evans, Teresa Garate, Marlon McClinton, Sylvia Jenkins, Larry Peterson, and Wes Eggert, Student Board member were present. Nick Kachiroubas was absent. An-Me Chung was not present during the time of roll call. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair
Chair Lopez welcomed everyone to the March 22nd Board meeting. Chair Lopez stated it was great to have an opportunity to have dinner at the Thrive Restaurant on JJC's City Center Campus. The facility is amazing, and it's much appreciated that the college was able to host the Board. The decision to host the ICCB Board meeting at JJC this year came out of a campus visit last year, during Community College month, where staff and some board members were able to tour their world-class culinary facility.

In honor of Women's History Month during the month of March, Chair Lopez recognized and acknowledge the extraordinary women who form an integral part of the Illinois Community College Board and the Illinois Community College System. Their unwavering dedication to the mission of community colleges in the state contributes immensely to the vibrancy and success of the educational institutions. Their diverse perspectives, innovative ideas, and compassionate leadership enrich our campuses and create inclusive environments where everyone can thrive. Chair Lopez thanked these women for their remarkable contributions, today and every day. Chair Lopez also took this opportunity to thank and acknowledge specifically the Board's Vice-Chair, Dr. Teresa Garate, for her recent submission of an Op Ed to several media outlets across the state, celebrating Women's History Month and the role that community colleges play in helping women enter nontraditional careers.

Chair Lopez then recognized Board member Craig Bradley who has been in the news recently, where he talked with students in the Vienna School District about the upcoming solar eclipse. Among other things, he put on an interactive session about why eclipses occur. Congratulations for such great community service. The following is the link: https://www.wpsdlocal6.com/news/astronomy-instructor-uses-solar-eclipse-to-promote-student-learning/article_92c9de0a-e300-11ee-b0b0-1b828849a1ec.html

Chair Lopez went on to also recognize Board member Sylvia Jenkin's who's namesake library, the Moraine Valley Community College's Dr. Sylvia Jenkins Library, is one of only 56 academic libraries in the country to be named a recipient of the inaugural Library Excellence in Access and Diversity (LEAD) Award. The award was given by Insight Into Diversity magazine, the largest and oldest diversity and inclusion publication in higher education. The LEAD Award honors academic libraries for providing programs and initiatives that encourage and support diversity, equity, and inclusion (DEI) on their campus. The following is the link: https://www.morainevalley.edu/news-story/moraine-valleys-library-wins-inaugural-library-excellence-in-access-and-diversity-award/

Chair Lopez went on to state that this is an opportunity for ICCB as an agency to take a closer look at the Placement Policy. This policy, which provides for the use of multiple measures for placement and has been instrumental, along with transitional instruction, in helping bring down remedial rates, is due for a refresh. Given the change to the state assessment at the K-12 level, this is the perfect time to take another look at that placement policy, alongside the study that we are finishing up here on SAT scores and student success.

Chair Lopez concluded his comments by introducing the 10th President of JJC Dr. Namuo. Dr. Namuo assumed the position in July of 2022. Previously he served in Arizona and hails originally from Hawaii. Chair Lopez stated he serves on the Higher Education Futures Table—Dual Credit Working Group with Dr. Namuo.

Item #2.1 - April 2024 Community College Month Resolution

April is community college month. 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. Board member Teresa Garate read the following proclamation recognizing April 2024 as Illinois Community College Month:

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 in 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.

<p style="text-align:center">***********</p>

<p style="text-align:center">Board member An-Me Chung arrived at the meeting at 9:42 a.m.</p>

<p style="text-align:center">***********</p>

Item #2.2 - Welcoming Remarks, President Clyne Namuo, Joliet Junior College
President Clyne Namuo began by welcoming the Board to Joliet Junior College. He mentioned, he is serving as the 10th president of Joliet Junior College. President Namuo went on to say that Joliet Junior College was the nation's very first community college and is certainly a point of pride. This college started the nationwide phenomenon in Illinois in 1901 that is now educational institution to 10 million students nationally at over 1000 institutions. Some of the most prominent people in this room and across our nation started in community colleges. Over the past 10 years, the state's decisions in the face of unprecedented fiscal constraint and financial reduction to financial resources, the great state of Illinois made a commitment to community colleges, unlike many other states across the country. Ten years later, the state is seeing the fruits of those investments. You're seeing the seeds planted 10 years ago. In economies around the state getting stronger lives having been changed, having generational impacts, strengthening the economies, rural and urban across the state of Illinois, changing the trajectory of lives and generations to follow. Therefore, President Namuo acknowledged the power that ICCB takes resources from the state and allocate them to support community colleges. The state of Illinois values community colleges where in some cases other states do not. Joliet Junior College is committed to ensure that we create and maintain inclusive space and that is at the core of our mission. On behalf of the JJC colleagues and on behalf of Joliet Junior College, the nation's very first college, President Namuo thanked ICCB staff and Board members for supporting what community colleges do.

Item #3 - Board Member Comments
The Board Retreat will be held on a date in August from 10:00 a.m. to 2:30 p.m. in Bloomington. Topics interested in discussing are AI, Civil engagement, highlight of ICCB role, understanding of different education Boards, and food shortage discussion.

Item #3.1 - Illinois Board of Higher Education Report
Dr. Sylvia Jenkins reported the meeting was held on Wednesday, March 13 at Monmouth College, Monmouth Illinois Vandalia CUSD #203 District Office and Bilandic Building in Chicago, and also through Telephone and Videoconference. There was a panel discussion regarding Strengthening Rural Communities through Higher Education with Chris Merrett, Dean for Innovation and Economic Development and Director, Illinois Institution for Rural Affairs, Western Illinois University, Tamara Laprad, Associate Professor and Co-chair of Educational Studies, Monmouth College on the Rural Education Initiatives (REDI), and Mark Willhardt, Vice President for Academic Affairs and Dean of the Faculty, Monmouth College on the Order of St. Francis HealthCare Partnership in attendance. The Board also heard a presentation from the Student Advisory Committee, Samiha Syed, SAC Chair and Senior, Benedictine University. The next meeting will be on June 26th at the IBHE Offices in Springfield and the Bilandic Building in Chicago.

Item #4 – Executive Director Report

Executive Director Brian Durham began by stating the agency is exploring conducting food drive in the fall to promote across the system, which will be tied to the marketing collaborative. He went on to state that February was career and technical education month. The ICCB would like to publicly thank Southwestern IL College, Kaskaskia College, Prairie State College, and Malcolm X College for hosting the ICCB on their campuses and appreciate all the Board members that were able to make those meetings. Dr. Durham also went to John A. Logan College to meet with their executive team and do a tour. He also went to a ribbon cutting at Heartland Community College with the Governor and several folks to visit their new automotive AG facility. Visiting these campuses is a good reminder of the premier role that community colleges play in education of so many citizens which should be highlighted and shared across the State. Some other community college highlights include Heartland Community College winning their baseball World Series, an alumni from Lincoln Land Community College took home an Oscar for Best Animated Short Film, Rock Valley Community College's men's and women's bowling team won the NJCAA National Championship for the third straight year, and Elgin Community College has a culinary alum that is competing in foxes, Next Level chef.

Dr. Durham concluded by announcing that after 27 months, the Board of Higher Ed released their public university funding commission report that essentially looks at development of a funding formula for the university system. The universities are funded by line item, historically, which means they get X amount of dollars, and they asked for whatever percent increase they want. There is not a real system based on enrollment or equity metrics. There is a lot of conversations about the community colleges formulas. Community colleges have many formulas in place, which the universities do not. Over the next couple of months, the ICCB staff would like to work on putting together a strategy on looking at our own funding system in Illinois and bring that to the Board in June for their support. It would bring together equalization base operating, competency-based education, dual credit, and non-credit. There has also been a white paper commissioned that is synthesizing the results of those previous studies so there is some background information to work with.

Item #5 - Advisory Organizations

Item #5.1 - Student Advisory Council

The Student Advisory Committee is working to finalize plans for Student Advocacy Week April 12-18, 2024. During this week, students across the system were invited to raise their voices to advocate for state appropriations, legislation, and other supports needed to ensure community college student success. The week will culminate with the return of in-person Lobby Day on Thursday, April 18, 2024 beginning at 9AM in the ICCB Building in Springfield, Illinois.

The next Student Advisory Committee meeting is scheduled for Tuesday, March 26, 2024 at 10 AM at Sauk Valley Community College. At this meeting, the students will approve the advocacy plan, a resolution, and appoint the next ICCB Student Member. This will be the last SAC meeting for this group of student trustees, and a new group will be onboarded during the summer months. This year, the committee has continued to explore ways in which community colleges are working to make college more affordable. Topics like the use and expansion of Open Access Course Materials, funding models, and tuition increases, and financial aid have been explored by the committee, and each member has engaged their individual college administration to address this critical issue.

Item #5.2 – Illinois Community College Trustees Association

Mr. Jim Reed stated he provided updates during their meetings on March 7th and 8th. The group heard updates from each committee, Nominating Committee, Finance Committee, Diversity Committee, Government Relations and Public Policy Committee, Executive Committee, and Awards Committee.

During the roundtable, the Trustees had a list of topics for discussion such as, Board relationships with college foundations, process of choosing for a vacated board seat, ideas for trustee attendance incentives for trustees who rarely come to state meetings, cybersecurity and examples of what works and what has not and how some colleges dealt with the compromises and breaches, dual credit and making it a better return on investment for community colleges; ideas others are using, Competency Based Education and onboarding staff in a resistant climate of teachers, identify issues for community colleges within the next five years, tuition and fee increases, trustee involvement in lobbying efforts (best practices; any formal process or approach), and trustees as ambassadors of their college (best practices; any formal process or approach).

The Lobby day events will be held in Springfield on May 1st and 2nd.

Item #5.3 - Illinois Community College Faculty Association
Dr. Julia DiLiberti reported on the ability to mobilize ICCFA in concert with the work done by Heartland Community College for a response to the Dual Credit bill that was pulled. The ICCFA is against the bill in its current form and has some serious reservations about it.

The ICCFA would like to get listening sessions set up between ICCFA and other advisory boards. The Association is planning on starting a series of faculty web sessions and are working to find some ways to get/gain/offer mental health support for faculty.

The ICCFA representative for the ICCB Board member should come from the ICCFA board carry back ideas, concerns, etc. from the association.

The ICCFA Vice President, and future President, Mary Rojas-Carlson discussed the Save the Date cards the ICCFA have for the 2024 conference. The Association have also begun efforts at social media outreach as well.

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At this time, the Board took a break at 10:48 a.m. and returned at 11:00 a.m.

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Item #6 - Committee Reports

Item #6.1 - Academic, Workforce, and Student Support
The committee met on the morning of March 22nd at 8:00a with Marlon McClinton, Maureen Banks, Craig Bradley, Wes Eggert, and Nick Kachiroubas in attendance. The committee discussed the following: Illinois High School Equivalency 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; Program Advisory Committee Update; and Item #6.2a-Across Agency Partnership Summary report being provided during the meeting.

Item #6.1a - IL 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 provided an oral presentation of these partnerships and will continue to give presentations over the next few meetings. The purpose of these brief presentations 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.

Item #6.1b - 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. 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.

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

> 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.

The motion was approved via unanimous voice vote.

Item #6.2 - Finance, Budgeting, Accountability and External Affairs
The committee met on the morning of March 22nd at 8:00a with Larry Peterson, Sylvia Jenkins, and Mara Botman in attendance. The following items were discussed: Community College Month (April); Governor's Fiscal Year 2025 Budget Recommendations; Spring 2024 Legislative Update; Spring 2024 Illinois Community College Opening Enrollment Report; and ICCB Employee Guidebook Revisions.

Item #6.2a - Spring 2024 Legislative Session Presentation and Update 103rd General Assembly
The 103rd General Assembly is currently in session. 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. ICCB staff provided an oral presentation on significant higher education legislation at the Board meeting. A written report was also provided.

Item #6.2b - Spring 2024 IL 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. A brief presentation was given to the Board during the meeting.

Item #7 - 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 brief presentation on this information was given to the Board during the meeting.

Item #8 - New Units

Item #8.1 - *Permanent Approval:* Lincoln Land Community College, McHenry County College Oakton College, Southwestern Illinois College

Craig Bradley made a motion, which was seconded by Maureen Banks, to approve the following item:

The Illinois Community College Board hereby approves the following permanent 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)

The motion was approved via unanimous voice vote.

Item #8.2 - *Temporary Approval: Kankakee Community College*

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

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

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

The motion was approved via unanimous voice vote.

Item #9 - Adoption of Minutes

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

Item #9.1 - Minutes of the February 2, 2024 Board Meeting
The Illinois Community College Board hereby approves the Board minutes of the February 2, 2024, meeting as recorded.

Item #9.2 - Minutes of the February 2, 2024 Executive Session
The Illinois Community College Board hereby approves the Executive Session minutes of the February 2, 2024 meeting as recorded.

The motion was approved via unanimous voice vote.

Item #10 - Consent Agenda

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

Item #10.1 - Changes to the Employee Guidebook
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.

Item #10.2 - Changes to the Illinois Community College Board Program Advisory Committee
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

Item #10.3 - Saluki Step Ahead Agreement
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.

The motion was approved via unanimous voice vote.

Item #11 - Information Items
There was no discussion.

Item #11.1 - Fiscal Year 2024 Financial Statements

Item #11.2 - FY23 Adult Education and Literacy Report to the Governor and General Assembly

Item #11.3 - Illinois' WIOA State Plan Under the Workforce Innovation and Opportunity Act (WIOA)

Item #11.4 - Spring 2024 Illinois Community College Opening Enrollment Report

Item #11.5 - Contract Negotiations for IDOC CTE programs

Item #11.6 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #12 - Other Business
There was no other business.

Item #13 - Public Comment
There was no public comment.

Item #14 - Executive Session
Mara Botman 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 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.

A voice vote was taken with the following results:

Maureen Banks	Yea	An-Me Chung	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
George Evans	Yea	Marlon McClinton	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Wes Eggert	Yea
		Lazaro Lopez	Yea

The motion was approved. The Board entered executive session at 12:31 p.m.

* * * * * * * * *

Mara Botman made a motion, which was seconded by Maureen Banks, to reconvene Public Session at 12:41 p.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	An-Me Chung	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
George Evans	Yea	Marlon McClinton	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Wes Eggert	Yea
		Lazaro Lopez	Yea

The motion was approved.

Item #15 - Executive Session Recommendations
There were no recommendations.

Item #16 - Approval of Confidentiality of Executive Session Minutes
Mara Botman made a motion, which was seconded by George Evans, to approve the following motion:

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.

The motion was approved via unanimous voice vote.

Item #17 - Adjournment
Craig Bradley made a motion, which was seconded by Maureen Banks, to adjourn the Board meeting at 12:42 p.m.

The motion was approved via unanimous voice vote.

Illinois Community College Board

CALENDAR YEAR 2025 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2025:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2025 Board Meeting Dates and Locations listed below:

Calendar Year 2025 Board Meeting Dates and Locations

January 31
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 21
9:30 a.m. – Carl Sandburg College, Galesburg

June 6
9:30 a.m. – Marriott Convention Center - Bloomington/Normal – ICCTA Convention

July
Subject to Call

August
Board Retreat – TBD

September 26
9:30 a.m. – Kaskaskia College, Centralia

December 5
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Illinois Community College Board

AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2025.

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and data sharing agreements with the Illinois Department of Employment Security or the Illinois Student Assistance Commission.

Since several of the fiscal year 2024 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2025 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2023 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over $20,000 to be approved by the Board. Contracts under $20,000 require the Executive Director to notify the Board Chair before execution, and those under $5,000 require no Board approval or notification. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2025 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	$618,586	7/01/24 – 6/30/25	Rental of Office Space (+4th Flr)
GED/GRF	Turn-Key Solutions International, Inc.	$239,767	7/01/24 – 6/30/25	*Sole Source Provider:* High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	$26,640	7/01/24 – 6/30/25	*Sole Source Provider*: Data submission to feds
GRF/Allocated	Sorling Northrup	$30,000	7/01/24 – 6/30/25	*Sole Source Provider:* ICCB Legal Services
339-Contracts & Grants	Mursion	$35,000	1/10/25 – 1/10/26	*Sole Source Provider:* Access to Mursion Software: immersive virtual reality training
EDP	Executive Information Systems	$23,872	7/01/24 – 6/30/25	*Master Contract:* SAS Server License
ILDS/SCTE/Fed Trust	TBD	$60,000	7/01/24 – 6/30/25	Communications Consultant
GRF	Crowe LLP	$40,000	DOE – 12/31/24	*Master Contract:* FY24 GAAP Package Preparation
GED/GRF	GED Testing Services, LLC.	$400,000	7/01/24 – 6/30/25	*Sole Source Provider:* ILSAVE Discount Program for GED Testing

* Amounts are estimated based on the Fiscal Year 2024 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

**APPOINTMENT OF NEW MEMBER TO ILLINOIS COMMUNITY COLLEGE BOARD
MIS/RESEARCH AND ILLINOIS LONGITUDINAL DATA SYSTEM ADVISORY
COMMITTEE DUE TO A VACANCY**

The Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. The Management Information System (MIS)/Research and Illinois Longitudinal Data System Committee is currently utilized by staff for insight and review of data and research activities. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make the below appointment due to a vacancy on the MIS/Research and Illinois Longitudinal Data System Advisory Committee.

Brittany Jackson Kairis, Associate Vice Chancellor, Decision Support, City Colleges of Chicago (2024)

BACKGROUND
The MIS/Research and Illinois Longitudinal Data System Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Research and Information Technology and Associate Deputy Director for Research and Analytics, reviews issues pertaining to research activities and data collection, and approves data protection agreements as necessary.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
July 1, 2023 - April 30, 2024

		FY 2024 Appropriation		Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*					
GENERAL REVENUE FUND					
GRANTS TO COLLEGES AND PROVIDERS		$ 135,374,800	$	109,006,575	80.5%
ADULT EDUCATION		35,582,100		35,468,509	99.7%
GED TESTING PROGRAM		1,148,000		1,067,726	93.0%
CAREER & TECH EDUCATION		18,972,900		18,585,197	98.0%
OFFICE ADMINISTRATION		3,071,900		2,117,583	68.9%
	TOTAL	**$ 194,149,700**	**$**	**166,245,589**	**85.6%**
EDUCATION ASSISTANCE FUND					
GRANTS TO COLLEGES AND PROVIDERS		$ 176,590,400	$	139,146,861	78.8%
	TOTAL	**$ 176,590,400**	**$**	**139,146,861**	**78.8%**
SPECIAL STATE FUNDS *					
CONTRACTS AND GRANTS FUND		$ 87,000,000	$	13,090,602	15.0%
GED TESTING FUND		100,000		57,738	57.7%
ICCB RESEARCH & TECHNOLOGY FUND		100,000		-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000		105,570,000	100.0%
	TOTAL	**$ 192,770,000**	**$**	**118,718,339**	**61.6%**
FEDERAL FUNDS*					
FEDERAL ADULT EDUCATION FUND		$ 28,179,800	$	13,918,630	49.4%
FEDERAL CAREER & TECH ED FUND		22,968,794		7,882,703	34.3%
FEDERAL CURES FUND		7,653,910		4,300,560	56.2%
ICCB FEDERAL TRUST FUND		525,000		198,255	37.8%
	TOTAL	**$ 59,327,504**	**$**	**26,300,148**	**44.3%**
	GRAND TOTAL, ALL FUNDS	**$ 622,837,604**	**$**	**450,410,937**	**72.3%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2023 - April 30, 2024

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 14,903,700	$ 14,903,700	100.0%
PATH Grants	25,000,000	18,749,947	75.0%
Bridge and Transition	9,224,336	9,040,400	98.0%
Workforce Equity Initiative	19,570,064	19,042,693	97.3%
East St. Louis Educational Center	1,457,900	135,044	9.3%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	650,000	306,216	47.1%
Small College	548,400	548,396	100.0%
Performance Grants	359,000	358,970	100.0%
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	3,350,000	83.8%
Transitional Math and English Development (TIME and DEV)	1,000,000	619,976	62.0%
SWIC Lindenwood Center	5,900,000	4,425,000	75.0%
Advanced Manufacturing & Electric Vehicles	10,000,000	9,961,104	99.6%
Rock Valley College - CTE Enrichment Program	500,000	500,000	100.0%
Rock Valley College - CTE Hospitality Program	500,000	500,000	100.0%
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	3,750,000	75.0%
Trade Schools	5,000,000	-	0.0%
Data Center Curriculum	1,000,000	-	0.0%
Digital Instruction for Adult Education	2,000,000	1,932,700	96.6%
Noncredit Workforce Program	5,150,000	2,665,940	51.8%
Dual Credit Grants	3,150,000	2,581,457	82.0%
Joliet Junior 12x12x12 Program	150,000	150,000	100.0%
City of Rockford Build Your Own Police Program	100,000	-	0.0%
English Language Services	750,000	493,234	65.8%
Innovative Recruitment & Training Program	768,000	768,000	100.0%
TOTAL	**$ 135,374,800**	**$ 109,006,575**	**80.5%**
OFFICE ADMINISTRATION	$ 3,071,900	$ 2,117,583	68.9%
TOTAL	**$ 3,071,900**	**$ 2,117,583**	**68.9%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,483,600	$ 23,483,600	100.0%
Adult Education Basic Admin	300,000	186,409	62.1%
Adult Education Performance Grants	11,798,500	11,798,500	100.0%
TOTAL	**$ 35,582,100**	**$ 35,468,509**	**99.68%**
GED TESTING PROGRAM	$ 1,148,000	$ 1,067,726	93.0%
TOTAL	**$ 1,148,000**	**$ 1,067,726**	**93.0%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	$ 500,000	$ 500,000	100.0%
CTE Administration	425,000	248,007	58.4%

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	30,204	35.6%
CTE Corrections				894,450	894,450	100.0%
	TOTAL	**$ 18,972,900**	**$ 18,585,197**	**98.0%**

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating		$ 96,592,800	$ 72,444,600	75.0%
Equalization		79,997,600	66,702,261	83.4%
	TOTAL	**$ 176,590,400**	**$ 139,146,861**	**78.8%**

	GRAND TOTAL	**$ 370,740,100**	**$ 305,392,450**	**82.4%**

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2023 - April 30, 2024

FEDERAL FUNDS*

	FY 2024 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,681,780	$ 3,731,960	$ 10,128,014	47.3%
Federal Basic Leadership	2,364,058	(600,000)	1,493,064	84.6%
EL Civics Grants	3,001,235	888,144	1,428,758	36.7%
	$ 23,047,073	$4,020,104.00	$ 13,049,836	48.2%
ADMINISTRATION				
Federal Basic	$ 1,071,623	$ (450,000)	$ 499,522	80.4%
EL Civics	157,960	18,040	122,808	69.8%
Leadership	315,000	-	246,463	78.2%
	$ 1,544,583	$ (431,960)	$ 868,793	78.1%
TOTAL	**$ 24,591,656**	**$ 3,588,144**	**$ 13,918,630**	**49.4%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,132,623	$ 1,439,577	$ 6,350,735	34.2%
Perkins Leadership	1,612,482	1,276,771	1,161,314	40.2%
Perkins Corrections	403,120	96,421	-	0.0%
Reserve	-		-	0.0%
	$ 19,148,225	$ 2,812,769	$ 7,512,049	34.2%
ADMINISTRATION				
CTE Federal	$ 1,007,800		$ 370,653	36.8%
TOTAL	**$ 20,156,025**	**$ 2,812,769**	**$ 7,882,703**	**34.3%**
ILLINOIS CURES FUND				
College Bridge Program	$ 7,653,910	$ -	$ 4,300,560	56.2%
TOTAL	**$ 7,653,910**	**$ -**	**$ 4,300,560**	**56.2%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 525,000	$ -	$ 198,255	37.8%
TOTAL	**$ 525,000**	**$ -**	**$ 198,255**	**37.8%**
GRAND TOTAL, FEDERAL FUNDS	**$ 52,926,591**	**$ 6,400,913**	**$ 26,300,148**	**44.3%**

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT

Special State Funds
July 1, 2023 - April 30, 2024

SPECIAL STATE FUNDS*

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		$ 424,753	
ILCCO		$ -	
CHSA Grant		-	
DHS Homelessness Prevention Grant		250,000	
Lumina Grant		-	
Tutoring Initiative		360,514	
ADMINISTRATION			
Apprenticeship		41,319	
Tutoring Initiative		14,590	
ILCCO		549	
	$ 10,000,000	$ 1,091,725	10.9%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	$ 27,000,000	$ 1,209,407	4.5%
Early Childhood	50,000,000	10,789,470	21.6%
	$ 77,000,000	$ 11,998,877	15.6%
TOTAL	$ 87,000,000	$ 13,090,602	15.0%
GED TESTING FUND*	$ 100,000	$ 57,738	57.7%
ICCB RESEARCH & TECHNOLOGY FUND*	$ 100,000	$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	$ 105,570,000	$ 105,570,000	100.0%
GRAND TOTAL, SPECIAL FUNDS	$ 192,770,000	$ 118,718,339	61.6%

* Expenditures from these funds cannot exceed receipts.

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 Executive Director since the last Board meeting:

Permanent Program Approval

Harper College
➢ Hospitality and Tourism Certificate (18 credit hours)

College of Lake County
➢ Recovery Support Specialist Certificate (12 credit hours)

Lake Land College
➢ Basic Automotive Technician Certificate (10.5 credit hours)
➢ Automotive Technician I Certificate (24 credit hours)

Lewis & Clark Community College
➢ Clinical Helping Skills Certificate (9 credit hours)

John A. Logan College
➢ Renewable Energy Certificate (28 credit hours)

Oakton College
➢ Essential Applications of AI Certificate (12 credit hours)

Rend Lake College
➢ Agricultural Automation Certificate (16 credit hours)
➢ Industrial Wiring Certificate (26 credit hours)

Rock Valley College
➢ Cybersecurity Technician Certificate (15 credit hours)
➢ Advanced Cybersecurity Technician Certificate (20 credit hours)

Southwestern Illinois College
➢ Court Security Academy Certificate (12 credit hours)

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

DUAL CREDIT
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 2023

February 2024

Compiled by ICCB
Nathan R. Wilson, Deputy Director for Research and Information Technology
Jay Brooks, Associate Deputy Director for Research and Analytics
Michelle Dufour, Director for Research and Analytics
Cecilia Elhaddad, Data Analyst
Mitchell Gaffney, Data Analyst
Jana Ferguson, Consultant, Data and Research Services

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INTRODUCTION

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. Dual credit instruction delivers a "win-win" arrangement for all parties: students gain access to challenging college-level coursework to make their junior and senior years of high school more productive; students can prove to others and themselves that they have the ability to succeed in college; college costs can be reduced for parents and students; time to degree at college can be shortened; and the enhanced high school and college faculty dialogue can contribute to a better alignment between secondary and postsecondary education. Consequently, as dual credit instruction has a positive impact on postsecondary completion, there is a growing emphasis among policy makers on the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education.

Highlights of Dual Credit in Fiscal Year 2023:

- In Illinois, during fiscal year 2023, a total of 82,602 individual (i.e., "unduplicated") high school students enrolled in one or more community college dual credit courses.
- One in five students (20.1 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 14,638 dual credit courses in fiscal year 2023, which was an increase of 8.1 percent from the previous year (N = 13,543).
- Overall, in fiscal year 2023, dual credit duplicated (seat count) enrollment (N = 163,283) increased 11.5 percent compared to one year ago (N = 146,391).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

Data for this report derive from the Illinois Community College Board's (ICCB) Centralized Data System and, specifically, the Annual Student Enrollment and Completion (A1) student-level submission (Appendix A Tables) and Annual Course Data (AC) student-level submission (Appendix B Tables) from Illinois community colleges. Information from the **A1 submission** is used in the report to describe the characteristics of high school students who enrolled in dual credit courses. A1 data are required for all students who are officially enrolled in a credit course at an Illinois community college any time during the specified fiscal year. A1 enrollments are **unduplicated** end-of-year counts. Duplicated enrollment and course data derive from ICCB **AC submissions**. AC enrollments are **duplicated,** meaning students are counted for each course they enroll in (e.g., a student enrolling in three dual credit courses is counted as three enrollments). The AC record submission includes dual credit identifier information that is used to generate dual credit course counts, enrollments, and average class sizes. For Illinois community colleges, student-level data is collected by ICCB for each fiscal year. A fiscal year represents student activity in a July 1 through June 30 academic year. Data for the graduation rate outcomes come from the Fall Enrollment (E1), A1 and Summer Graduate Reporting for the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GS) Data. Data for the advancement rate outcomes come from the A1, E1, GS and National Student Clearinghouse (NSC).

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DUAL CREDIT DEFINITION AND LEGISLATIVE BACKGROUND

Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual credit reflects strong and well established secondary-to-postsecondary articulation and alignment.

The Dual Credit Quality Act (Public Act 96-0194) was approved by the governor on August 10, 2009, with an effective date of January 1, 2010. The Act required the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. In 2018, the Dual Credit Quality Act was significantly amended outlining specific, required elements within dual credit partnership agreements and limiting out-of-state dual credit offerings. Although the general purpose of the Act remains the same, the Act gives school districts a greater ability to offer dual credit courses to students, as it requires a local community college to agree to offer such courses if a school district requests them. The law includes an "Illinois-first" clause that prohibits school districts from offering dual credit courses from out-of-state institutions without first asking an Illinois college if the same courses are offered there. The law helps to make college more affordable. The amended Dual Credit Quality Act (Public Act 100-1049) took effect January 1, 2019. Additionally, as part of the amended Dual Credit Quality Act and to advance dual credit in Illinois, ICCB and the Illinois State Board of Education (ISBE) established a committee and developed a Model Partnership Agreement (MPA) addressing the parameters of local school district-community college partnerships to offer dual credit (should the stakeholders not be able to reach agreement). The Agreement guides local partnerships between school districts and community colleges necessary for the successful implementation of quality dual credit courses and related student supports.

The instructors for dual credit courses shall be selected, employed, and evaluated by the postsecondary institution. Qualified instructors must hold the appropriate credentials and demonstrate teaching competencies. The ICCB Administrative Rules [Section 1501.507 (11)] outlines these minimally acceptable standards. Dual credit instructors must be able to participate in all activities available to adjunct faculty [(110 ILCS 27/) Dual Credit Quality Act]. ICCB, ISBE, and IBHE also collaborated to create a new endorsement for nine dual credit disciplines. A Dual Credit Endorsement, as designated by the amended Dual Credit Quality Act, is an endorsement valid for educators in grades 11-12 to be placed on the Professional Educator License (PEL) at the request of an instructor who meets the appropriate credential standards.

The Dual Credit Quality Act was amended via Public Act 102-0516 on August 20, 2021, to require that within one year after the effective date (August 20, 2021), each community college district in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities. The agreement shall provide that a student has access to the supplementary aids and accommodations included in the student's Individualized Education Program (IEP) while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school, and a student who accesses a dual credit course on a community college campus has access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

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The amended Dual Credit Quality Act (Public Act 102-0516) further stipulated that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and noncredit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

Also taking effect on January 1, 2019, Public Act 100-0792 amended the Illinois School Code by prohibiting a school board from capping the number of courses or credits a student can earn via dual credit if the courses are taught by an Illinois Instructor. Effective on January 1, 2022, Public Act 102-0209 amended the accelerated placement language of the School Code. It states that for a student entering grade 12, the next most rigorous level of advanced coursework in English or mathematics shall be a dual credit course as defined in the Dual Credit Quality Act, an Advanced Placement course as defined in the College and Career Success for All Students Act, or an International Baccalaureate course. Under the current accelerated placement statute, no later than the beginning of the 2023-2024 school year, a school district's accelerated placement policy must allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered.

Similarly, Public Act 101-0654 (known as the Education and Workforce Equity Act) requires by no later than the beginning of the 2023-2024 school year that each school district's accelerated placement policy include provisions for automatic enrollment, in the following school term, of a high school student into the next most rigorous level of advanced coursework. The next most rigorous level may include early college programs (dual credit, advanced placement, and international baccalaureate). The intent with the automatic enrollment approach is to allow even more equitable access and opportunity, regardless of student background, for advanced coursework including early college courses like dual credit.

Finally, Public Act 102-1077, signed by the governor on June 10, 2022, amends the state's Dual Credit Quality Act to provide that a partnership agreement between a community college and a school district shall allow high school students who may not meet the community college's academic eligibility requirements to enroll in dual credit courses taught at the high school to receive high school credits. High schools are required to establish procedures to notify students enrolled in dual credit courses if they are eligible for both college and high school credits or just a high school credit.

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On the national level, the growth of dual credit has prompted the National Center for Education Statistics (NCES) to adjust the Integrated Postsecondary Education Data System (IPEDS) collection beginning with the 2023-24 cycle. The new collection approach will allow NCES to provide information on dual credit and dual enrollment activity disaggregated by race/ethnicity and gender. NCES has indicated this new collection methodology will allow dually enrolled students to be distinguished from other students who are classified as non-degree/non-certificate students and provide a more comprehensive picture of the dual credit landscape across the country. NCES further justifies this adjustment by citing the growth in dually enrolled students and the potential implications for future college enrollment and credential/degree attainment as primary drivers for this adjustment. The information contained within this report for the Illinois Community College System is focused exclusively on dual credit activity where the students earn both high school and college credit and does not include activity that is dual enrollment where only college credit is earned. ICCB does have a longstanding collection of dually enrolled students within its Centralized Data System and is positioned well to submit the data on behalf of Illinois community colleges for NCES IPEDS reporting.

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 82,602 high school students enrolled in dual credit courses during fiscal year 2023. Currently, **all** Illinois community colleges offer dual credit courses. **Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2019 through 2023. Annual dual credit enrollments increased 9.4 percent compared to the previous year (N = 75,507) and 28.9 percent compared

Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2023.

to five years ago (N = 64,106). Among Illinois' 48 colleges, 24 colleges reported more than 1,000 dual credit enrollments in fiscal year 2023. College of DuPage reported the most dual credit enrollments (N = 7,391), followed by Harper College (N = 5,300), and Joliet Junior College (N = 5,057) (Appendix Table A-1).

High school students enrolled in dual credit courses comprised **20.1 percent of all credit enrollment** (N = 411,217) at Illinois community colleges in fiscal year 2023. Dual credit students comprised more than twenty percent of all credit enrollments in twenty-five Illinois community colleges, more than ten percent in 43 colleges, and fewer than five percent in one college. South Suburban College reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2023 (46.4 percent), followed by Kaskaskia College (45.8 percent) and Highland Community College (36.6 percent) (Appendix Table A-2).

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Table 1
Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges
Fiscal Years 2019-2023

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Headcount	64,106	69,299	66,788	75,507	82,602
% Change	8.6%	8.1%	-3.6%	13.1%	9.4%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

Table 2 shows that females constitute a slight majority (51.4 percent) of high school students enrolled in community college courses in fiscal year 2023 (Appendix Table A-3). Gender classifications are aligned with U.S. Department of Education collection and reporting standards.

Table 2
Dual Credit Enrollment by Gender in Fiscal Year 2023

Gender	Number	Percent
Male	39,285	47.6%
Female	42,433	51.4%
Unknown or Another Gender	884	1.1%
Total	82,602	100.0%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Figure 1 depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2023. Nearly six out of ten dual credit students were White (56.3 percent). Latino dual credit students accounted for 19.3 percent and African American students for 9.3 percent in fiscal year 2023. Students identifying themselves as Asian (5.8 percent), Two or More Races (3.2 percent), Native American (0.5 percent), Pacific Islander (0.2 percent), and U.S. Nonresident (0.1 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2023. Out of 198,172 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2023, 16.0 percent of students were enrolled in dual credit courses (N = 31,743). In comparison, out of 195,456 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2023, 23.8 percent of students were enrolled in dual credit courses (N = 46,484).

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Figure 1
Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2023
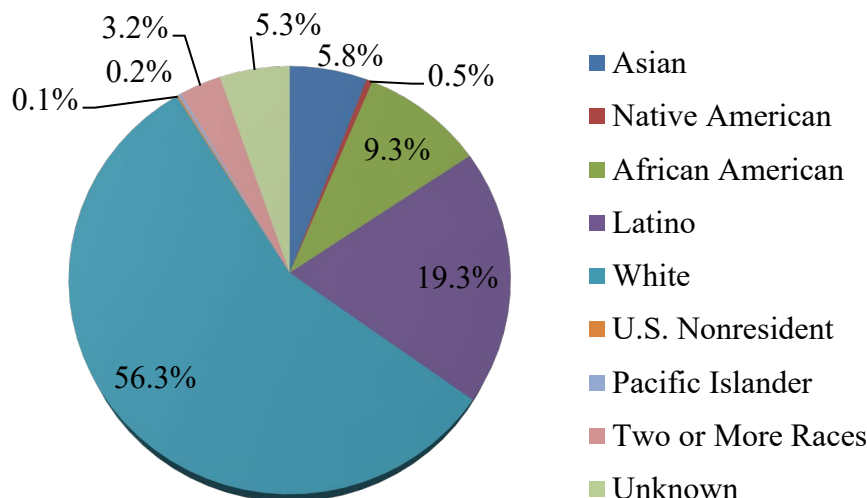
SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Figure 2 displays dual credit enrollment by number of enrolled credit hours in fiscal year 2023. Of the 82,602 high school students that enrolled in dual credit coursework in fiscal year 2023, four out of ten students (40.6 percent) enrolled in college-level coursework of fewer than four credit hours, nearly one out of three students (31.9 percent) enrolled in between four and fewer than seven credit hours, nearly one out of five students (19.0 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of twelve students (8.5 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2023 (Appendix Table A-5).

Figure 2
Dual Credit Headcount Enrollment by Number of Enrolled Hours
Fiscal Year 2023
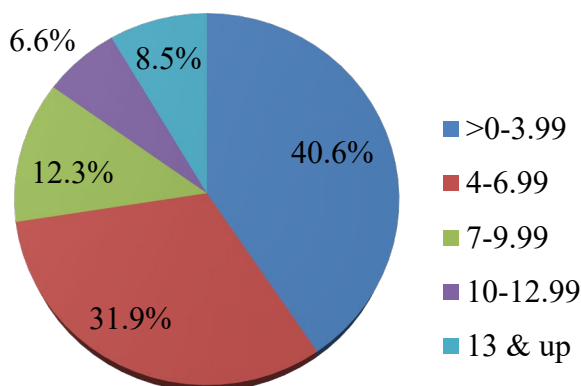
SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

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GEOGRAPHIC REGION

Figure 3 compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 44,172) had the most dual credit students in fiscal year 2023 followed by the geographic regions of Central (N = 18,008), South (N = 14,724), and Chicago (N = 5,698). From fiscal year 2019 to 2023, the largest increase in dual credit occurred in North (+56.6 percent), followed by Chicago (+36.1 percent), and Central (+7.0 percent), while South experienced a decrease in dual credit enrollment (-1.1 percent). The list of colleges in each geographic region is provided in Appendix C.

Figure 3
Dual Credit Enrollment by Geographic Region in Fiscal Years 2019-2023

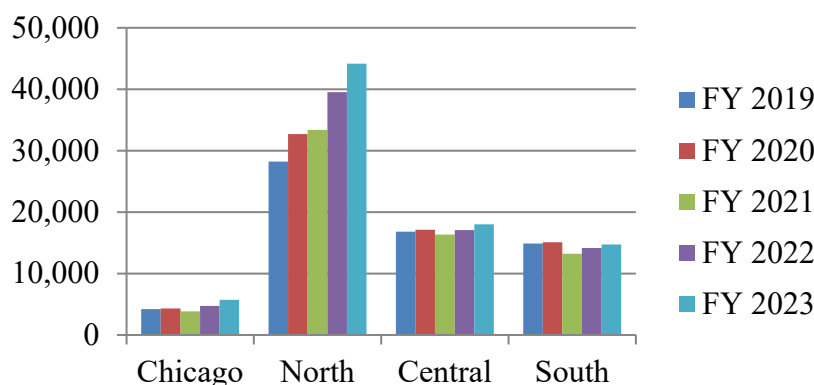**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS).

OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 14,638 dual credit courses (duplicated) in fiscal year 2023, which was an increase of 8.1 percent from the previous year (N = 13,543). Dual credit courses accounted for 11.3 percent of all credit courses (N = 130,078) and 13.2 percent of all Transfer or Career and Technical Education courses in fiscal year 2023 (N = 110,791). Appendix Table B-1 provides dual credit course count in fiscal years 2019 through 2023 for each community college. Southwestern Illinois College reported the most dual credit courses (N = 1,157), followed by Elgin Community College (N = 744) and College of DuPage (N = 671). Compared with the previous year, 37 colleges reported an increase in the number of dual credit courses, while nine reported decreases. Two colleges experienced little or no change (less than one percent).

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Duplicated dual credit course enrollments totaled 163,283 in fiscal year 2023, which was an increase of 11.5 percent compared to 2022 (N = 146,391). Among Illinois' community colleges, 36 colleges reported increases in dual credit enrollments, while 12 colleges exhibited decreases in comparison to fiscal year 2022. Dual credit course enrollment accounted for 11.5 percent of all credit course enrollments (N = 1,423,524) and 12.8 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,273,456) in fiscal year 2023. McHenry County College reported the most dual credit enrollments (N = 11,995) in fiscal year 2023, followed by College of DuPage (N = 10,992) and Southwestern Illinois College (N = 10,009) (Appendix Table B-2).

> *More than one hundred sixty-three thousand enrollments occurred across dual credit courses in fiscal year 2023.*

As seen in **Table 3,** the average dual credit class size was 11.2 students per class in fiscal year 2023, a 3.2 percent increase from 2022 (N = 10.8). The average dual credit class size ranged from 3.8 students at Rock Valley College to 22.1 students at McHenry County College in fiscal year 2023 (Appendix Table B-3).

Table 3
Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size
Fiscal Years 2019-2023

	2019	2020	2021	2022	2023
Number of Courses	11,905	12,569	13,314	13,543	14,638
Number of Enrollments	124,614	133,394	130,943	146,391	163,283
Average Class Size	10.5	10.6	9.8	10.8	11.2

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2023 were in English Language and Literature/Letters (N = 34,038); Mathematics and Statistics (N = 15,489); Business, Management, Marketing, and Related Support Services (N = 15,410); Health Professions and Related Programs (N = 10,090); and Foreign Languages, Literatures, and Linguistics (N = 8,186) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the "Other / Transfer" category" in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2023 were Science, Technology, Engineering and Mathematics (N = 27,432); Business Management and Administration (N = 15,200); Manufacturing (N = 11,667); Human Services (N = 9,922); and Education and Training (N = 7,143). The Career Cluster brand is a registered trademark of Advance CTE.

Course enrollments in the ten largest programs accounted for 45.5 percent (N = 74,321) of all dual credit course enrollments in fiscal year 2023. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in academic year 2023 were in Writing, General, which was formerly reported under English Composition (N = 26,363); Mathematics, General (N = 8,706); Spanish Language and Literature (N = 6,748); Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N

= 5,805); American History (United States) (N = 5,554); Sports, Kinesiology, and Physical Education/Fitness, General (N = 4,874); Psychology, General (N = 4,336); Statistics, General (N = 4,282); Welding Technology/Welder (N = 4,263); and Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,390). All ten largest programs experienced increases from 2022 (Appendix Table B-4).

Figure 4
Top Ten Dual Credit Course Enrollments in Fiscal Year 2023
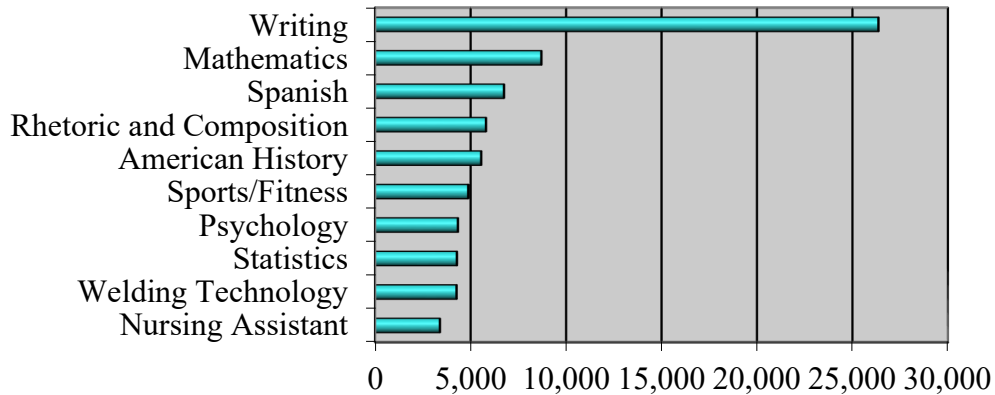
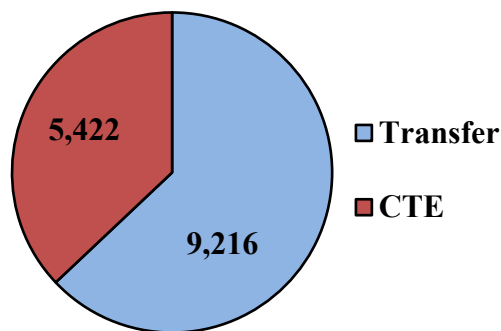**Source of Data: ICCB Centralized Data System—Annual Course (AC) Data**

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

Figure 5 and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2023.

Figure 5
Dual Credit Course Count in Fiscal Year 2023

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

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Figure 6
Dual Credit Course Enrollment in Fiscal Year 2023
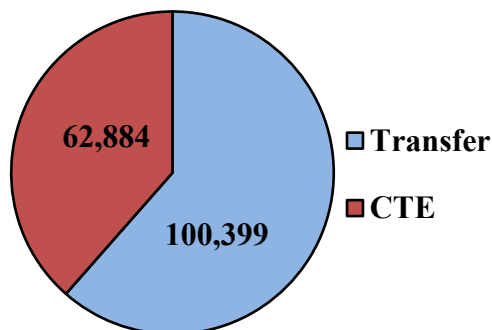
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As **Table 4** shows, Illinois community colleges offered 9,216 Transfer dual credit courses in fiscal year 2023 (Appendix Table B-5), which was 63.0 percent of all dual credit courses offered. This is a 10.2 percent increase compared to the previous year (N = 8,366). The average dual credit class size in Transfer education was 10.9 students in fiscal year 2023 (Appendix Table B-7).

Table 4
Transfer and CTE Dual Credit Course Count in Fiscal Years 2019-2023

	2019	2020	2021	2022	2023
Transfer	7,433	7,758	8,474	8,366	9,216
CTE	4,472	4,811	4,840	5,177	5,422
Total	11,905	12,569	13,314	13,543	14,638

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 61.5 percent of all dual credit course enrollments in fiscal year 2023. Enrollments in this area increased to 100,399 in fiscal year 2023, an increase of 12.3 percent from 2022 (N = 89,366). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 26,303); Mathematics, General (N = 8,706); Spanish Language and Literature (N = 6,748); Rhetoric and Composition (N = 5,774); and American History (United States) (N = 5,554). Enrollments in these five courses accounted for 32.5 percent of all dual credit enrollments in fiscal year 2023.

Table 5

Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses
Fiscal Years 2019-2023

	2019	2020	2021	2022	2023
Transfer	75,967	79,231	83,720	89,366	100,399
CTE	48,647	54,163	47,223	57,025	62,884
Total	124,614	133,394	130,943	146,391	163,283

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

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The Career and Technical Education dual credit course count was 5,422 in fiscal year 2023, which was 37.0 percent of all dual credit courses offered. This is an increase of 4.7 percent from fiscal year 2022 (N = 5,177) (Appendix Table B-9). The average dual credit class size in in this area was 11.6 students in fiscal year 2023 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 62,884 in fiscal year 2023, which is a 10.3 percent increase over fiscal year 2022 (N = 57,025). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 4,263); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,390); Entrepreneurship/Entrepreneurial Studies (N = 3,001); Medical Office Assistant/Specialist (N = 2,886); and Business/Office Automation/Technology/Data Entry (N = 2,729). Enrollments in these five courses accounted for 10.0 percent of all dual credit enrollments in fiscal year 2023.

Figure 7 and **Figure 8** depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2019 through 2023. The proportion of Transfer to CTE remained steady across the five years.

Figure 7
Dual Credit Course Count in Fiscal Years 2019-2023
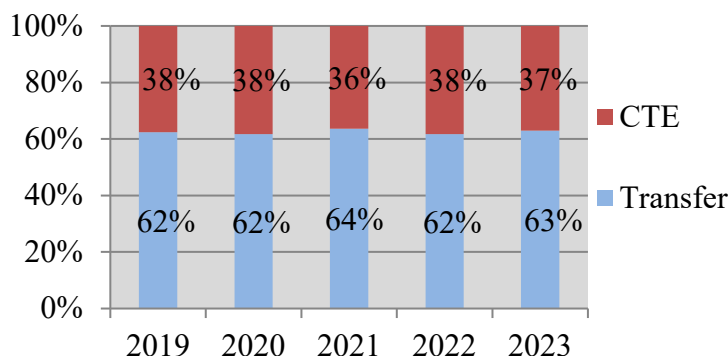
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

Figure 8
Dual Credit Course Enrollment in Fiscal Years 2019-2023

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

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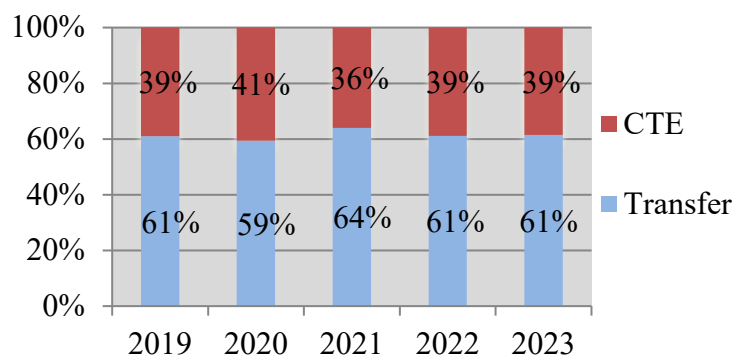
INSTRUCTIONAL SITE

Figure 9 displays dual credit enrollment by instructional site. In fiscal year 2023, nearly three out of four high school dual credit students (72.3 percent) enrolled in dual credit courses at the high school campus. One in six high school dual credit students attended a main college campus (7.2 percent) or an off-campus college facility (9.7 percent). The remaining 10.8 percent of dual credit students either chose online/distance education classes (4.9 percent), or some other/unknown location (5.9 percent) to enroll in dual credit courses (Appendix Table B-16).

Figure 9
Dual Credit Enrollment by Instructional Site in Fiscal Year 2023
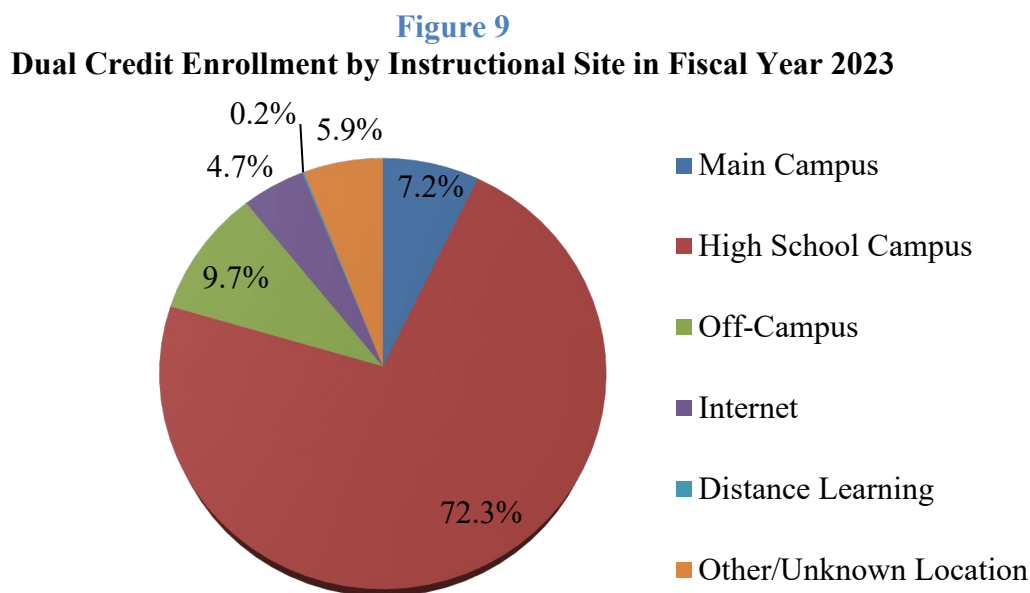
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

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DUAL CREDIT STUDENT OUTCOMES

GRADUATION RATE

Graduation rate is a success outcome measure for postsecondary students that begin their studies pursuing a traditional full-time enrollment pattern. The primary postsecondary graduation rate collected through the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) provides the percentage of first-time, full-time students who graduate within 150 percent of catalog time (i.e., 3 years for an associate degree or two years for a 30-credit short-term certificate).

Table 6 provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last five tracking cohorts (Fall 2016-Fall 2020) the graduation rate for the dual credit subgroup was nearly 20 percent higher compared to students

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that did not enroll in dual credit coursework. For the most recent cohort (Fall 2020), the dual credit subgroup had a graduation rate of 51.25 percent compared to 33.13 percent for non-dual credit students.

Table 6
Graduation Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2016-20 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
Yes	2,612 / 5.586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%
No	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%
Total	8,604 / 27,593 31.18%	9,043 / 27,733 32.61%	9,008 / 27,343 32.94%	9,514 / 27,969 34.02%	8,909 / 23,761 37.49%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

Table 7 contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the Fall 2016- Fall 2019 tracking cohorts, the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup. In the most recent tracking cohort (Fall 2020), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the graduation rate was higher compared to students that did not enroll in dual credit in all race/ethnicity categories except for the Other subgroup tracking cohort, ranging from 6.04 percentage points for African American students to 19.24 percentage points for Asian students. For White students, the graduation rate was 17.06 percentage points higher for dual credit students, and for Hispanic/Latino students it was 14.09 percentage points higher. For the Other race/ethnicity, the graduation rate was 1.62 percentage points lower for dual credit students, but this is based on a small number of dual credit students in the Other race/ethnicity subgroup.

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Table 7
Graduation Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2016-20 Cohorts

Race/ Ethnicity	DC Prior to Enrollment in CC	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
African American	Yes	72 / 276 26.09%	77 / 323 23.84%	100 / 372 26.88%	71 / 295 24.07%	55 / 219 25.11%
	No	420 / 3,180 13.21%	443 / 3,106 14.26%	401 / 2,873 13.96%	447 / 2,836 15.76%	353 / 1,851 19.07%
Hispanic/ Latino	Yes	327 / 828 39.49%	366 / 967 37.85%	312 / 848 36.79%	439 / 1,045 42.01%	456 / 1,086 41.99%
	No	1,337 / 5692 23.49%	1,530 / 5,951 25.71%	1,553 / 6,069 25.59%	1,592 / 6,303 25.26%	1,338 / 4,796 27.90%
Asian	Yes	56 / 146 38.36%	55 / 150 36.67%	61 / 153 39.87%	96 / 157 61.15%	114 / 213 53.52%
	No	252 / 926 27.21%	268 / 855 31.35%	331 / 980 33.78%	325 / 995 32.66%	289 / 843 34.28%
Two or More Races	Yes	43 / 153 28.1%	61 / 169 36.09%	78 / 202 38.61%	72 / 193 37.31%	72 / 186 38.71%
	No	160 / 713 22.44%	150 / 717 20.92%	174 / 759 22.92%	190 / 748 25.40%	175 / 625 28.00%
White	Yes	2,066 / 4,049 51.02%	2,289 / 4,305 53.17%	2,215 / 4,148 53.40%	2,125 / 4,081 52.07%	2,175 / 3,893 55.87%
	No	3,613 / 10,754 33.6%	3,549 / 10,300 34.46%	3,487 / 10,031 34.76%	3,803 / 10,330 36.82%	3,575 / 9,212 38.81%
Other*	Yes	5 / 14 35.71%	8 / 20 40.00%	8 / 22 36.36%	12 / 27 44.44%	4 / 12 33.33%
	No	65 / 264 24.62%	73 / 284 25.70%	91 / 285 31.93%	123 / 316 38.92%	79 / 226 34.96%
Unknown	Yes	43 / 120 35.83%	36 / 88 40.91%	40 / 86 46.51%	64 / 115 55.65%	55 / 110 50.00%
	No	145 / 478 30.33%	138 / 498 27.71%	157 / 515 30.49%	155 / 528 29.36%	169 / 489 34.56%
Total	Yes	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%
	No	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

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In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last five tracking cohorts (Fall 2016-Fall 2020), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2020), the graduation rate for the Pell recipient dual credit subgroup was higher by 16.06 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 18.32 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

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Table 8
Graduation Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2016-20 Cohorts

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Pell Recipient Status	DC Prior to Enrollment in CC	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
Pell Recipient	Yes	894 / 2,167 41.26%	1,027 / 2,429 42.28%	968 / 2,289 42.29%	1,010 / 2,401 42.07%	876 / 1,969 44.49%
	No	2,490 / 10,499 23.72%	2,595 / 10,578 24.53%	2,478 / 9,842 25.18%	2,772 / 10,709 25.88%	2,131 / 7,496 28.43%
Non-Pell Recipient	Yes	1,718 / 3,419 50.25%	1,865 / 3,593 51.91%	1,846 / 3,542 52.12%	1,869 / 3,512 53.22%	2,055 / 3,750 54.80%
	No	3,502 / 11,508 30.43%	3,556 / 11,133 31.94%	3,716 / 11,670 31.84%	3,863 / 11,347 34.04%	3,847 / 10,546 36.48%
Total	Yes	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%
	No	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data,
Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

ADVANCEMENT RATE

Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Still, a substantial number of community college students generate a considerable amount of credit hours but then transfer to a four-year institution prior to receiving the associate degree. The federal IPEDS formula for calculating graduation rate does not include transfer-outs prior to credential attainment or those still persisting at the community college, and thus negatively impacts graduation rate outcomes. To provide a more comprehensive view of student success at community colleges, ICCB calculates the **advancement rate** to include students who either graduated, transferred to other higher education institutions, or were still enrolled at the end of the 150% of catalog time observation period.

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Table 9 represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last five tracking cohorts (Fall 2016-Fall 2020) the advancement rate was 10-15 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2020), the dual credit subgroup had an advancement rate of 75.24 percent compared to 65.00 percent for non-dual credit students.

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Table 9
Advancement Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2016-20 Cohorts

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Dual Credit Prior to Enrollment in Community College	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
Yes	4,168 / 5.586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%
No	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%
Total	17,443 / 27,593 63.22%	17,243 / 27,733 62.18%	16,936 / 27,343 61.94%	17,228 / 27,969 61.60%	16,030 / 23,761 67.46%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

Table 10 provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last five tracking cohorts (Fall 2016-Fall 2020) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity (Fall 2018 and Fall 2020 cohort). In the most recent tracking cohort (Fall 2020), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 3.61 percentage points for students of Two or More Races to 11.00 percentage points for Hispanic/Latino students. For White students, the advancement rate was 8.19 percentage points higher for dual credit students, for African American students it was 5.50 percentage points higher, and for Asian students it was 5.04 percentage points higher.

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Table 10
Advancement Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2016-20 Cohorts

Race/ Ethnicity	DC Prior to Enrollment in CC	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
African American	Yes	162 / 276 58.70%	177 / 323 54.80%	208 / 372 55.91%	156 / 295 52.88%	130 / 219 59.36%
	No	1,454 / 3,180 45.72%	1,362 / 3,106 43.85%	1,267 / 2,873 44.10%	1,249 / 2,836 44.04%	997 / 1,851 53.86%
Hispanic/ Latino	Yes	554 / 828 66.91%	624 / 967 64.53%	538 / 848 63.44%	694 / 1,045 66.41%	751 / 1,086 69.15%
	No	3,200 / 5,692 56.22%	3,244 / 5,951 54.51%	3,297 / 6,069 54.33%	3,340 / 6,303 52.99%	2,789 / 4,796 58.15%
Asian	Yes	120 / 146 82.19%	125 / 150 83.33%	117 / 153 76.47%	134 / 157 85.35%	177 / 213 83.10%
	No	688 / 926 74.30%	646 / 855 75.56%	738 / 980 75.31%	721 / 995 72.46%	658 / 843 78.05%
Two or More Races	Yes	98 / 153 64.05%	107 / 169 63.31%	134 / 202 66.34%	128 / 193 66.32%	121 / 186 65.05%
	No	411 / 713 57.64%	379 / 717 52.86%	433 / 759 57.05%	405 / 748 54.14%	384 / 625 61.44%
White	Yes	3,138 / 4,049 77.50%	3,335 / 4,305 77.47%	3,194 / 4,148 77.00%	3,021 / 4,081 74.03%	3,036 / 3,893 77.99%
	No	7,093 / 10,754 65.96%	6,727 / 10,300 65.31%	6,467 / 10,031 64.47%	6,766 / 10,330 65.50%	6,430 / 9,212 69.80%
Other*	Yes	12 / 14 85.71%	17 / 20 85.00%	12 / 22 54.55%	20 / 27 74.07%	6 / 12 50.00%
	No	135 / 264 51.14%	143 / 284 50.35%	174 / 285 61.05%	192 / 316 60.76%	146 / 226 64.60%
Unknown	Yes	84 / 120 70.00%	66 / 88 75.00%	55 / 86 63.95%	89 / 115 77.39%	82 / 110 74.55%
	No	294 / 478 61.51%	291 / 498 58.43%	302 / 515 58.64%	313 / 528 59.28%	323 / 489 66.05%
Total	Yes	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%
	No	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

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Table 11 represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last five years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2020), the advancement rate for the Pell recipient dual credit subgroup was higher by 10.44 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 9.09 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

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Table 11
Advancement Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2016-20 Cohorts

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Pell Recipient Status	DC Prior to Enrollment in CC	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23
Pell Recipient	Yes	1,483 / 2,167 68.44%	1,652 / 2,429 68.01%	1,535 / 2,289 67.06%	1,571 / 2,401 65.43%	1,374 / 1,969 69.78%
	No	5,764 / 10,499 54.90%	5,706 / 10,578 53.94%	5,328 / 9,842 54.14%	5,675 / 10,709 52.99%	4,448 / 7,496 59.34%
Non-Pell Recipient	Yes	2,685 / 3,419 78.53%	2,799 / 3,593 77.90%	2,723 / 3,542 76.88%	2,671 / 3,512 76.05%	2,929 / 3,750 78.11%
	No	7,511 / 11,508 65.27%	7,086 / 11,133 63.65%	7,350 / 11,670 62.98%	7,311 / 11,347 64.43%	7,279 / 10,546 69.02%
Total	Yes	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%
	No	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

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APPENDIX A

Unduplicated Enrollment Counts

A-1 Dual Credit Headcount Enrollment by College, FY 2019-2023
A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2023
A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2023
A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2023
A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2023

APPENDIX B

Duplicated Course and Enrollment Counts

B-1 Dual Credit Course Count by College, FY 2019-2023
B-2 Dual Credit Course Enrollment by College, FY 2019-2023
B-3 Average Dual Credit Class Size by College, FY 2019-2023
B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2019-2023
B-5 Dual Credit Course Count by College in Transfer Education, FY 2019-2023
B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2019-2023
B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2019-2023
B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2023
B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2019-2023
B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2019-2023
B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2019-2023
B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2023
B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2019-2023
B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2019-2023
B-15 Dual Credit Course Enrollment by Career Cluster, FY 2019-2023
B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2023

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APPENDIX C

Illinois Community Colleges by Geographic Regions

Chicago: Harold Washington College, Harry S Truman College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College

North: College of DuPage, College of Lake County, Elgin Community College, Harper College, Highland Community College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Rock Valley College, Sauk Valley Community College, South Suburban College, Triton College, Waubonsee Community College

Central: Black Hawk College, Carl Sandburg College, Danville Area Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Joliet Junior College, Kankakee Community College, Lincoln Land Community College, Parkland College, Richland Community College, Spoon River College

South: Frontier Community College, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Lincoln Trail College, Olney Central College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southwestern Illinois College, Wabash Valley College

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DUAL CREDIT HEADCOUNT ENROLLMENT BY COLLEGE
FISCAL YEARS 2019-2023

Dist. No.	District/College	FY 2019 Headcount	FY 2020 Headcount	FY 2021 Headcount	FY 2022 Headcount	FY 2023 Headcount	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	1,277	1,212	1,251	1,197	1,279	0.2%	6.9%
518	Carl Sandburg	568	580	625	618	629	10.7%	1.8%
508	City Colleges of Chicago	(4,188)	(4,337)	(3,828)	(4,717)	(5,698)	(36.1%)	(20.8%)
02	Harold Washington	615	727	715	933	1,029	67.3%	10.3%
04	Harry S Truman	263	299	399	394	550	109.1%	39.6%
01	Kennedy-King	438	276	258	371	547	24.9%	47.4%
03	Malcolm X	506	369	293	453	646	27.7%	42.6%
05	Olive-Harvey	388	414	337	441	476	22.7%	7.9%
06	Richard J. Daley	951	1,014	775	976	1,148	20.7%	17.6%
07	Wilbur Wright	1,027	1,238	1,051	1,149	1,302	26.8%	13.3%
502	College of DuPage	5,771	5,694	5,154	5,847	7,391	28.1%	26.4%
532	College of Lake County	1,343	1,841	1,551	2,228	3,073	128.8%	37.9%
507	Danville Area	973	1,018	719	729	793	-18.5%	8.8%
509	Elgin	349	380	845	1,031	1,562	347.6%	51.5%
512	Harper	3,915	4,605	5,120	4,982	5,300	35.4%	6.4%
540	Heartland	1,433	1,595	1,792	1,941	1,981	38.2%	2.1%
519	Highland	784	934	814	1,072	983	25.4%	-8.3%
514	Illinois Central	2,269	2,312	2,141	2,252	2,179	-4.0%	-3.2%
529	Illinois Eastern	(1,251)	(1,224)	(1,249)	(1,201)	(1,167)	(-6.7%)	(-2.8%)
04	Frontier	590	569	618	367	434	-26.4%	18.3%
01	Lincoln Trail	198	223	223	207	252	27.3%	21.7%
02	Olney Central	215	229	226	363	256	19.1%	-29.5%
03	Wabash Valley	248	203	182	264	225	-9.3%	-14.8%
513	Illinois Valley	852	825	719	786	831	-2.5%	5.7%
530	John A. Logan	1,020	1,011	1,079	1,136	914	-10.4%	-19.5%
539	John Wood	283	233	261	250	355	25.4%	42.0%
525	Joliet Junior	4,560	4,773	4,500	4,965	5,057	10.9%	1.9%
520	Kankakee	624	659	671	656	656	5.1%	0.0%
501	Kaskaskia	2,149	2,145	1,949	2,415	2,619	21.9%	8.4%
523	Kishwaukee	593	650	693	622	714	20.4%	14.8%
517	Lake Land	1,547	1,536	1,438	1,498	1,405	-9.2%	-6.2%
536	Lewis and Clark	3,813	3,752	2,578	1,896	1,942	-49.1%	2.4%
526	Lincoln Land	1,573	1,531	1,538	1,555	1,827	16.1%	17.5%
528	McHenry County	2,090	2,414	3,459	4,678	4,837	131.4%	3.4%
524	Moraine Valley	3,386	3,613	3,393	3,898	4,187	23.7%	7.4%
527	Morton	898	914	548	920	1,094	21.8%	18.9%
535	Oakton	1,828	2,635	2,493	2,860	3,429	87.6%	19.9%
505	Parkland	1,163	1,019	868	862	1,006	-13.5%	16.7%
515	Prairie State	678	717	449	656	463	-31.7%	-29.4%
521	Rend Lake	1,003	933	792	840	749	-25.3%	-10.8%
537	Richland	933	1,021	897	935	995	6.6%	6.4%
511	Rock Valley	584	691	844	1,237	604	3.4%	-51.2%
506	Sauk Valley	686	713	633	641	639	-6.9%	-0.3%
531	Shawnee	420	425	394	330	478	13.8%	44.8%
510	South Suburban	1,806	2,463	2,305	3,373	3,587	98.6%	6.3%
533	Southeastern Illinois	801	858	801	777	796	-0.6%	2.4%
522	Southwestern Illinois	2,878	3,236	2,961	4,074	4,654	61.7%	14.2%
534	Spoon River	326	344	340	336	420	28.8%	25.0%
504	Triton	1,244	1,939	2,314	2,365	2,657	113.6%	12.3%
516	Waubonsee	2,247	2,517	2,782	3,131	3,652	62.5%	16.6%
	TOTALS/AVERAGES	64,106	69,299	66,788	75,507	82,602	28.9%	9.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data

Table A-2
DUAL CREDIT HEADCOUNT ENROLLMENT VS.
OVERALL CREDIT ENROLLMENT BY COLLEGE
FISCAL YEAR 2023

Dist. No.	District/College	Dual Credit	Total Credit	% Dual Credit
503	Black Hawk	1,279	5,795	22.1%
518	Carl Sandburg	629	2,295	27.4%
508	City Colleges of Chicago	(5,698)	(55,040)	(10.4%)
02	Harold Washington	1,029	8,156	12.6%
04	Harry S Truman	550	9,278	5.9%
01	Kennedy-King	547	3,358	16.3%
03	Malcolm X	646	10,712	6.0%
05	Olive-Harvey	476	3,582	13.3%
06	Richard J. Daley	1,148	8,067	14.2%
07	Wilbur Wright	1,302	11,887	11.0%
502	College of DuPage	7,391	37,930	19.5%
532	College of Lake County	3,073	20,509	15.0%
507	Danville Area	793	3,153	25.2%
509	Elgin	1,562	13,863	11.3%
512	Harper	5,300	21,901	24.2%
540	Heartland	1,981	7,565	26.2%
519	Highland	983	2,684	36.6%
514	Illinois Central	2,179	9,920	22.0%
529	Illinois Eastern	(1,167)	(17,950)	(6.5%)
04	Frontier	434	14,619	3.0%
01	Lincoln Trail	252	781	32.3%
02	Olney Central	256	1,230	20.8%
03	Wabash Valley	225	1,320	17.0%
513	Illinois Valley	831	3,887	21.4%
530	John A. Logan	914	6,115	14.9%
539	John Wood	355	2,554	13.9%
525	Joliet Junior	5,057	19,810	25.5%
520	Kankakee	656	3,754	17.5%
501	Kaskaskia	2,619	5,715	45.8%
523	Kishwaukee	714	3,591	19.9%
517	Lake Land	1,405	8,125	17.3%
536	Lewis and Clark	1,942	5,498	35.3%
526	Lincoln Land	1,827	8,984	20.3%
528	McHenry County	4,837	13,282	36.4%
524	Moraine Valley	4,187	17,617	23.8%
527	Morton	1,094	5,542	19.7%
535	Oakton	3,429	16,018	21.4%
505	Parkland	1,006	8,984	11.2%
515	Prairie State	463	6,053	7.6%
521	Rend Lake	749	3,270	22.9%
537	Richland	995	3,885	25.6%
511	Rock Valley	604	7,769	7.8%
506	Sauk Valley	639	2,402	26.6%
531	Shawnee	478	2,798	17.1%
510	South Suburban	3,587	7,724	46.4%
533	Southeastern Illinois	796	3,099	25.7%
522	Southwestern Illinois	4,654	14,786	31.5%
534	Spoon River	420	1,726	24.3%
504	Triton	2,657	15,090	17.6%
516	Waubonsee	3,652	14,534	25.1%
	TOTALS	82,602	411,217	20.1%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data

Illinois Community College Board
Table A-3
DUAL CREDIT HEADCOUNT ENROLLMENT BY GENDER* AND BY COLLEGE
FISCAL YEAR 2023

Dist. No.	District/College	Male	Female	Unknown or Another Gender	Total
503	Black Hawk	505	768	6	1,279
518	Carl Sandburg	251	374	4	629
508	City Colleges of Chicago	(2,410)	(3,276)	(12)	(5,698)
02	Harold Washington	445	583	1	1,029
04	Harry S Truman	248	301	1	550
01	Kennedy-King	223	324	0	547
03	Malcolm X	220	425	1	646
05	Olive-Harvey	186	287	3	476
06	Richard J. Daley	523	621	4	1,148
07	Wilbur Wright	565	735	2	1,302
502	College of DuPage	3,525	3,696	170	7,391
532	College of Lake County	1,506	1,527	40	3,073
507	Danville Area	337	426	30	793
509	Elgin	595	938	29	1,562
512	Harper	2,404	2,860	36	5,300
540	Heartland	880	1,089	12	1,981
519	Highland	459	505	19	983
514	Illinois Central	866	1,313	0	2,179
529	Illinois Eastern	(536)	(629)	(2)	(1,167)
04	Frontier	200	234	0	434
01	Lincoln Trail	105	146	1	252
02	Olney Central	113	142	1	256
03	Wabash Valley	118	107	0	225
513	Illinois Valley	312	506	13	831
530	John A. Logan	374	519	21	914
539	John Wood	137	210	8	355
525	Joliet Junior	2,337	2,720	0	5,057
520	Kankakee	353	300	3	656
501	Kaskaskia	1,228	1,308	83	2,619
523	Kishwaukee	293	400	21	714
517	Lake Land	648	755	2	1,405
536	Lewis and Clark	959	978	5	1,942
526	Lincoln Land	880	928	19	1,827
528	McHenry County	2,320	2,517	0	4,837
524	Moraine Valley	2,503	1,681	3	4,187
527	Morton	616	474	4	1,094
535	Oakton	1,974	1,387	68	3,429
505	Parkland	455	533	18	1,006
515	Prairie State	286	162	15	463
521	Rend Lake	345	404	0	749
537	Richland	450	543	2	995
511	Rock Valley	200	402	2	604
506	Sauk Valley	286	351	2	639
531	Shawnee	188	289	1	478
510	South Suburban	1,825	1,762	0	3,587
533	Southeastern Illinois	379	415	2	796
522	Southwestern Illinois	2,197	2,260	197	4,654
534	Spoon River	165	255	0	420
504	Triton	1,510	1,112	35	2,657
516	Waubonsee	1,791	1,861	0	3,652
	TOTALS	39,285	42,433	884	82,602

*Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data

Illinois Community College Board
Table A-4
DUAL CREDIT HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN AND BY COLLEGE
FISCAL YEAR 2023

Dist. No.	District/College	Asian	Native American	African American Non-Latino	Latino	White Non-Latino	U.S. Non-Resident	Pacific Islander	Two or More Races	All Other or No Indication	Total
503	Black Hawk	33	0	66	162	931	0	1	36	50	1,279
518	Carl Sandburg	4	1	10	51	528	0	1	20	14	629
508	City Colleges of Chicago	(299)	(10)	(1,937)	(2,747)	(485)	(22)	(1)	(173)	(24)	(5,698)
02	Harold Washington	18	3	694	228	25	2	0	51	8	1,029
04	Harry S Truman	78	0	84	259	98	6	0	24	1	550
01	Kennedy-King	2	2	325	188	5	2	0	17	6	547
03	Malcolm X	23	3	281	277	40	0	0	19	3	646
05	Olive-Harvey	6	2	302	143	5	1	0	15	2	476
06	Richard J. Daley	31	0	163	899	40	2	0	10	3	1,148
07	Wilbur Wright	141	0	88	753	272	9	1	37	1	1,302
502	College of DuPage	1,023	65	505	576	3,998	1	29	101	1,093	7,391
532	College of Lake County	168	5	179	1,053	1,406	5	5	117	135	3,073
507	Danville Area	5	0	84	7	601	0	0	27	69	793
509	Elgin	174	4	36	572	679	16	0	67	14	1,562
512	Harper	988	27	163	1,406	2,236	0	92	243	145	5,300
540	Heartland	84	3	82	127	1,537	2	0	110	36	1,981
519	Highland	5	9	22	87	817	0	2	18	23	983
514	Illinois Central	69	3	71	88	1,821	14	1	112	0	2,179
529	Illinois Eastern	(12)	(2)	(7)	(21)	(1,051)	(0)	(2)	(17)	(55)	(1,167)
04	Frontier	4	2	1	8	405	0	1	12	1	434
01	Lincoln Trail	1	0	3	4	230	0	1	0	13	252
02	Olney Central	4	0	0	5	206	0	0	1	40	256
03	Wabash Valley	3	0	3	4	210	0	0	4	1	225
513	Illinois Valley	10	1	13	116	627	0	3	10	51	831
530	John A. Logan	15	0	44	34	607	1	0	19	194	914
539	John Wood	5	1	5	3	329	0	0	3	9	355
525	Joliet Junior	164	55	403	1,125	2,946	1	10	102	251	5,057
520	Kankakee	6	2	52	114	443	0	0	27	12	656
501	Kaskaskia	13	12	23	21	2,291	0	0	97	162	2,619
523	Kishwaukee	17	3	26	157	450	0	0	34	27	714
517	Lake Land	12	2	15	46	1,274	0	2	35	19	1,405
536	Lewis and Clark	39	4	77	43	1,571	0	2	25	181	1,942
526	Lincoln Land	39	25	107	99	1,377	0	3	68	109	1,827
528	McHenry County	108	32	69	1,069	3,393	2	1	146	17	4,837
524	Moraine Valley	187	13	462	1,124	1,914	0	0	114	373	4,187
527	Morton	4	2	1	753	9	0	0	0	325	1,094
535	Oakton	738	13	80	446	1,824	20	8	180	120	3,429
505	Parkland	61	2	60	74	710	2	2	65	30	1,006
515	Prairie State	1	5	183	75	152	0	0	24	23	463
521	Rend Lake	6	4	20	12	686	0	2	13	6	749
537	Richland	9	6	140	44	744	0	2	37	13	995
511	Rock Valley	38	2	39	147	343	0	1	18	16	604
506	Sauk Valley	4	3	8	75	500	0	0	17	32	639
531	Shawnee	6	9	43	26	338	0	0	0	56	478
510	South Suburban	57	23	1,681	993	595	0	3	70	165	3,587
533	Southeastern Illinois	5	2	9	17	721	1	0	26	15	796
522	Southwestern Illinois	58	14	612	351	3,065	4	10	285	255	4,654
534	Spoon River	4	0	13	10	385	0	1	7	0	420
504	Triton	131	5	135	1,059	1,112	18	0	98	99	2,657
516	Waubonsee	230	6	190	1,023	1,988	0	8	50	157	3,652
	TOTALS	4,831	375	7,672	15,953	46,484	109	192	2,611	4,375	82,602

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data

Dist. No.	District/College	>0-3.99	4-6.99	7-9.99	10-12.99	13 or More	Total
503	Black Hawk	290	391	286	141	171	1,279
518	Carl Sandburg	116	180	101	93	139	629
508	City Colleges of Chicago	(1,215)	(2,701)	(801)	(591)	(390)	(5,698)
02	Harold Washington	220	449	142	165	53	1,029
04	Harry S Truman	199	248	41	36	26	550
01	Kennedy-King	199	215	65	29	39	547
03	Malcolm X	177	317	80	47	25	646
05	Olive-Harvey	67	197	122	32	58	476
06	Richard J. Daley	145	475	231	167	130	1,148
07	Wilbur Wright	208	800	120	115	59	1,302
502	College of DuPage	4,780	1,945	334	147	185	7,391
532	College of Lake County	1,505	898	529	47	94	3,073
507	Danville Area	93	314	102	116	168	793
509	Elgin	316	516	248	113	369	1,562
512	Harper	1,906	2,214	759	270	151	5,300
540	Heartland	690	504	340	209	238	1,981
519	Highland	350	374	176	73	10	983
514	Illinois Central	469	726	394	291	299	2,179
529	Illinois Eastern	(168)	(244)	(160)	(180)	(415)	(1,167)
04	Frontier	100	85	56	59	134	434
01	Lincoln Trail	16	29	42	59	106	252
02	Olney Central	17	58	31	38	112	256
03	Wabash Valley	35	72	31	24	63	225
513	Illinois Valley	323	287	111	49	61	831
530	John A. Logan	397	264	170	59	24	914
539	John Wood	105	147	31	52	20	355
525	Joliet Junior	2,209	1,903	537	298	110	5,057
520	Kankakee	113	383	125	21	14	656
501	Kaskaskia	883	739	386	214	397	2,619
523	Kishwaukee	256	226	106	61	65	714
517	Lake Land	274	437	208	194	292	1,405
536	Lewis and Clark	641	488	282	223	308	1,942
526	Lincoln Land	530	764	263	182	88	1,827
528	McHenry County	1,527	1,047	758	465	1,040	4,837
524	Moraine Valley	2,747	997	367	61	15	4,187
527	Morton	573	319	173	21	8	1,094
535	Oakton	1,335	1,651	292	103	48	3,429
505	Parkland	109	405	170	166	156	1,006
515	Prairie State	301	135	22	4	1	463
521	Rend Lake	180	227	83	79	180	749
537	Richland	414	252	75	98	156	995
511	Rock Valley	209	78	55	23	239	604
506	Sauk Valley	176	115	201	86	61	639
531	Shawnee	51	86	34	75	232	478
510	South Suburban	2,610	857	89	8	23	3,587
533	Southeastern Illinois	343	147	79	58	169	796
522	Southwestern Illinois	2,353	1,333	416	250	302	4,654
534	Spoon River	83	111	102	41	83	420
504	Triton	1,394	788	381	71	23	2,657
516	Waubonsee	1,491	1,196	444	235	286	3,652
	TOTALS	33,525	26,389	10,190	5,468	7,030	82,602

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	FY 2022-2023 1-Year Difference Percent	FY 2019-2023 5-Year Difference Number	FY 2019-2023 5-Year Difference Percent
503	Black Hawk	401	371	464	423	410	432	-13	-3.1%	9	2.2%
518	Carl Sandburg	315	410	412	437	420	423	-17	-3.9%	105	33.3%
508	City Colleges of Chicago	(606)	(655)	(726)	(903)	(1,126)	(918)	(223)	(24.7%)	(520)	(85.8%)
02	Harold Washington	124	125	137	192	227	185	35	18.2%	103	83.1%
04	Harry S Truman	41	61	74	81	120	92	39	48.1%	79	192.7%
01	Kennedy-King	63	70	75	117	159	117	42	35.9%	96	152.4%
03	Malcolm X	80	92	116	118	172	135	54	45.8%	92	115.0%
05	Olive-Harvey	88	69	80	96	115	97	19	19.8%	27	30.7%
06	Richard J. Daley	122	134	134	155	185	158	30	19.4%	63	51.6%
07	Wilbur Wright	88	104	110	144	148	134	4	2.8%	60	68.2%
502	College of DuPage	462	447	508	541	671	573	130	24.0%	209	45.2%
532	College of Lake County	164	224	235	281	336	284	55	19.6%	172	104.9%
507	Danville Area	489	505	481	463	498	481	35	7.6%	9	1.8%
509	Elgin	382	448	540	659	744	648	85	12.9%	362	94.8%
512	Harper	372	408	457	468	493	473	25	5.3%	121	32.5%
540	Heartland	307	339	403	379	492	425	113	29.8%	185	60.3%
519	Highland	117	137	145	172	147	155	-25	-14.5%	30	25.6%
514	Illinois Central	271	288	307	340	333	327	-7	-2.1%	62	22.9%
529	Illinois Eastern	(521)	(573)	(643)	(480)	(708)	(610)	(228)	(47.5%)	(187)	(35.9%)
04	Frontier	212	228	270	142	230	214	88	62.0%	18	8.5%
01	Lincoln Trail	125	152	160	99	180	146	81	81.8%	55	44.0%
02	Olney Central	76	108	97	136	156	130	20	14.7%	80	105.3%
03	Wabash Valley	108	85	116	103	142	120	39	37.9%	34	31.5%
513	Illinois Valley	148	166	141	133	136	137	3	2.3%	-12	-8.1%
530	John A. Logan	124	149	152	150	153	152	3	2.0%	29	23.4%
539	John Wood	79	78	194	72	98	121	26	36.1%	19	24.1%
525	Joliet Junior	436	433	448	510	460	473	-50	-9.8%	24	5.5%
520	Kankakee	48	49	57	51	54	54	3	5.9%	6	12.5%
501	Kaskaskia	357	348	276	309	324	303	15	4.9%	-33	-9.2%
523	Kishwaukee	105	113	123	117	118	119	1	0.9%	13	12.4%
517	Lake Land	384	344	301	329	326	319	-3	-0.9%	-58	-15.1%
536	Lewis and Clark	533	540	417	308	332	352	24	7.8%	-201	-37.7%
526	Lincoln Land	202	198	228	236	251	238	15	6.4%	49	24.3%
528	McHenry County	152	186	293	416	543	417	127	30.5%	391	257.2%
524	Moraine Valley	258	331	353	398	414	388	16	4.0%	156	60.5%
527	Morton	84	91	71	86	125	94	39	45.3%	41	48.8%
535	Oakton	129	225	219	252	274	248	22	8.7%	145	112.4%
505	Parkland	316	286	381	296	292	323	-4	-1.4%	-24	-7.6%
515	Prairie State	52	82	59	51	53	54	2	3.9%	1	1.9%
521	Rend Lake	234	180	150	173	157	160	-16	-9.2%	-77	-32.9%
537	Richland	262	280	277	301	306	295	5	1.7%	44	16.8%
511	Rock Valley	702	684	831	749	655	745	-94	-12.6%	-47	-6.7%
506	Sauk Valley	340	340	335	288	315	313	27	9.4%	-25	-7.4%
531	Shawnee	67	69	77	71	144	97	73	102.8%	77	114.9%
510	South Suburban	216	212	203	300	319	274	19	6.3%	103	47.7%
533	Southeastern Illinois	233	249	241	215	218	225	3	1.4%	-15	-6.4%
522	Southwestern Illinois	1,160	1,120	1,128	1,090	1,157	1,125	67	6.1%	-3	-0.3%
534	Spoon River	146	157	155	162	185	167	23	14.2%	39	26.7%
504	Triton	258	339	359	378	196	311	-182	-48.1%	-62	-24.0%
516	Waubonsee	473	515	524	556	655	578	99	17.8%	182	38.5%
	TOTALS	11,905	12,569	13,314	13,543	14,638	13,832	1,095	8.1%	2,733	23.0%
	Pure										
	Minimum	41	49	57	51	53	54	-182	-48.1%	-201	-37.7%
	Maximum	1,160	1,120	1,128	1,090	1,157	1,125	130	102.8%	391	257.2%
	Median	207	218	232	244	241	243	21	7.0%	40	26.2%
	Standard Deviation	203	198	208	206	214	206	52	25.1%	101	58.1%
	Average	248	262	277	282	305	288	23	14.5%	57	41.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503	Black Hawk	3,382	3,245	3,265	3,117	3,467	3,283	350	11.2%	85	2.5%
518	Carl Sandburg	1,878	2,207	2,244	2,307	2,194	2,248	-113	-4.9%	316	16.8%
508	City Colleges of Chicago	(7,135)	(7,629)	(6,555)	(8,744)	(11,183)	(8,827)	(2,439)	(27.9%)	(4,048)	(56.7%)
02	Harold Washington	1,326	1,455	1,360	1,971	2,276	1,869	305	15.5%	950	71.6%
04	Harry S Truman	370	404	512	483	862	619	379	78.5%	492	133.0%
01	Kennedy-King	736	516	340	560	1,086	662	526	93.9%	350	47.6%
03	Malcolm X	718	653	529	722	1,122	791	400	55.4%	404	56.3%
05	Olive-Harvey	894	842	636	828	1,050	838	222	26.8%	156	17.4%
06	Richard J. Daley	1,725	1,934	1,516	2,170	2,597	2,094	427	19.7%	872	50.6%
07	Wilbur Wright	1,366	1,825	1,662	2,010	2,190	1,954	180	9.0%	824	60.3%
502	College of DuPage	8,031	7,838	6,982	8,065	10,992	8,680	2,927	36.3%	2,961	36.9%
532	College of Lake County	1,907	2,618	2,175	3,088	4,487	3,250	1,399	45.3%	2,580	135.3%
507	Danville Area	2,735	2,777	2,127	2,263	2,629	2,340	366	16.2%	-106	-3.9%
509	Elgin	1,830	2,509	3,217	3,755	4,732	3,901	977	26.0%	2,902	158.6%
512	Harper	5,432	6,545	7,563	7,729	8,382	7,891	653	8.4%	2,950	54.3%
540	Heartland	3,013	3,044	4,055	3,860	4,303	4,073	443	11.5%	1,290	42.8%
519	Highland	1,353	1,578	1,261	1,823	1,514	1,533	-309	-17.0%	161	11.9%
514	Illinois Central	5,300	5,587	5,414	6,130	5,787	5,777	-343	-5.6%	487	9.2%
529	Illinois Eastern	(4,307)	(4,333)	(4,529)	(3,785)	(4,160)	(4,158)	(375)	(9.9%)	(-147)	(-3.4%)
04	Frontier	2,054	2,103	2,278	1,159	1,388	1,608	229	19.8%	-666	-32.4%
01	Lincoln Trail	755	780	960	686	948	865	262	38.2%	193	25.6%
02	Olney Central	715	831	697	1,191	1,045	978	-146	-12.3%	330	46.2%
03	Wabash Valley	783	619	594	749	779	707	30	4.0%	-4	-0.5%
513	Illinois Valley	1,746	1,574	1,331	1,513	1,590	1,478	77	5.1%	-156	-8.9%
530	John A. Logan	2,088	2,457	2,567	2,531	2,442	2,513	-89	-3.5%	354	17.0%
539	John Wood	589	492	714	478	734	642	256	53.6%	145	24.6%
525	Joliet Junior	7,233	7,638	7,063	8,185	8,089	7,779	-96	-1.2%	856	11.8%
520	Kankakee	805	865	944	936	1,010	963	74	7.9%	205	25.5%
501	Kaskaskia	4,895	5,088	4,953	5,944	6,459	5,785	515	8.7%	1,564	32.0%
523	Kishwaukee	1,197	1,431	1,511	1,471	1,502	1,495	31	2.1%	305	25.5%
517	Lake Land	3,826	3,800	3,693	3,748	3,701	3,714	-47	-1.3%	-125	-3.3%
536	Lewis and Clark	8,842	8,656	5,909	4,321	4,158	4,796	-163	-3.8%	-4,684	-53.0%
526	Lincoln Land	3,017	2,944	2,855	2,788	3,325	2,989	537	19.3%	308	10.2%
528	McHenry County	2,808	3,613	6,076	9,069	11,995	9,047	2,926	32.3%	9,187	327.2%
524	Moraine Valley	4,610	4,829	4,278	5,618	5,780	5,225	162	2.9%	1,170	25.4%
527	Morton	1,150	1,260	786	1,259	1,573	1,206	314	24.9%	423	36.8%
535	Oakton	2,314	3,259	3,160	3,684	4,419	3,754	735	20.0%	2,105	91.0%
505	Parkland	2,576	2,155	2,415	2,303	2,607	2,442	304	13.2%	31	1.2%
515	Prairie State	763	748	527	717	635	626	-82	-11.4%	-128	-16.8%
521	Rend Lake	3,219	2,618	2,442	2,442	2,229	2,371	-213	-8.7%	-990	-30.8%
537	Richland	2,005	2,167	1,845	2,160	2,353	2,119	193	8.9%	348	17.4%
511	Rock Valley	3,111	2,831	3,660	3,514	2,506	3,227	-1,008	-28.7%	-605	-19.4%
506	Sauk Valley	1,642	1,811	1,679	1,566	1,608	1,618	42	2.7%	-34	-2.1%
531	Shawnee	988	1,007	1,136	934	1,467	1,179	533	57.1%	479	48.5%
510	South Suburban	2,506	3,377	2,658	4,208	4,352	3,739	144	3.4%	1,846	73.7%
533	Southeastern Illinois	1,444	1,678	1,551	1,462	1,952	1,655	490	33.5%	508	35.2%
522	Southwestern Illinois	7,709	7,911	6,809	8,865	10,009	8,561	1,144	12.9%	2,300	29.8%
534	Spoon River	737	909	901	959	1,211	1,024	252	26.3%	474	64.3%
504	Triton	2,127	3,084	4,323	4,434	4,284	4,347	-150	-3.4%	2,157	101.4%
516	Waubonsee	4,364	5,282	5,770	6,616	7,463	6,616	847	12.8%	3,099	71.0%
	TOTALS	124,614	133,394	130,943	146,391	163,283	146,872	16,892	11.5%	38,669	31.0%
	Pure										
	Minimum	370	404	340	478	635	619	-1,008	-28.7%	-4,684	-53.0%
	Maximum	8,842	8,656	7,563	9,069	11,995	9,047	2,927	93.9%	9,187	327.2%
	Median	1,956	2,187	2,210	2,283	2,398	2,294	254	11.4%	379	25.5%
	Standard Deviation	2,084	2,145	2,047	2,418	2,805	2,385	676	23.8%	1,774	60.2%
	Average	2,596	2,779	2,728	3,050	3,402	3,060	352	15.9%	806	39.1%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board
Table B-3
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
FOR FISCAL YEARS 2019-2023

Dist. No. District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503 Black Hawk	8.4	8.7	7.0	7.4	8.5	7.6	1.1	14.8%	0.0	0.3%
518 Carl Sandburg	6.0	5.4	5.4	5.3	5.2	5.3	-0.1	-1.0%	-0.7	-12.4%
508 City Colleges of Chicago	(11.8)	(11.6)	(9.0)	(9.7)	(9.9)	(9.5)	(0.2)	(2.6%)	(-1.8)	(-15.6%)
02 Harold Washington	10.7	11.6	9.9	10.3	10.0	10.1	-0.2	-2.3%	-0.7	-6.2%
04 Harry S Truman	9.0	6.6	6.9	6.0	7.2	6.7	1.2	20.5%	-1.8	-20.4%
01 Kennedy-King	11.7	7.4	4.5	4.8	6.8	5.4	2.0	42.7%	-4.9	-41.5%
03 Malcolm X	9.0	7.1	4.6	6.1	6.5	5.7	0.4	6.6%	-2.5	-27.3%
05 Olive-Harvey	10.2	12.2	8.0	8.6	9.1	8.6	0.5	5.9%	-1.0	-10.1%
06 Richard J. Daley	14.1	14.4	11.3	14.0	14.0	13.1	0.0	0.3%	-0.1	-0.7%
07 Wilbur Wright	15.5	17.5	15.1	14.0	14.8	14.6	0.8	6.0%	-0.7	-4.7%
502 College of DuPage	17.4	17.5	13.7	14.9	16.4	15.0	1.5	9.9%	-1.0	-5.8%
532 College of Lake County	11.6	11.7	9.3	11.0	13.4	11.2	2.4	21.5%	1.7	14.8%
507 Danville Area	5.6	5.5	4.4	4.9	5.3	4.9	0.4	8.0%	-0.3	-5.6%
509 Elgin	4.8	5.6	6.0	5.7	6.4	6.0	0.7	11.6%	1.6	32.8%
512 Harper	14.6	16.0	16.5	16.5	17.0	16.7	0.5	2.9%	2.4	16.4%
540 Heartland	9.8	9.0	10.1	10.2	8.7	9.7	-1.4	-14.1%	-1.1	-10.9%
519 Highland	11.6	11.5	8.7	10.6	10.3	9.9	-0.3	-2.8%	-1.3	-10.9%
514 Illinois Central	19.6	19.4	17.6	18.0	17.4	17.7	-0.7	-3.6%	-2.2	-11.1%
529 Illinois Eastern	(8.3)	(7.6)	(7.0)	(7.9)	(5.9)	(6.9)	(-2.0)	(-25.5%)	(-2.4)	(-28.9%)
04 Frontier	9.7	9.2	8.4	8.2	6.0	7.5	-2.1	-26.1%	-3.7	-37.7%
01 Lincoln Trail	6.0	5.1	6.0	6.9	5.3	6.1	-1.7	-24.0%	-0.8	-12.8%
02 Olney Central	9.4	7.7	7.2	8.8	6.7	7.5	-2.1	-23.5%	-2.7	-28.8%
03 Wabash Valley	7.3	7.3	5.1	7.3	5.5	6.0	-1.8	-24.6%	-1.8	-24.3%
513 Illinois Valley	11.8	9.5	9.4	11.4	11.7	10.8	0.3	2.8%	-0.1	-0.9%
530 John A. Logan	16.8	16.5	16.9	16.9	16.0	16.6	-0.9	-5.4%	-0.9	-5.2%
539 John Wood	7.5	6.3	3.7	6.6	7.5	5.9	0.9	12.8%	0.0	0.5%
525 Joliet Junior	16.6	17.6	15.8	16.0	17.6	16.5	1.5	9.6%	1.0	6.0%
520 Kankakee	16.8	17.7	16.6	18.4	18.7	17.9	0.4	1.9%	1.9	11.5%
501 Kaskaskia	13.7	14.6	17.9	19.2	19.9	19.0	0.7	3.6%	6.2	45.4%
523 Kishwaukee	11.4	12.7	12.3	12.6	12.7	12.5	0.2	1.2%	1.3	11.7%
517 Lake Land	10.0	11.0	12.3	11.4	11.4	11.7	0.0	-0.3%	1.4	13.9%
536 Lewis and Clark	16.6	16.0	14.2	14.0	12.5	13.6	-1.5	-10.7%	-4.1	-24.5%
526 Lincoln Land	14.9	14.9	12.5	11.8	13.2	12.5	1.4	12.1%	-1.7	-11.3%
528 McHenry County	18.5	19.4	20.7	21.8	22.1	21.5	0.3	1.3%	3.6	19.6%
524 Moraine Valley	17.9	14.6	12.1	14.1	14.0	13.4	-0.2	-1.1%	-3.9	-21.9%
527 Morton	13.7	13.8	11.1	14.6	12.6	12.8	-2.1	-14.0%	-1.1	-8.1%
535 Oakton	17.9	14.5	14.4	14.6	16.1	15.1	1.5	10.3%	-1.8	-10.1%
505 Parkland	8.2	7.5	6.3	7.8	8.9	7.7	1.1	14.8%	0.8	9.5%
515 Prairie State	14.7	9.1	8.9	14.1	12.0	11.7	-2.1	-14.8%	-2.7	-18.3%
521 Rend Lake	13.8	14.5	16.3	14.1	14.2	14.9	0.1	0.6%	0.4	3.2%
537 Richland	7.7	7.7	6.7	7.2	7.7	7.2	0.5	7.2%	0.0	0.5%
511 Rock Valley	4.4	4.1	4.4	4.7	3.8	4.3	-0.9	-18.5%	-0.6	-13.7%
506 Sauk Valley	4.8	5.3	5.0	5.4	5.1	5.2	-0.3	-6.1%	0.3	5.7%
531 Shawnee	14.7	14.6	14.8	13.2	10.2	12.7	-3.0	-22.6%	-4.6	-30.9%
510 South Suburban	11.6	15.9	13.1	14.0	13.6	13.6	-0.4	-2.7%	2.0	17.6%
533 Southeastern Illinois	6.2	6.7	6.4	6.8	9.0	7.4	2.2	31.7%	2.8	44.5%
522 Southwestern Illinois	6.6	7.1	6.0	8.1	8.7	7.6	0.5	6.4%	2.0	30.2%
534 Spoon River	5.0	5.8	5.8	5.9	6.5	6.1	0.6	10.6%	1.5	29.7%
504 Triton	8.2	9.1	12.0	11.7	21.9	15.2	10.1	86.3%	13.6	165.1%
516 Waubonsee	9.2	10.3	11.0	11.9	11.4	11.4	-0.5	-4.2%	2.2	23.5%
TOTALS/AVERAGES	10.5	10.6	9.8	10.8	11.2	10.6	0.3	3.2%	0.7	6.6%
Pure										
Minimum	4.4	4.1	3.7	4.7	3.8	4.3	-3.0	-26.1%	-4.9	-41.5%
Maximum	19.6	19.4	20.7	21.8	22.1	21.5	10.1	86.3%	13.6	165.1%
Median	11.0	10.7	9.7	11.2	10.8	11.0	0.3	1.6%	-0.5	-4.9%
Standard Deviation	4.3	4.4	4.5	4.4	4.7	4.4	1.9	18.7%	3.0	31.3%
Average	11.3	11.1	10.3	11.0	11.2	10.8	0.2	2.9%	0.0	1.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Table B-4
TOP TEN DUAL CREDIT COURSE ENROLLMENTS BY CIP (BASED ON FISCAL YEAR 2023)
FOR FISCAL YEARS 2019-2023

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
23.1301	Writing, General	19,798	20,961	21,259	22,122	26,363	23,248	4,241	19.2%	6,565	33.2%
27.0101	Mathematics, General	7,093	7,900	8,643	8,267	8,706	8,539	439	5.3%	1,613	22.7%
16.0905	Spanish Language and Literature	5,538	5,344	4,994	6,403	6,748	6,048	345	5.4%	1,210	21.8%
23.1304	Rhetoric and Composition	4,406	4,746	5,537	5,553	5,805	5,632	252	4.5%	1,399	31.8%
54.0102	American History (United States)	4,002	4,032	4,138	4,384	5,554	4,692	1,170	26.7%	1,552	38.8%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	2,211	2,142	2,999	3,761	4,874	3,878	1,113	29.6%	2,663	120.4%
42.0101	Psychology, General	3,522	3,467	3,547	3,806	4,336	3,896	530	13.9%	814	23.1%
27.0501	Statistics, General	2,625	2,952	3,214	3,648	4,282	3,715	634	17.4%	1,657	63.1%
48.0508	Welding Technology/Welder	2,945	3,047	2,381	3,198	4,263	3,281	1,065	33.3%	1,318	44.8%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide	2,730	2,878	2,695	3,151	3,390	3,079	239	7.6%	660	24.2%
	Totals	54,870	57,469	59,407	64,293	74,321	66,007	10,028	15.6%	19,451	35.4%
	Grand Total	124,614	133,394	130,943	146,391	163,283	146,872	16,892	11.5%	38,669	31.0%
	Percent Top Ten of Grand Total	44.0%	43.1%	45.4%	43.9%	45.5%	44.9%	1.6%	3.6%	1.5%	3.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board
Table B-5
DUAL CREDIT COURSE COUNT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2019-2023

Dist. No. District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503 Black Hawk	281	247	335	287	281	301	-6	-2.1%	0	0.0%
518 Carl Sandburg	267	341	351	381	371	368	-10	-2.6%	104	39.0%
508 City Colleges of Chicago	(498)	(518)	(526)	(669)	(894)	(696)	(225)	(33.6%)	(396)	(79.5%)
02 Harold Washington	95	93	88	139	184	137	45	32.4%	89	93.7%
04 Harry S Truman	34	54	56	70	106	77	36	51.4%	72	211.8%
01 Kennedy-King	52	53	51	73	107	77	34	46.6%	55	105.8%
03 Malcolm X	71	68	82	80	133	98	53	66.3%	62	87.3%
05 Olive-Harvey	72	51	51	64	89	68	25	39.1%	17	23.6%
06 Richard J. Daley	94	105	101	120	146	122	26	21.7%	52	55.3%
07 Wilbur Wright	80	94	97	123	129	116	6	4.9%	49	61.3%
502 College of DuPage	104	94	109	105	204	139	99	94.3%	100	96.2%
532 College of Lake County	58	73	97	103	134	111	31	30.1%	76	131.0%
507 Danville Area	347	355	325	294	324	314	30	10.2%	-23	-6.6%
509 Elgin	317	400	480	595	660	578	65	10.9%	343	108.2%
512 Harper	143	180	233	218	241	231	23	10.6%	98	68.5%
540 Heartland	208	243	292	274	378	315	104	38.0%	170	81.7%
519 Highland	32	35	37	39	39	38	0	0.0%	7	21.9%
514 Illinois Central	180	196	210	227	234	224	7	3.1%	54	30.0%
529 Illinois Eastern	(311)	(346)	(421)	(271)	(436)	(376)	(165)	(60.9%)	(125)	(40.2%)
04 Frontier	124	128	163	68	137	123	69	101.5%	13	10.5%
01 Lincoln Trail	97	112	135	79	131	115	52	65.8%	34	35.1%
02 Olney Central	44	70	65	84	97	82	13	15.5%	53	120.5%
03 Wabash Valley	46	36	58	40	71	56	31	77.5%	25	54.3%
513 Illinois Valley	92	108	90	94	96	93	2	2.1%	4	4.3%
530 John A. Logan	80	106	95	111	113	106	2	1.8%	33	41.3%
539 John Wood	60	60	149	51	69	90	18	35.3%	9	15.0%
525 Joliet Junior	226	226	245	261	216	241	-45	-17.2%	-10	-4.4%
520 Kankakee	28	27	35	32	33	33	1	3.1%	5	17.9%
501 Kaskaskia	161	154	120	136	129	128	-7	-5.1%	-32	-19.9%
523 Kishwaukee	34	47	65	60	65	63	5	8.3%	31	91.2%
517 Lake Land	180	191	182	186	187	185	1	0.5%	7	3.9%
536 Lewis and Clark	303	314	255	237	238	243	1	0.4%	-65	-21.5%
526 Lincoln Land	146	153	150	150	158	153	8	5.3%	12	8.2%
528 McHenry County	69	84	180	293	422	298	129	44.0%	353	511.6%
524 Moraine Valley	24	34	72	70	85	76	15	21.4%	61	254.2%
527 Morton	60	63	56	53	58	56	5	9.4%	-2	-3.3%
535 Oakton	53	59	64	65	79	69	14	21.5%	26	49.1%
505 Parkland	251	223	295	221	228	248	7	3.2%	-23	-9.2%
515 Prairie State	0	1	3	0	0	1	0	--	0	--
521 Rend Lake	150	114	111	111	112	111	1	0.9%	-38	-25.3%
537 Richland	167	194	209	233	230	224	-3	-1.3%	63	37.7%
511 Rock Valley	661	651	749	653	526	643	-127	-19.4%	-135	-20.4%
506 Sauk Valley	212	213	221	186	203	203	17	9.1%	-9	-4.2%
531 Shawnee	46	43	54	55	115	75	60	109.1%	69	150.0%
510 South Suburban	5	6	2	9	14	8	5	55.6%	9	180.0%
533 Southeastern Illinois	154	158	132	142	136	137	-6	-4.2%	-18	-11.7%
522 Southwestern Illinois	919	834	827	724	773	775	49	6.8%	-146	-15.9%
534 Spoon River	130	137	124	135	158	139	23	17.0%	28	21.5%
504 Triton	117	116	141	173	49	121	-124	-71.7%	-68	-58.1%
516 Waubonsee	359	414	432	462	528	474	66	14.3%	169	47.1%
TOTALS	7,433	7,758	8,474	8,366	9,216	8,685	850	10.2%	1,783	24.0%
Pure										
Mininum	0	1	2	0	0	1	-127	-71.7%	-146	-58.1%
Maximum	919	834	827	724	773	775	129	109.1%	353	511.6%
Median	101	110	122	122	135	123	14	10.2%	26	35.1%
Standard Deviation	163	158	167	159	162	161	44	32.8%	89	93.7%
Average	155	162	177	174	192	181	18	20.5%	37	56.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board
Table B-6
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2019-2023

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503	Black Hawk	2,466	2,398	2,593	2,391	2,512	2,499	121	5.1%	46	1.9%
518	Carl Sandburg	1,578	1,854	1,842	1,889	1,800	1,844	-89	-4.7%	222	14.1%
508	City Colleges of Chicago	(5,822)	(6,288)	(5,017)	(6,787)	(9,085)	(6,963)	(2,298)	(33.9%)	(3,263)	(56.0%)
02	Harold Washington	832	933	722	1,344	1,669	1,245	325	24.2%	837	100.6%
04	Harry S Truman	313	381	420	454	745	540	291	64.1%	432	138.0%
01	Kennedy-King	541	394	251	300	699	417	399	133.0%	158	29.2%
03	Malcolm X	625	466	385	503	925	604	422	83.9%	300	48.0%
05	Olive-Harvey	812	706	490	613	842	648	229	37.4%	30	3.7%
06	Richard J. Daley	1,411	1,648	1,201	1,758	2,239	1,733	481	27.4%	828	58.7%
07	Wilbur Wright	1,288	1,760	1,548	1,815	1,966	1,776	151	8.3%	678	52.6%
502	College of DuPage	2,118	1,918	2,211	1,845	3,539	2,532	1,694	91.8%	1,421	67.1%
532	College of Lake County	913	1,044	1,307	1,429	2,250	1,662	821	57.5%	1,337	146.4%
507	Danville Area	1,542	1,645	1,333	1,355	1,557	1,415	202	14.9%	15	1.0%
509	Elgin	1,568	2,235	2,978	3,541	4,394	3,638	853	24.1%	2,826	180.2%
512	Harper	2,599	3,304	4,189	4,211	4,839	4,413	628	14.9%	2,240	86.2%
540	Heartland	2,259	2,291	3,437	3,131	3,568	3,379	437	14.0%	1,309	57.9%
519	Highland	415	487	439	492	427	453	-65	-13.2%	12	2.9%
514	Illinois Central	4,072	4,351	4,131	4,738	4,581	4,483	-157	-3.3%	509	12.5%
529	Illinois Eastern	(2,947)	(2,966)	(3,223)	(2,350)	(2,675)	(2,749)	(325)	(13.8%)	(-272)	(-9.2%)
04	Frontier	1,453	1,498	1,626	724	958	1,103	234	32.3%	-495	-34.1%
01	Lincoln Trail	628	643	826	513	691	677	178	34.7%	63	10.0%
02	Olney Central	500	522	494	861	767	707	-94	-10.9%	267	53.4%
03	Wabash Valley	366	303	277	252	259	263	7	2.8%	-107	-29.2%
513	Illinois Valley	1,347	1,141	1,061	1,283	1,282	1,209	-1	-0.1%	-65	-4.8%
530	John A. Logan	1,508	1,877	1,888	2,074	2,015	1,992	-59	-2.8%	507	33.6%
539	John Wood	507	404	569	394	620	528	226	57.4%	113	22.3%
525	Joliet Junior	4,392	4,664	4,546	4,644	4,420	4,537	-224	-4.8%	28	0.6%
520	Kankakee	450	457	548	518	515	527	-3	-0.6%	65	14.4%
501	Kaskaskia	2,400	2,660	2,608	3,005	3,067	2,893	62	2.1%	667	27.8%
523	Kishwaukee	398	752	968	912	995	958	83	9.1%	597	150.0%
517	Lake Land	2,535	2,559	2,625	2,450	2,407	2,494	-43	-1.8%	-128	-5.0%
536	Lewis and Clark	5,641	5,509	4,186	3,646	3,419	3,750	-227	-6.2%	-2,222	-39.4%
526	Lincoln Land	2,457	2,472	2,283	2,044	2,432	2,253	388	19.0%	-25	-1.0%
528	McHenry County	1,693	2,084	4,392	7,163	10,043	7,199	2,880	40.2%	8,350	493.2%
524	Moraine Valley	498	416	854	975	1,313	1,047	338	34.7%	815	163.7%
527	Morton	824	944	688	919	1,066	891	147	16.0%	242	29.4%
535	Oakton	887	862	963	1,002	1,399	1,121	397	39.6%	512	57.7%
505	Parkland	2,104	1,773	1,721	1,568	1,848	1,712	280	17.9%	-256	-12.2%
515	Prairie State	0	1	30	0	0	10	0	--	0	--
521	Rend Lake	2,557	2,015	2,085	1,951	1,793	1,943	-158	-8.1%	-764	-29.9%
537	Richland	1,252	1,338	1,177	1,530	1,616	1,441	86	5.6%	364	29.1%
511	Rock Valley	3,059	2,772	3,343	3,048	2,159	2,850	-889	-29.2%	-900	-29.4%
506	Sauk Valley	905	885	921	868	856	882	-12	-1.4%	-49	-5.4%
531	Shawnee	764	750	904	728	1,218	950	490	67.3%	454	59.4%
510	South Suburban	55	63	30	155	188	124	33	21.3%	133	241.8%
533	Southeastern Illinois	1,043	1,210	1,046	1,027	1,257	1,110	230	22.4%	214	20.5%
522	Southwestern Illinois	5,248	4,638	3,803	4,356	5,033	4,397	677	15.5%	-215	-4.1%
534	Spoon River	675	824	727	812	1,040	860	228	28.1%	365	54.1%
504	Triton	969	900	1,951	2,375	902	1,743	-1,473	-62.0%	-67	-6.9%
516	Waubonsee	3,500	4,480	5,103	5,760	6,269	5,711	509	8.8%	2,769	79.1%
	TOTALS	75,967	79,231	83,720	89,366	100,399	91,162	11,033	12.3%	24,432	32.2%
	Pure										
	Mininum	0	1	30	0	0	10	-1,473	-62.0%	-2,222	-39.4%
	Maximum	5,641	5,509	5,103	7,163	10,043	7,199	2,880	133.0%	8,350	493.2%
	Median	1,270	1,274	1,254	1,392	1,587	1,428	190	14.9%	218	27.8%
	Standard Deviation	1,291	1,317	1,360	1,566	1,838	1,565	584	32.3%	1,424	89.9%
	Average	1,583	1,651	1,744	1,862	2,092	1,899	230	19.7%	509	49.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503	Black Hawk	8.8	9.7	7.7	8.3	8.9	8.3	0.6	7.3%	0.2	1.9%
518	Carl Sandburg	5.9	5.4	5.2	5.0	4.9	5.0	-0.1	-2.1%	-1.1	-17.9%
508	City Colleges of Chicago	(11.7)	(12.1)	(9.5)	(10.1)	(10.2)	(9.9)	(0.0)	(0.2%)	(-1.5)	(-13.1%)
02	Harold Washington	8.8	10.0	8.2	9.7	9.1	9.0	-0.6	-6.2%	0.3	3.6%
04	Harry S Truman	9.2	7.1	7.5	6.5	7.0	7.0	0.5	8.4%	-2.2	-23.7%
01	Kennedy-King	10.4	7.4	4.9	4.1	6.5	5.2	2.4	59.0%	-3.9	-37.2%
03	Malcolm X	8.8	6.9	4.7	6.3	7.0	6.0	0.7	10.6%	-1.8	-21.0%
05	Olive-Harvey	11.3	13.8	9.6	9.6	9.5	9.5	-0.1	-1.2%	-1.8	-16.1%
06	Richard J. Daley	15.0	15.7	11.9	14.7	15.3	14.0	0.7	4.7%	0.3	2.2%
07	Wilbur Wright	16.1	18.7	16.0	14.8	15.2	15.3	0.5	3.3%	-0.9	-5.3%
502	College of DuPage	20.4	20.4	20.3	17.6	17.3	18.4	-0.2	-1.3%	-3.0	-14.8%
532	College of Lake County	15.7	14.3	13.5	13.9	16.8	14.7	2.9	21.0%	1.0	6.7%
507	Danville Area	4.4	4.6	4.1	4.6	4.8	4.5	0.2	4.3%	0.4	8.1%
509	Elgin	4.9	5.6	6.2	6.0	6.7	6.3	0.7	11.9%	1.7	34.6%
512	Harper	18.2	18.4	18.0	19.3	20.1	19.1	0.8	3.9%	1.9	10.5%
540	Heartland	10.9	9.4	11.8	11.4	9.4	10.9	-2.0	-17.4%	-1.4	-13.1%
519	Highland	13.0	13.9	11.9	12.6	10.9	11.8	-1.7	-13.2%	-2.0	-15.6%
514	Illinois Central	22.6	22.2	19.7	20.9	19.6	20.0	-1.3	-6.2%	-3.0	-13.5%
529	Illinois Eastern	(9.5)	(8.6)	(7.7)	(8.7)	(6.1)	(7.5)	(-2.5)	(-29.2%)	(-3.3)	(-35.3%)
04	Frontier	11.7	11.7	10.0	10.6	7.0	9.2	-3.7	-34.3%	-4.7	-40.3%
01	Lincoln Trail	6.5	5.7	6.1	6.5	5.3	6.0	-1.2	-18.8%	-1.2	-18.5%
02	Olney Central	11.4	7.5	7.6	10.3	7.9	8.6	-2.3	-22.9%	-3.5	-30.4%
03	Wabash Valley	8.0	8.4	4.8	6.3	3.6	4.9	-2.7	-42.1%	-4.3	-54.2%
513	Illinois Valley	14.6	10.6	11.8	13.6	13.4	12.9	-0.3	-2.2%	-1.3	-8.8%
530	John A. Logan	18.9	17.7	19.9	18.7	17.8	18.8	-0.9	-4.6%	-1.0	-5.4%
539	John Wood	8.5	6.7	3.8	7.7	9.0	6.8	1.3	16.3%	0.5	6.3%
525	Joliet Junior	19.4	20.6	18.6	17.8	20.5	18.9	2.7	15.0%	1.0	5.3%
520	Kankakee	16.1	16.9	15.7	16.2	15.6	15.8	-0.6	-3.6%	-0.5	-2.9%
501	Kaskaskia	14.9	17.3	21.7	22.1	23.8	22.5	1.7	7.6%	8.9	59.5%
523	Kishwaukee	11.7	16.0	14.9	15.2	15.3	15.1	0.1	0.7%	3.6	30.8%
517	Lake Land	14.1	13.4	14.4	13.2	12.9	13.5	-0.3	-2.3%	-1.2	-8.6%
536	Lewis and Clark	18.6	17.5	16.4	15.4	14.4	15.4	-1.0	-6.6%	-4.3	-22.8%
526	Lincoln Land	16.8	16.2	15.2	13.6	15.4	14.7	1.8	13.0%	-1.4	-8.5%
528	McHenry County	24.5	24.8	24.4	24.4	23.8	24.2	-0.6	-2.7%	-0.7	-3.0%
524	Moraine Valley	20.8	12.2	11.9	13.9	15.4	13.7	1.5	10.9%	-5.3	-25.6%
527	Morton	13.7	15.0	12.3	17.3	18.4	16.0	1.0	6.0%	4.6	33.8%
535	Oakton	16.7	14.6	15.0	15.4	17.7	16.1	2.3	14.9%	1.0	5.8%
505	Parkland	8.4	8.0	5.8	7.1	8.1	7.0	1.0	14.2%	-0.3	-3.3%
515	Prairie State	--	1.0	10.0	--	--	10.0	--	--	--	--
521	Rend Lake	17.0	17.7	18.8	17.6	16.0	17.5	-1.6	-8.9%	-1.0	-6.1%
537	Richland	7.5	6.9	5.6	6.6	7.0	6.4	0.5	7.0%	-0.5	-6.3%
511	Rock Valley	4.6	4.3	4.5	4.7	4.1	4.4	-0.6	-12.1%	-0.5	-11.3%
506	Sauk Valley	4.3	4.2	4.2	4.7	4.2	4.4	-0.4	-9.6%	-0.1	-1.2%
531	Shawnee	16.6	17.4	16.7	13.2	10.6	13.5	-2.6	-20.0%	-6.0	-36.2%
510	South Suburban	11.0	10.5	15.0	17.2	13.4	15.2	-3.8	-22.0%	2.4	22.1%
533	Southeastern Illinois	6.8	7.7	7.9	7.2	9.2	8.1	2.0	27.8%	2.5	36.5%
522	Southwestern Illinois	5.7	5.6	4.6	6.0	6.5	5.7	0.5	8.2%	0.8	14.0%
534	Spoon River	5.2	6.0	5.9	6.0	6.6	6.2	0.6	9.4%	1.4	26.8%
504	Triton	8.3	7.8	13.8	13.7	18.4	15.3	4.7	34.1%	10.1	122.3%
516	Waubonsee	9.7	10.8	11.8	12.5	11.9	12.1	-0.6	-4.8%	2.1	21.8%
	TOTALS/AVERAGES	10.2	10.2	9.9	10.7	10.9	10.5	0.2	2.0%	0.7	6.6%
	Pure										
	Mininum	4.3	1.0	3.8	4.1	3.6	4.4	-3.8	-42.1%	-6.0	-54.2%
	Maximum	24.5	24.8	24.4	24.4	23.8	24.2	4.7	59.0%	10.1	122.3%
	Median	11.4	10.7	11.8	12.6	10.9	11.9	0.1	0.7%	-0.5	-5.3%
	Standard Deviation	5.3	5.6	5.5	5.3	5.5	5.3	1.7	16.9%	3.1	28.7%
	Average	12.3	11.8	11.5	11.9	12.0	11.8	0.1	1.2%	-0.3	-0.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	23.1301 Writing, General	27.0101 Mathematics, General	16.0905 Spanish Language and Literature	23.1304 Rhetoric and Composition	54.0102 American History (United States)	Total
503	Black Hawk	854	215	107	283	253	1,712
518	Carl Sandburg	388	32	9	143	89	661
508	City Colleges of Chicago	(3,115)	(1,271)	(773)	(0)	(189)	(5,348)
02	Harold Washington	660	97	240	0	37	1,034
04	Harry S Truman	188	210	22	0	25	445
01	Kennedy-King	176	32	1	0	20	229
03	Malcolm X	99	92	77	0	0	268
05	Olive-Harvey	197	37	222	0	36	492
06	Richard J. Daley	1,084	264	88	0	9	1,445
07	Wilbur Wright	711	539	123	0	62	1,435
502	College of DuPage	728	0	403	0	0	1,131
532	College of Lake County	825	24	81	36	110	1,076
507	Danville Area	451	32	6	45	58	592
509	Elgin	1,374	328	243	146	244	2,335
512	Harper	507	780	876	855	0	3,018
540	Heartland	973	64	31	0	135	1,203
519	Highland	64	57	0	0	10	131
514	Illinois Central	1,613	64	0	359	200	2,236
529	Illinois Eastern	(583)	(325)	(148)	(198)	(217)	(1,471)
04	Frontier	228	170	9	38	108	553
01	Lincoln Trail	112	97	131	46	15	401
02	Olney Central	176	23	1	91	94	385
03	Wabash Valley	67	35	7	23	0	132
513	Illinois Valley	385	24	0	200	42	651
530	John A. Logan	572	61	149	116	0	898
539	John Wood	202	79	35	65	0	381
525	Joliet Junior	2,693	0	0	116	416	3,225
520	Kankakee	59	37	0	34	57	187
501	Kaskaskia	688	283	254	337	253	1,815
523	Kishwaukee	244	77	10	135	135	601
517	Lake Land	964	429	18	179	0	1,590
536	Lewis and Clark	993	363	399	81	383	2,219
526	Lincoln Land	447	298	183	232	440	1,600
528	McHenry County	1,326	88	2,459	814	1,350	6,037
524	Moraine Valley	306	280	0	0	0	586
527	Morton	0	394	0	0	0	394
535	Oakton	500	201	0	21	0	722
505	Parkland	1,029	30	4	18	74	1,155
515	Prairie State	0	0	0	0	0	0
521	Rend Lake	404	504	8	52	124	1,092
537	Richland	496	24	0	63	16	599
511	Rock Valley	321	213	16	119	201	870
506	Sauk Valley	307	82	3	34	12	438
531	Shawnee	293	137	21	24	190	665
510	South Suburban	0	0	0	0	0	0
533	Southeastern Illinois	174	85	3	51	27	340
522	Southwestern Illinois	850	284	116	583	148	1,981
534	Spoon River	301	93	0	156	16	566
504	Triton	22	95	0	0	1	118
516	Waubonsee	1,252	1,353	393	279	164	3,441
	TOTALS	26,303	8,706	6,748	5,774	5,554	53,085
	Grand Total	163,283	163,283	163,283	163,283	163,283	163,283
	Percent Top Five of Grand Total	16.1%	5.3%	4.1%	3.5%	3.4%	32.5%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503	Black Hawk	120	124	129	136	129	131	-7	-5.1%	9	7.5%
518	Carl Sandburg	48	69	61	56	49	55	-7	-12.5%	1	2.1%
508	City Colleges of Chicago	(108)	(137)	(200)	(234)	(232)	(222)	(-2)	(-0.9%)	(124)	(114.8%)
02	Harold Washington	29	32	49	53	43	48	-10	-18.9%	14	48.3%
04	Harry S Truman	7	7	18	11	14	14	3	27.3%	7	100.0%
01	Kennedy-King	11	17	24	44	52	40	8	18.2%	41	372.7%
03	Malcolm X	9	24	34	38	39	37	1	2.6%	30	333.3%
05	Olive-Harvey	16	18	29	32	26	29	-6	-18.8%	10	62.5%
06	Richard J. Daley	28	29	33	35	39	36	4	11.4%	11	39.3%
07	Wilbur Wright	8	10	13	21	19	18	-2	-9.5%	11	137.5%
502	College of DuPage	358	353	399	436	467	434	31	7.1%	109	30.4%
532	College of Lake County	106	151	138	178	202	173	24	13.5%	96	90.6%
507	Danville Area	142	150	156	169	174	166	5	3.0%	32	22.5%
509	Elgin	65	48	60	64	84	69	20	31.3%	19	29.2%
512	Harper	229	228	224	250	252	242	2	0.8%	23	10.0%
540	Heartland	99	96	111	105	114	110	9	8.6%	15	15.2%
519	Highland	85	102	108	133	108	116	-25	-18.8%	23	27.1%
514	Illinois Central	91	92	97	113	99	103	-14	-12.4%	8	8.8%
529	Illinois Eastern	(210)	(227)	(222)	(209)	(272)	(234)	(63)	(30.1%)	(62)	(29.5%)
04	Frontier	88	100	107	74	93	91	19	25.7%	5	5.7%
01	Lincoln Trail	28	40	25	20	49	31	29	145.0%	21	75.0%
02	Olney Central	32	38	32	52	59	48	7	13.5%	27	84.4%
03	Wabash Valley	62	49	58	63	71	64	8	12.7%	9	14.5%
513	Illinois Valley	56	58	51	39	40	43	1	2.6%	-16	-28.6%
530	John A. Logan	44	43	57	39	40	45	1	2.6%	-4	-9.1%
539	John Wood	19	18	45	21	29	32	8	38.1%	10	52.6%
525	Joliet Junior	210	207	203	249	244	232	-5	-2.0%	34	16.2%
520	Kankakee	20	22	22	19	21	21	2	10.5%	1	5.0%
501	Kaskaskia	196	194	156	173	195	175	22	12.7%	-1	-0.5%
523	Kishwaukee	71	66	58	57	53	56	-4	-7.0%	-18	-25.4%
517	Lake Land	204	153	119	143	139	134	-4	-2.8%	-65	-31.9%
536	Lewis and Clark	230	226	162	71	94	109	23	32.4%	-136	-59.1%
526	Lincoln Land	56	45	78	86	93	86	7	8.1%	37	66.1%
528	McHenry County	83	102	113	123	121	119	-2	-1.6%	38	45.8%
524	Moraine Valley	234	297	281	328	329	313	1	0.3%	95	40.6%
527	Morton	24	28	15	33	67	38	34	103.0%	43	179.2%
535	Oakton	76	166	155	187	195	179	8	4.3%	119	156.6%
505	Parkland	65	63	86	75	64	75	-11	-14.7%	-1	-1.5%
515	Prairie State	52	81	56	51	53	53	2	3.9%	1	1.9%
521	Rend Lake	84	66	39	62	45	49	-17	-27.4%	-39	-46.4%
537	Richland	95	86	68	68	76	71	8	11.8%	-19	-20.0%
511	Rock Valley	41	33	82	96	129	102	33	34.4%	88	214.6%
506	Sauk Valley	128	127	114	102	112	109	10	9.8%	-16	-12.5%
531	Shawnee	21	26	23	16	29	23	13	81.3%	8	38.1%
510	South Suburban	211	206	201	291	305	266	14	4.8%	94	44.5%
533	Southeastern Illinois	79	91	109	73	82	88	9	12.3%	3	3.8%
522	Southwestern Illinois	241	286	301	366	384	350	18	4.9%	143	59.3%
534	Spoon River	16	20	31	27	27	28	0	0.0%	11	68.8%
504	Triton	141	223	218	205	147	190	-58	-28.3%	6	4.3%
516	Waubonsee	114	101	92	94	127	104	33	35.1%	13	11.4%
	TOTALS	4,472	4,811	4,840	5,177	5,422	5,146	245	4.7%	950	21.2%
	Pure										
	Mininum	7	7	13	11	14	14	-58	-28.3%	-136	-59.1%
	Maximum	358	353	399	436	467	434	34	145.0%	143	372.7%
	Median	74	75	80	72	83	80	5	4.9%	11	24.8%
	Standard Deviation	79	84	82	96	99	92	16	30.4%	46	84.6%
	Average	93	100	101	108	113	107	5	11.5%	20	47.7%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board
Table B-10
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2019-2023

Dist. No. District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503 Black Hawk	916	847	672	726	955	784	229	31.5%	39	4.3%
518 Carl Sandburg	300	353	402	418	394	405	-24	-5.7%	94	31.3%
508 City Colleges of Chicago	(1,313)	(1,341)	(1,538)	(1,957)	(2,098)	(1,864)	(141)	(7.2%)	(785)	(59.8%)
02 Harold Washington	494	522	638	627	607	624	-20	-3.2%	113	22.9%
04 Harry S Truman	57	23	92	29	117	79	88	303.4%	60	105.3%
01 Kennedy-King	195	122	89	260	387	245	127	48.8%	192	98.5%
03 Malcolm X	93	187	144	219	197	187	-22	-10.0%	104	111.8%
05 Olive-Harvey	82	136	146	215	208	190	-7	-3.3%	126	153.7%
06 Richard J. Daley	314	286	315	412	358	362	-54	-13.1%	44	14.0%
07 Wilbur Wright	78	65	114	195	224	178	29	14.9%	146	187.2%
502 College of DuPage	5,913	5,920	4,771	6,220	7,453	6,148	1,233	19.8%	1,540	26.0%
532 College of Lake County	994	1,574	868	1,659	2,237	1,588	578	34.8%	1,243	125.1%
507 Danville Area	1,193	1,132	794	908	1,072	925	164	18.1%	-121	-10.1%
509 Elgin	262	274	239	214	338	264	124	57.9%	76	29.0%
512 Harper	2,833	3,241	3,374	3,518	3,543	3,478	25	0.7%	710	25.1%
540 Heartland	754	753	618	729	735	694	6	0.8%	-19	-2.5%
519 Highland	938	1,091	822	1,331	1,087	1,080	-244	-18.3%	149	15.9%
514 Illinois Central	1,228	1,236	1,283	1,392	1,206	1,294	-186	-13.4%	-22	-1.8%
529 Illinois Eastern	(1,360)	(1,367)	(1,306)	(1,435)	(1,485)	(1,409)	(50)	(3.5%)	(125)	(9.2%)
04 Frontier	601	605	652	435	430	506	-5	-1.1%	-171	-28.5%
01 Lincoln Trail	127	137	134	173	257	188	84	48.6%	130	102.4%
02 Olney Central	215	309	203	330	278	270	-52	-15.8%	63	29.3%
03 Wabash Valley	417	316	317	497	520	445	23	4.6%	103	24.7%
513 Illinois Valley	399	433	270	230	308	269	78	33.9%	-91	-22.8%
530 John A. Logan	580	580	679	457	427	521	-30	-6.6%	-153	-26.4%
539 John Wood	82	88	145	84	114	114	30	35.7%	32	39.0%
525 Joliet Junior	2,841	2,974	2,517	3,541	3,669	3,242	128	3.6%	828	29.1%
520 Kankakee	355	408	396	418	495	436	77	18.4%	140	39.4%
501 Kaskaskia	2,495	2,428	2,345	2,939	3,392	2,892	453	15.4%	897	36.0%
523 Kishwaukee	799	679	543	559	507	536	-52	-9.3%	-292	-36.5%
517 Lake Land	1,291	1,241	1,068	1,298	1,294	1,220	-4	-0.3%	3	0.2%
536 Lewis and Clark	3,201	3,147	1,723	675	739	1,046	64	9.5%	-2,462	-76.9%
526 Lincoln Land	560	472	572	744	893	736	149	20.0%	333	59.5%
528 McHenry County	1,115	1,529	1,684	1,906	1,952	1,847	46	2.4%	837	75.1%
524 Moraine Valley	4,112	4,413	3,424	4,643	4,467	4,178	-176	-3.8%	355	8.6%
527 Morton	326	316	98	340	507	315	167	49.1%	181	55.5%
535 Oakton	1,427	2,397	2,197	2,682	3,020	2,633	338	12.6%	1,593	111.6%
505 Parkland	472	382	694	735	759	729	24	3.3%	287	60.8%
515 Prairie State	763	747	497	717	635	616	-82	-11.4%	-128	-16.8%
521 Rend Lake	662	603	357	491	436	428	-55	-11.2%	-226	-34.1%
537 Richland	753	829	668	630	737	678	107	17.0%	-16	-2.1%
511 Rock Valley	52	59	317	466	347	377	-119	-25.5%	295	567.3%
506 Sauk Valley	737	926	758	698	752	736	54	7.7%	15	2.0%
531 Shawnee	224	257	232	206	249	229	43	20.9%	25	11.2%
510 South Suburban	2,451	3,314	2,628	4,053	4,164	3,615	111	2.7%	1,713	69.9%
533 Southeastern Illinois	401	468	505	435	695	545	260	59.8%	294	73.3%
522 Southwestern Illinois	2,461	3,273	3,006	4,509	4,976	4,164	467	10.4%	2,515	102.2%
534 Spoon River	62	85	174	147	171	164	24	16.3%	109	175.8%
504 Triton	1,158	2,184	2,372	2,059	3,382	2,604	1,323	64.3%	2,224	192.1%
516 Waubonsee	864	802	667	856	1,194	906	338	39.5%	330	38.2%
TOTALS	48,647	54,163	47,223	57,025	62,884	55,711	5,859	10.3%	14,237	29.3%
Pure										
Mininum	52	23	89	29	114	79	-244	-25.5%	-2,462	-76.9%
Maximum	5,913	5,920	4,771	6,220	7,453	6,148	1,323	303.4%	2,515	567.3%
Median	632	604	628	629	665	620	45	8.6%	111	29.2%
Standard Deviation	1,171	1,280	1,067	1,405	1,564	1,348	289	47.0%	748	96.7%
Average	1,013	1,128	984	1,188	1,310	1,161	122	18.2%	297	54.1%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
503	Black Hawk	7.6	6.8	5.2	5.3	7.4	6.0	2.1	38.7%	-0.2	-3.0%
518	Carl Sandburg	6.3	5.1	6.6	7.5	8.0	7.4	0.6	7.7%	1.8	28.7%
508	City Colleges of Chicago	(12.2)	(9.8)	(7.7)	(8.4)	(9.0)	(8.4)	(0.7)	(8.1%)	(-3.1)	(-25.6%)
02	Harold Washington	17.0	16.3	13.0	11.8	14.1	13.0	2.3	19.3%	-2.9	-17.1%
04	Harry S Truman	8.1	3.3	5.1	2.6	8.4	5.4	5.7	217.0%	0.2	2.6%
01	Kennedy-King	17.7	7.2	3.7	5.9	7.4	5.7	1.5	25.9%	-10.3	-58.0%
03	Malcolm X	10.3	7.8	4.2	5.8	5.1	5.0	-0.7	-12.4%	-5.3	-51.1%
05	Olive-Harvey	5.1	7.6	5.0	6.7	8.0	6.6	1.3	19.1%	2.9	56.1%
06	Richard J. Daley	11.2	9.9	9.5	11.8	9.2	10.2	-2.6	-22.0%	-2.0	-18.1%
07	Wilbur Wright	9.8	6.5	8.8	9.3	11.8	9.9	2.5	27.0%	2.0	20.9%
502	College of DuPage	16.5	16.8	12.0	14.3	16.0	14.1	1.7	11.9%	-0.6	-3.4%
532	College of Lake County	9.4	10.4	6.3	9.3	11.1	8.9	1.8	18.8%	1.7	18.1%
507	Danville Area	8.4	7.5	5.1	5.4	6.2	5.5	0.8	14.7%	-2.2	-26.7%
509	Elgin	4.0	5.7	4.0	3.3	4.0	3.8	0.7	20.3%	0.0	-0.2%
512	Harper	12.4	14.2	15.1	14.1	14.1	14.4	0.0	-0.1%	1.7	13.6%
540	Heartland	7.6	7.8	5.6	6.9	6.4	6.3	-0.5	-7.1%	-1.2	-15.3%
519	Highland	11.0	10.7	7.6	10.0	10.1	9.2	0.1	0.6%	-1.0	-8.8%
514	Illinois Central	13.5	13.4	13.2	12.3	12.2	12.6	-0.1	-1.1%	-1.3	-9.7%
529	Illinois Eastern	(6.5)	(6.0)	(5.9)	(6.9)	(5.5)	(6.1)	(-1.4)	(-20.5%)	(-1.0)	(-15.7%)
04	Frontier	6.8	6.1	6.1	5.9	4.6	5.5	-1.3	-21.3%	-2.2	-32.3%
01	Lincoln Trail	4.5	3.4	5.4	8.7	5.2	6.4	-3.4	-39.4%	0.7	15.6%
02	Olney Central	6.7	8.1	6.3	6.3	4.7	5.8	-1.6	-25.8%	-2.0	-29.9%
03	Wabash Valley	6.7	6.4	5.5	7.9	7.3	6.9	-0.6	-7.2%	0.6	8.9%
513	Illinois Valley	7.1	7.5	5.3	5.9	7.7	6.3	1.8	30.6%	0.6	8.1%
530	John A. Logan	13.2	13.5	11.9	11.7	10.7	11.4	-1.0	-8.9%	-2.5	-19.0%
539	John Wood	4.3	4.9	3.2	4.0	3.9	3.7	-0.1	-1.7%	-0.4	-8.9%
525	Joliet Junior	13.5	14.4	12.4	14.2	15.0	13.9	0.8	5.7%	1.5	11.1%
520	Kankakee	17.8	18.5	18.0	22.0	23.6	21.2	1.6	7.1%	5.8	32.8%
501	Kaskaskia	12.7	12.5	15.0	17.0	17.4	16.5	0.4	2.4%	4.7	36.6%
523	Kishwaukee	11.3	10.3	9.4	9.8	9.6	9.6	-0.2	-2.5%	-1.7	-15.0%
517	Lake Land	6.3	8.1	9.0	9.1	9.3	9.1	0.2	2.6%	3.0	47.1%
536	Lewis and Clark	13.9	13.9	10.6	9.5	7.9	9.3	-1.6	-17.3%	-6.1	-43.5%
526	Lincoln Land	10.0	10.5	7.3	8.7	9.6	8.5	1.0	11.0%	-0.4	-4.0%
528	McHenry County	13.4	15.0	14.9	15.5	16.1	15.5	0.6	4.1%	2.7	20.1%
524	Moraine Valley	17.6	14.9	12.2	14.2	13.6	13.3	-0.6	-4.1%	-4.0	-22.7%
527	Morton	13.6	11.3	6.5	10.3	7.6	8.1	-2.7	-26.6%	-6.0	-44.3%
535	Oakton	18.8	14.4	14.2	14.3	15.5	14.7	1.1	8.0%	-3.3	-17.5%
505	Parkland	7.3	6.1	8.1	9.8	11.9	9.9	2.1	21.0%	4.6	63.3%
515	Prairie State	14.7	9.2	8.9	14.1	12.0	11.6	-2.1	-14.8%	-2.7	-18.3%
521	Rend Lake	7.9	9.1	9.2	7.9	9.7	8.9	1.8	22.3%	1.8	22.9%
537	Richland	7.9	9.6	9.3	9.3	9.7	9.6	0.4	4.7%	1.8	22.3%
511	Rock Valley	1.3	1.8	3.9	4.9	2.7	3.8	-2.2	-44.6%	1.4	112.1%
506	Sauk Valley	5.8	7.3	6.6	6.8	6.7	6.7	-0.1	-1.9%	1.0	16.6%
531	Shawnee	10.7	9.9	10.1	12.9	8.6	10.5	-4.3	-33.3%	-2.1	-19.5%
510	South Suburban	11.6	16.1	13.1	13.9	13.7	13.6	-0.3	-2.0%	2.0	17.5%
533	Southeastern Illinois	5.1	5.1	4.6	6.0	8.5	6.4	2.5	42.2%	3.4	67.0%
522	Southwestern Illinois	10.2	11.4	10.0	12.3	13.0	11.8	0.6	5.2%	2.7	26.9%
534	Spoon River	3.9	4.3	5.6	5.4	6.3	5.8	0.9	16.3%	2.5	63.4%
504	Triton	8.2	9.8	10.9	10.0	23.0	14.6	13.0	129.1%	14.8	180.1%
516	Waubonsee	7.6	7.9	7.3	9.1	9.4	8.6	0.3	3.2%	1.8	24.0%
	TOTALS/AVERAGES	10.9	11.3	9.8	11.0	11.6	10.8	0.6	5.3%	0.7	6.6%
	Pure										
	Mininum	1.3	1.8	3.2	2.6	2.7	3.7	-4.3	-44.6%	-10.3	-58.0%
	Maximum	18.8	18.5	18.0	22.0	23.6	21.2	13.0	217.0%	14.8	180.1%
	Median	9.6	9.2	7.8	9.3	9.4	9.0	0.4	3.7%	0.4	5.4%
	Standard Deviation	4.2	3.9	3.6	3.9	4.5	3.9	2.5	39.9%	3.8	41.9%
	Average	9.9	9.6	8.6	9.6	10.1	9.4	0.5	9.2%	0.2	9.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Dist. No.	District/College	48.0508 Welding Technology/Welder	51.3902 Nursing Assistant/Aide and Patien Care Assistant/Aide	52.0701 Entrepreneurship/Entrepreneurial Studies	51.0710 Medical Office Assistant/Specialist	52.0407 Business/Office Automation/Technology/Data Entry	Total
503	Black Hawk	617	72	1	0	0	690
518	Carl Sandburg	42	0	27	0	0	69
508	City Colleges of Chicago	(26)	(0)	(115)	(217)	(126)	(484)
02	Harold Washington	11	0	0	11	16	38
04	Harry S Truman	0	0	1	3	23	27
01	Kennedy-King	0	0	75	8	13	96
03	Malcolm X	1	0	1	104	42	148
05	Olive-Harvey	1	0	37	1	15	54
06	Richard J. Daley	13	0	1	75	15	104
07	Wilbur Wright	0	0	0	15	2	17
502	College of DuPage	95	198	158	93	0	544
532	College of Lake County	118	158	0	294	0	570
507	Danville Area	20	6	0	42	7	75
509	Elgin	22	106	2	0	0	130
512	Harper	0	807	182	375	199	1,563
540	Heartland	141	125	7	101	0	374
519	Highland	30	47	0	0	0	77
514	Illinois Central	228	198	0	247	0	673
529	Illinois Eastern	(227)	(94)	(0)	(54)	(1)	(376)
04	Frontier	41	28	0	13	1	83
01	Lincoln Trail	101	21	0	6	0	128
02	Olney Central	34	18	0	1	0	53
03	Wabash Valley	51	27	0	34	0	112
513	Illinois Valley	106	40	15	11	0	172
530	John A. Logan	0	96	0	0	0	96
539	John Wood	45	9	0	0	11	65
525	Joliet Junior	287	183	138	0	0	608
520	Kankakee	94	94	5	0	0	193
501	Kaskaskia	60	71	80	153	901	1,265
523	Kishwaukee	69	31	0	21	0	121
517	Lake Land	198	145	44	11	23	421
536	Lewis and Clark	245	0	73	33	0	351
526	Lincoln Land	57	23	61	0	0	141
528	McHenry County	0	125	0	0	0	125
524	Moraine Valley	59	0	118	0	630	807
527	Morton	112	0	0	0	230	342
535	Oakton	83	162	153	403	0	801
505	Parkland	48	54	24	104	0	230
515	Prairie State	73	0	110	0	0	183
521	Rend Lake	4	36	0	0	0	40
537	Richland	68	27	0	0	144	239
511	Rock Valley	12	41	0	0	5	58
506	Sauk Valley	99	158	22	67	6	352
531	Shawnee	0	46	0	53	0	99
510	South Suburban	34	0	241	365	0	640
533	Southeastern Illinois	147	14	37	0	0	198
522	Southwestern Illinois	275	80	1388	86	446	2,275
534	Spoon River	82	18	0	0	0	100
504	Triton	13	104	0	29	0	146
516	Waubonsee	427	22	0	127	0	576
	TOTALS	4,263	3,390	3,001	2,886	2,729	16,269
	Grand Total	163,283	163,283	163,283	163,283	163,283	163,283
	Percent Top Five of Grand Total	2.6%	2.1%	1.8%	1.8%	1.7%	10.0%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
01.0000	Agriculture, General.	0	1	0	2	9	4	7	350.0%	9	--
01.0101	Agricultural Business and Management, General.	185	225	202	247	263	237	16	6.5%	78	42.2%
01.0102	Agribusiness/Agricultural Business Operations.	0	20	4	17	9	10	-8	-47.1%	9	--
01.0103	Agricultural Economics.	43	51	78	63	94	78	31	49.2%	51	118.6%
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling.	15	15	36	36	55	42	19	52.8%	40	266.7%
01.0106	Agricultural Business Technology/Technician.	0	4	0	9	0	3	-9	-100.0%	0	--
01.0201	Agricultural Mechanization, General.	103	100	143	106	187	145	81	76.4%	84	81.6%
01.0301	Agricultural Production Operations, General.	174	150	198	195	193	195	-2	-1.0%	19	10.9%
01.0302	Animal/Livestock Husbandry and Production.	164	264	195	349	328	291	-21	-6.0%	164	100.0%
01.0303	Aquaculture.	0	25	23	11	16	17	5	45.5%	16	--
01.0304	Crop Production.	27	70	95	145	145	128	0	0.0%	118	437.0%
01.0308	Agroecology and Sustainable Agriculture.	0	0	0	21	1	7	-20	-95.2%	1	--
01.0507	Equestrian/Equine Studies.	0	0	2	0	3	2	3	--	3	--
01.0508	Taxidermy/Taxidermist.	1	0	0	0	0	0	0	--	-1	-100.0%
01.0601	Applied Horticulture/Horticulture Operations, General.	161	196	145	119	238	167	119	100.0%	77	47.8%
01.0603	Ornamental Horticulture.	348	304	301	362	323	329	-39	-10.8%	-25	-7.2%
01.0604	Greenhouse Operations and Management.	89	42	89	45	156	97	111	246.7%	67	75.3%
01.0605	Landscaping and Groundskeeping.	47	36	56	85	80	74	-5	-5.9%	33	70.2%
01.0606	Plant Nursery Operations and Management.	0	0	0	0	6	2	6	--	6	--
01.0607	Turf and Turfgrass Management.	0	35	0	16	4	7	-12	-75.0%	4	--
01.0901	Animal Sciences, General.	26	40	76	76	84	79	8	10.5%	58	223.1%
01.1101	Plant Sciences, General.	0	0	0	1	0	0	-1	-100.0%	0	--
01.1102	Agronomy and Crop Science.	57	108	140	106	126	124	20	18.9%	69	121.1%
01.1103	Horticultural Science.	127	108	94	128	144	122	16	12.5%	17	13.4%
01.1201	Soil Science and Agronomy, General	0	0	3	8	36	16	28	350.0%	36	--
01.8301	Veterinary/Animal Health Technology/Technician and Veterinary Assistant. (Moved from 51.0808)	84	84	62	81	100	81	19	23.5%	16	19.0%
01.9994	Career Exploration.	11	7	6	12	11	10	-1	-8.3%	0	0.0%
01.9996	Certification/Licensure Review.	0	8	17	0	10	9	10	--	10	--
01.9997	Topics.	30	17	25	49	34	36	-15	-30.6%	4	13.3%
01.9998	Internships.	1	0	0	0	0	0	0	--	-1	-100.0%
01.9999	Agricultural/Animal/Plant/Veterinary Science and Related Fields, Other.	0	22	41	59	31	44	-28	-47.5%	31	--
03.0101	Natural Resources/Conservation, General.	2	0	0	0	0	0	0	--	-2	-100.0%
03.0511	Forest Technology/Technician.	24	0	0	0	0	0	0	--	-24	-100.0%
03.0601	Wildlife, Fish and Wildlands Science and Management.	26	8	13	0	0	4	0	--	-26	-100.0%
04.0201	Architecture.	5	4	3	9	6	6	-3	-33.3%	1	20.0%
04.0902	Architectural and Building Sciences/Technology.	0	0	0	14	15	10	1	7.1%	15	--
05.0101	African Studies.	0	6	0	1	0	0	-1	-100.0%	0	--
05.0103	Asian Studies/Civilization.	0	0	0	4	0	1	-4	-100.0%	0	--
05.0107	Latin American Studies.	37	26	2	21	9	11	-12	-57.1%	-28	-75.7%
05.0108	Near and Middle Eastern Studies.	1	0	2	0	0	1	0	--	-1	-100.0%
05.0127	Japanese Studies.	0	1	0	1	0	0	-1	-100.0%	0	--
05.0201	African-American/Black Studies.	136	120	227	240	391	286	151	62.9%	255	187.5%
05.0202	American Indian/Native American Studies.	1	2	0	0	1	0	1	--	0	0.0%
05.0207	Women's Studies.	0	0	5	1	1	2	0	0.0%	1	--
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	3	2	2	0	1	1	1	--	-2	-66.7%
09.0100	Communication, General	0	0	1	1	0	1	-1	-100.0%	0	--
09.0101	Speech Communication and Rhetoric.	257	232	436	397	423	419	26	6.5%	166	64.6%
09.0102	Mass Communication/Media Studies.	20	33	39	60	27	42	-33	-55.0%	7	35.0%
09.0401	Journalism.	280	205	75	119	195	130	76	63.9%	-85	-30.4%
09.0402	Broadcast Journalism.	0	2	2	0	0	1	0	--	0	--
09.0701	Radio and Television.	58	124	69	69	71	70	2	2.9%	13	22.4%
09.0702	Digital Communication and Media/Multimedia.	0	0	14	8	11	11	3	37.5%	11	--
09.0799	Radio, Television, and Digital Communication, Other.	3	0	2	0	0	1	0	--	-3	-100.0%
09.0902	Public Relations/Image Management.	0	0	1	0	0	0	0	--	0	--
09.0903	Advertising.	1	4	3	1	12	5	11	1100.0%	11	1100.0%
10.0201	Photographic and Film/Video Technology/Technician.	186	145	123	139	149	137	10	7.2%	-37	-19.9%

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
10.0202	Radio and Television Broadcasting Technology/Technician.	0	0	0	0	1	0	1	--	1	--
10.0203	Recording Arts Technology/Technician.	0	0	9	5	1	5	-4	-80.0%	1	--
10.0301	Graphic Communications, General.	19	15	5	3	26	11	23	766.7%	7	36.8%
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	696	592	327	379	393	366	14	3.7%	-303	-43.5%
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.	321	203	201	270	252	241	-18	-6.7%	-69	-21.5%
10.0305	Graphic and Printing Equipment Operator, General Production.	45	36	56	4	4	21	0	0.0%	-41	-91.1%
10.9999	Communications Technologies/Technicians and Support Services, Other. (Designation for vocational communication course enrollees—1.2)	31	23	11	18	22	17	4	22.2%	-9	-29.0%
11.0101	Computer and Information Sciences, General.	1,226	1,013	1,084	751	678	838	-73	-9.7%	-548	-44.7%
11.0103	Information Technology.	133	133	108	295	288	230	-7	-2.4%	155	116.5%
11.0201	Computer Programming/Programmer, General.	2,392	3,154	1,808	2,331	2,461	2,200	130	5.6%	69	2.9%
11.0202	Computer Programming, Specific Applications.	108	212	50	106	143	100	37	34.9%	35	32.4%
11.0203	Computer Programming, Vendor/Product Certification.	21	31	58	0	0	19	0	--	-21	-100.0%
11.0301	Data Processing and Data Processing Technology/Technician.	14	14	20	20	52	31	32	160.0%	38	271.4%
11.0401	Information Science/Studies.	94	110	112	4	3	40	-1	-25.0%	-91	-96.8%
11.0501	Computer Systems Analysis/Analyst.	0	2	2	0	2	1	2	--	2	--
11.0601	Data Entry/Microcomputer Applications, General.	291	238	203	260	250	238	-10	-3.8%	-41	-14.1%
11.0602	Word Processing.	15	12	9	8	33	17	25	312.5%	18	120.0%
11.0701	Computer Science.	0	0	5	0	0	2	0	--	0	--
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	372	441	313	285	314	304	29	10.2%	-58	-15.6%
11.0802	Data Modeling/Warehousing and Database Administration.	13	2	9	10	6	8	-4	-40.0%	-7	-53.8%
11.0803	Computer Graphics.	102	119	66	89	90	82	1	1.1%	-12	-11.8%
11.0901	Computer Systems Networking and Telecommunications.	1,419	1,290	1,310	1,848	1,584	1,581	-264	-14.3%	165	11.6%
11.1003	Computer and Information Systems Security/Auditing/Information Assurance.	9	18	196	270	233	233	-37	-13.7%	224	2488.9%
11.1004	Web/Multimedia Management and Webmaster.	21	21	19	17	9	15	-8	-47.1%	-12	-57.1%
11.1006	Computer Support Specialist.	0	1	1	15	39	18	24	160.0%	39	--
11.1099	Computer/Information Technology Services Administration and Management, Other.	67	32	63	56	50	56	-6	-10.7%	-17	-25.4%
11.9997	Topics.	22	42	11	17	17	15	0	0.0%	-5	-22.7%
12.0401	Cosmetology/Cosmetologist, General.	644	646	516	639	1,017	724	378	59.2%	373	57.9%
12.0402	Barbering/Barber.	0	0	0	60	136	65	76	126.7%	136	--
12.0409	Aesthetician/Esthetician and Skin Care Specialist.	125	128	88	125	179	131	54	43.2%	54	43.2%
12.0410	Nail Technician/Specialist and Manicurist.	0	0	4	2	5	4	3	150.0%	5	--
12.0412	Salon/Beauty Salon Management/Manager.	226	237	189	237	372	266	135	57.0%	146	64.6%
12.0500	Cooking and Related Culinary Arts, General.	11	17	22	43	46	37	3	7.0%	35	318.2%
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	111	185	191	220	297	236	77	35.0%	186	167.6%
12.0502	Bartending/Bartender.	1	0	0	0	0	0	0	--	-1	-100.0%
12.0503	Culinary Arts/Chef Training.	483	618	680	873	1,013	855	140	16.0%	530	109.7%
12.0504	Restaurant, Culinary, and Catering Management/Manager.	1,515	1,817	1,397	1,648	2,069	1,705	421	25.5%	554	36.6%
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant.	68	205	224	120	133	159	13	10.8%	65	95.6%
12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	6	17	11	14	0	8	-14	-100.0%	-6	-100.0%
12.9994	Career Exploration.	0	0	7	20	10	12	-10	-50.0%	10	--
12.9996	Certification/Licensure Review.	40	27	22	26	52	33	26	100.0%	12	30.0%
13.0101	Education, General.	128	167	154	215	397	255	182	84.7%	269	210.2%
13.0201	Bilingual and Multilingual Education.	1	0	3	0	4	2	4	--	3	300.0%
13.0299	Bilingual, Multilingual, and Multicultural Education, Other.	28	24	44	33	28	35	-5	-15.2%	0	0.0%
13.0501	Educational/Instructional Technology.	28	30	46	35	30	37	-5	-14.3%	2	7.1%
13.0901	Social and Philosophical Foundations of Education.	329	319	657	463	836	652	373	80.6%	507	154.1%
13.1001	Special Education and Teaching, General.	18	2	11	32	49	31	17	53.1%	31	172.2%
13.1202	Elementary Education and Teaching.	28	6	4	4	19	9	15	375.0%	-9	-32.1%
13.1210	Early Childhood Education and Teaching.	105	168	140	70	139	116	69	98.6%	34	32.4%
13.1301	Agricultural Teacher Education.	12	0	2	0	11	4	11	--	-1	-8.3%
13.1302	Art Teacher Education.	0	1	0	0	0	0	0	--	0	--
13.1307	Health Teacher Education.	315	367	305	340	444	363	104	30.6%	129	41.0%
13.1314	Physical Education Teaching and Coaching.	4	5	23	23	9	18	-14	-60.9%	5	125.0%
13.1501	Teacher Assistant/Aide.	4	1	12	15	21	16	6	40.0%	17	425.0%
13.9997	Topics.	7	42	19	450	14	161	-436	-96.9%	7	100.0%
13.9998	Internships.	17	40	36	65	139	80	74	113.8%	122	717.6%

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	FY 2022-2023 1-Year Difference Percent	FY 2019-2023 5-Year Difference Number	FY 2019-2023 5-Year Difference Percent
14.0101	Engineering, General.	3	12	11	21	10	14	-11	-52.4%	7	233.3%
14.1101	Engineering Mechanics.	7	1	2	2	6	3	4	200.0%	-1	-14.3%
14.1201	Engineering Physics/Applied Physics.	18	32	21	26	39	29	13	50.0%	21	116.7%
14.4201	Mechatronics, Robotics, and Automation Engineering.	0	7	40	124	23	62	-101	-81.5%	23	--
15.0000	Engineering Technologies/Technicians, General.	10	35	24	32	29	28	-3	-9.4%	19	190.0%
15.0101	Architectural Engineering Technologies/Technicians.	32	50	37	34	41	37	7	20.6%	9	28.1%
15.0201	Civil Engineering Technologies/Technicians.	10	39	66	42	51	53	9	21.4%	41	410.0%
15.0303	Electrical, Electronic, and Communications Engineering Technology/Technician.	314	326	299	515	447	420	-68	-13.2%	133	42.4%
15.0304	Laser and Optical Technology/Technician.	17	21	3	12	2	6	-10	-83.3%	-15	-88.2%
15.0305	Telecommunications Technology/Technician. (Includes existing programs in 2020 moved from 15.0310)	0	1	0	0	0	0	0	--	0	--
15.0306	Integrated Circuit Design Technology/Technician.	0	0	0	13	11	8	-2	-15.4%	11	--
15.0310	Telecommunication Electronics Technology (Cross to 15.0305 for IPEDS)	0	0	0	0	17	6	17	--	17	--
15.0403	Electromechanical/Electromechanical Engineering Technology/Technician.	11	9	8	7	835	283	828	11828.6%	824	7490.9%
15.0405	Robotics Technology/Technician.	20	1	12	19	8	13	-11	-57.9%	-12	-60.0%
15.0406	Automation Engineer Technology/Technician.	284	206	174	204	240	206	36	17.6%	-44	-15.5%
15.0411	Automated Manufacturing Technology (Cross to 15.0499 for IPEDS)	445	0	0	0	0	0	0	--	-445	-100.0%
15.0499	Electromechanical Technologies/Technicians, Other.	0	870	770	898	77	582	-821	-91.4%	77	--
15.0612	Industrial Technology/Technician.	0	19	23	1	25	16	24	2400.0%	25	--
15.0613	Manufacturing Engineering Technology/Technician.	285	463	624	673	735	677	62	9.2%	450	157.9%
15.0614	Welding Engineering Technology/Technician.	0	0	1	17	27	15	10	58.8%	27	--
15.0701	Occupational Safety and Health Technology/Technician.	127	120	83	102	104	96	2	2.0%	-23	-18.1%
15.0702	Quality Control Technology/Technician.	99	99	82	45	44	57	-1	-2.2%	-55	-55.6%
15.0703	Industrial Safety Technology/Technician.	27	8	34	0	6	13	6	--	-21	-77.8%
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	0	0	0	0	12	4	12	--	12	--
15.0901	Mining Technology/Technician.	10	0	0	0	0	0	0	--	-10	-100.0%
15.1103	Hydraulics and Fluid Power Technology/Technician. (Includes existing programs in 2020 moved from 15.0410)	15	0	0	3	0	1	-3	-100.0%	-15	-100.0%
15.1201	Computer Engineering Technology/Technician.	212	224	183	235	253	224	18	7.7%	41	19.3%
15.1202	Computer/Computer Systems Technology/Technician.	0	0	1	0	0	0	0	--	0	--
15.1203	Computer Hardware Technology/Technician.	56	67	65	112	77	85	-35	-31.3%	21	37.5%
15.1301	Drafting and Design Technology/Technician, General.	1,076	1,283	1,023	986	1,419	1,143	433	43.9%	343	31.9%
15.1302	CAD/CADD Drafting and/or Design Technology/Technician. (Includes existing programs in 2020 moved from 15.0810)	1,662	1,644	1,165	1,480	1,760	1,468	280	18.9%	98	5.9%
15.1303	Architectural Drafting and Architectural CAD/CADD.	85	123	137	140	154	144	14	10.0%	69	81.2%
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	8	47	88	104	110	101	6	5.8%	102	1275.0%
15.1601	Nanotechnology.	33	38	59	0	0	20	0	--	-33	-100.0%
15.1701	Energy Systems Technology/Technician.	0	0	0	1	1	1	0	0.0%	1	--
15.9995	Supervised Independent Study.	0	0	0	0	75	25	75	--	75	--
15.9997	Topics.	157	128	35	44	41	40	-3	-6.8%	-116	-73.9%
15.9998	Internships.	0	1	0	1	0	0	-1	-100.0%	0	--
15.9999	Engineering/Engineering-Related Technologies/Technicians, Other.	29	23	20	25	26	24	1	4.0%	-3	-10.3%
16.0301	Chinese Language and Literature.	6	9	7	11	27	15	16	145.5%	21	350.0%
16.0302	Japanese Language and Literature.	29	34	27	19	34	27	15	78.9%	5	17.2%
16.0501	German Language and Literature.	168	168	313	531	636	493	105	19.8%	468	278.6%
16.0901	French Language and Literature.	250	214	375	647	532	518	-115	-17.8%	282	112.8%
16.0902	Italian Language and Literature.	18	22	20	26	0	15	-26	-100.0%	-18	-100.0%
16.0905	Spanish Language and Literature.	5,538	5,344	4,994	6,403	6,748	6,048	345	5.4%	1,210	21.8%
16.0997	Topics.	0	0	186	0	0	62	0	--	0	--
16.1101	Arabic Language and Literature.	51	59	49	43	46	46	3	7.0%	-5	-9.8%
16.1601	American Sign Language (ASL).	55	44	41	34	91	55	57	167.6%	36	65.5%
16.1603	Sign Language Interpretation and Translation.	50	52	35	41	38	38	-3	-7.3%	-12	-24.0%
16.9996	Certification/Licensure Review.	46	32	28	21	34	28	13	61.9%	-12	-26.1%
19.0101	Family and Consumer Sciences/Human Sciences, General.	1,420	1,481	1,450	2,006	1,855	1,770	-151	-7.5%	435	30.6%
19.0401	Family Resource Management Studies, General.	0	1	1	0	1	1	1	--	1	--
19.0402	Consumer Economics.	3	0	5	26	15	15	-11	-42.3%	12	400.0%
19.0501	Foods, Nutrition, and Wellness Studies, General.	75	60	73	91	109	91	18	19.8%	34	45.3%

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19.0504	Human Nutrition.	106	107	121	162	168	150	6	3.7%	62	58.5%
19.0701	Human Development and Family Studies, General.	0	9	6	18	16	13	-2	-11.1%	16	--
19.0706	Child Development. (Includes existing programs in 2020 moved from 20.0102)	33	15	11	10	16	12	6	60.0%	-17	-51.5%
19.0708	Child Care and Support Services Management.	0	1	1	0	0	0	0	--	0	--
19.0709	Child Care Provider/Assistant.	874	936	760	801	828	796	27	3.4%	-46	-5.3%
19.0901	Apparel and Textiles, General. (Includes existing programs in 2020 moved from 20.0103)	43	42	20	62	37	40	-25	-40.3%	-6	-14.0%
19.0902	Apparel and Textile Manufacture.	23	22	13	8	13	11	5	62.5%	-10	-43.5%
19.9997	Topics.	32	33	34	32	16	27	-16	-50.0%	-16	-50.0%
19.9999	Family and Consumer Sciences/Human Sciences, Other.	0	0	0	22	24	15	2	9.1%	24	--
22.0302	Legal Assistant/Paralegal.	3	1	3	0	1	1	1	--	-2	-66.7%
23.0101	English Language and Literature, General.	260	359	392	356	469	406	113	31.7%	209	80.4%
23.1301	Writing, General.	19,798	20,961	21,259	22,122	26,363	23,248	4,241	19.2%	6,565	33.2%
23.1302	Creative Writing.	73	80	70	46	66	61	20	43.5%	-7	-9.6%
23.1303	Professional, Technical, Business, and Scientific Writing.	188	162	169	122	140	144	18	14.8%	-48	-25.5%
23.1304	Rhetoric and Composition.	4,406	4,746	5,537	5,553	5,805	5,632	252	4.5%	1,399	31.8%
23.1401	General Literature.	0	0	6	0	0	2	0	--	0	--
23.1402	American Literature (United States).	718	819	808	834	1091	911	257	30.8%	373	51.9%
23.1404	English Literature (British and Commonwealth).	139	272	154	295	104	184	-191	-64.7%	-35	-25.2%
23.1405	Children's and Adolescent Literature.	0	2	0	1	0	0	-1	-100.0%	0	--
23.9997	Topics.	0	1	28	0	0	9	0	--	0	--
24.0101	Liberal Arts and Sciences/Liberal Studies.	4	0	9	7	28	15	21	300.0%	24	600.0%
24.0102	General Studies.	1,555	1,500	1,834	1,955	1,868	1,886	-87	-4.5%	313	20.1%
24.0103	Humanities/Humanistic Studies.	373	470	408	498	443	450	-55	-11.0%	70	18.8%
24.0105	Orientation Courses (Cross to 24.0199 for IPEDS)	626	589	432	282	319	344	37	13.1%	-307	-49.0%
24.0197	Special Topics.	0	0	0	2	1	1	-1	-50.0%	1	--
24.0198	Internships.	154	94	50	60	46	52	-14	-23.3%	-108	-70.1%
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other.	0	120	112	41	39	64	-2	-4.9%	39	--
24.9997	Topics.	11	15	17	6	6	10	0	0.0%	-5	-45.5%
24.9999	Directed Independent Study	7	0	0	0	0	0	0	--	-7	-100.0%
26.0101	Biology/Biological Sciences, General. (Includes existing programs in 2020 moved from 26.0699)	2,709	2,831	2,947	3,441	3,220	3,203	-221	-6.4%	511	18.9%
26.0301	Botany/Plant Biology.	3	7	3	10	30	14	20	200.0%	27	900.0%
26.0403	Anatomy.	1,214	1,424	1,623	1,505	1,591	1,573	86	5.7%	377	31.1%
26.0406	Cell/Cellular and Molecular Biology.	0	2	8	3	6	6	3	100.0%	6	--
26.0502	Microbiology, General.	25	33	40	46	35	40	-11	-23.9%	10	40.0%
26.0701	Zoology/Animal Biology.	124	74	62	34	45	47	11	32.4%	-79	-63.7%
26.0801	Genetics, General.	5	14	55	47	73	58	26	55.3%	68	1360.0%
26.0910	Pathology/Experimental Pathology.	0	25	0	0	0	0	0	--	0	--
26.1001	Pharmacology.	47	24	25	19	22	22	3	15.8%	-25	-53.2%
26.1301	Ecology.	152	108	89	233	270	197	37	15.9%	118	77.6%
26.1302	Marine Biology and Biological Oceanography.	101	100	0	1	0	0	-1	-100.0%	-101	-100.0%
26.1303	Evolutionary Biology.	0	0	0	0	1	0	1	--	1	--
26.1305	Environmental Biology.	331	393	389	446	465	433	19	4.3%	134	40.5%
27.0101	Mathematics, General.	7,093	7,900	8,643	8,267	8,706	8,539	439	5.3%	1,613	22.7%
27.0103	Analysis and Functional Analysis.	52	53	52	56	57	55	1	1.8%	5	9.6%
27.0301	Applied Mathematics, General.	1,797	1,977	1,931	2,234	2,444	2,203	210	9.4%	647	36.0%
27.0304	Computational and Applied Mathematics.	0	0	0	3	0	1	-3	-100.0%	0	--
27.0501	Statistics, General.	2,625	2,952	3,214	3648	4282	3,715	634	17.4%	1,657	63.1%
30.0101	Biological and Physical Sciences.	80	41	76	72	40	63	-32	-44.4%	-40	-50.0%
30.0197	Topics.	21	17	19	12	0	10	-12	-100.0%	-21	-100.0%
30.1101	Gerontology.	0	0	0	0	3	1	3	--	3	--
30.2301	Intercultural/Multicultural and Diversity Studies.	0	1	0	0	0	0	0	--	0	--
30.3301	Sustainability Studies.	0	13	14	0	0	5	0	--	0	--
31.0101	Parks, Recreation and Leisure Studies.	1	0	2	1	2	2	1	100.0%	1	100.0%
31.0301	Parks, Recreation, and Leisure Facilities Management, General.	0	5	2	0	0	1	0	--	0	--
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General.	2,211	2,142	2,999	3,761	4,874	3,878	1,113	29.6%	2,663	120.4%
31.0504	Sport and Fitness Administration/Management.	0	12	56	3	3	21	0	0.0%	3	--

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32.0107	Career Exploration/Awareness Skills.	68	127	112	215	275	201	60	27.9%	207	304.4%
36.0202	Aircraft Pilot (Private) (Moved from 36.0119)	16	17	12	16	18	15	2	12.5%	2	12.5%
38.0101	Philosophy.	285	309	197	237	208	214	-29	-12.2%	-77	-27.0%
38.0102	Logic.	104	101	77	94	107	93	13	13.8%	3	2.9%
38.0103	Ethics.	265	311	209	245	298	251	53	21.6%	33	12.5%
38.0201	Religion/Religious Studies.	327	300	237	232	230	233	-2	-0.9%	-97	-29.7%
40.0101	Physical Sciences, General.	29	55	64	56	74	65	18	32.1%	45	155.2%
40.0201	Astronomy.	215	156	152	180	164	165	-16	-8.9%	-51	-23.7%
40.0401	Atmospheric Sciences and Meteorology, General.	29	20	69	56	68	64	12	21.4%	39	134.5%
40.0499	Atmospheric Sciences and Meteorology, Other.	1	0	1	0	0	0	0	--	-1	-100.0%
40.0501	Chemistry, General.	726	730	832	969	1,088	963	119	12.3%	362	49.9%
40.0503	Inorganic Chemistry.	196	162	147	134	169	150	35	26.1%	-27	-13.8%
40.0504	Organic Chemistry.	49	58	54	43	26	41	-17	-39.5%	-23	-46.9%
40.0599	Chemistry, Other.	9	3	9	23	14	15	-9	-39.1%	5	55.6%
40.0601	Geology/Earth Science, General.	636	722	644	724	718	695	-6	-0.8%	82	12.9%
40.0603	Geophysics and Seismology.	1	8	6	9	12	9	3	33.3%	11	1100.0%
40.0607	Oceanography, Chemical and Physical.	58	25	5	38	3	15	-35	-92.1%	-55	-94.8%
40.0801	Physics, General.	284	257	299	169	188	219	19	11.2%	-96	-33.8%
40.9996	Certification/Licensure Review.	0	0	0	0	2	1	2	--	2	--
42.0101	Psychology, General.	3522	3467	3547	3,806	4,336	3,896	530	13.9%	814	23.1%
42.2701	Cognitive Psychology and Psycholinguistics.	25	13	2	33	0	12	-33	-100.0%	-25	-100.0%
42.2703	Developmental and Child Psychology.	490	533	553	570	593	572	23	4.0%	103	21.0%
42.2707	Social Psychology.	66	133	105	88	90	94	2	2.3%	24	36.4%
42.2804	Industrial and Organizational Psychology.	0	2	0	3	3	2	0	0.0%	3	--
42.2806	Educational Psychology.	9	22	19	11	7	12	-4	-36.4%	-2	-22.2%
42.9996	Certification/Licensure Review.	0	0	0	1	1	1	0	0.0%	1	--
43.0102	Corrections.	183	240	182	86	196	155	110	127.9%	13	7.1%
43.0103	Criminal Justice/Law Enforcement Administration.	367	388	346	436	305	362	-131	-30.0%	-62	-16.9%
43.0104	Criminal Justice/Safety Studies.	219	169	181	224	241	215	17	7.6%	22	10.0%
43.0107	Criminal Justice/Police Science.	1,316	1,347	1,235	1,380	1,314	1,310	-66	-4.8%	-2	-0.2%
43.0109	Security and Loss Prevention Services.	0	8	12	0	0	4	0	--	0	--
43.0114	Law Enforcement Investigation and Interviewing.	2	0	3	0	4	2	4	--	2	100.0%
43.0199	Corrections and Criminal Justice, Other.	44	30	56	7	66	43	59	842.9%	22	50.0%
43.0201	Fire Prevention and Safety Technology/Technician.	145	165	137	153	158	149	5	3.3%	13	9.0%
43.0202	Fire Services Administration.	15	12	10	12	34	19	22	183.3%	19	126.7%
43.0203	Fire Science/Fire-fighting.	470	414	390	403	435	409	32	7.9%	-35	-7.4%
43.0204	Fire Systems Technology.	5	12	9	10	9	9	-1	-10.0%	4	80.0%
43.0301	Homeland Security.	0	0	0	28	21	16	-7	-25.0%	21	--
43.0403	Cyber/Computer Forensics and Counterterrorism (Moved from 43.0116)	0	0	14	9	14	12	5	55.6%	14	--
43.0406	Forensic Science and Technology. (Moved from 43.0106)	67	78	126	171	182	160	11	6.4%	115	171.6%
43.9994	Career Exploration.	94	79	19	16	43	26	27	168.8%	-51	-54.3%
43.9997	Topics.	15	9	7	7	15	10	8	114.3%	0	0.0%
43.9998	Internship.	13	12	9	8	28	15	20	250.0%	15	115.4%
44.0701	Social Work.	55	66	54	107	151	104	44	41.1%	96	174.5%
45.0101	Social Sciences, General.	71	34	22	32	47	34	15	46.9%	-24	-33.8%
45.0201	Anthropology, General.	178	161	92	66	83	80	17	25.8%	-95	-53.4%
45.0301	Archeology.	1	0	1	2	0	1	-2	-100.0%	-1	-100.0%
45.0401	Criminology.	105	53	113	74	142	110	68	91.9%	37	35.2%
45.0501	Demography and Population Studies.	0	1	1	0	2	1	2	--	2	--
45.0601	Economics, General.	770	868	631	666	758	685	92	13.8%	-12	-1.6%
45.0701	Geography.	102	98	125	93	83	100	-10	-10.8%	-19	-18.6%
45.0901	International Relations and Affairs.	61	126	69	80	88	79	8	10.0%	27	44.3%
45.1001	Political Science and Government, General.	1,155	1,181	1,483	1,479	1,604	1,522	125	8.5%	449	38.9%
45.1101	Sociology, General.	1,320	1,357	1,381	1616	1816	1,604	200	12.4%	496	37.6%
45.9997	Topics.	20	7	0	4	1	2	-3	-75.0%	-19	-95.0%
46.0000	Construction Trades, General.	39	37	25	39	33	32	-6	-15.4%	-6	-15.4%
46.0201	Carpentry/Carpenter.	471	588	671	985	808	821	-177	-18.0%	337	71.5%

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46.0299	Carpenter/Construction, Other.	10	20	16	36	61	38	25	69.4%	51	510.0%
46.0302	Electrician.	38	28	33	37	55	42	18	48.6%	17	44.7%
46.0401	Building/Property Maintenance.	99	0	0	0	0	0	0	--	-99	-100.0%
46.0403	Building/Home/Construction Inspection/Inspector.	26	37	27	30	28	28	-2	-6.7%	2	7.7%
46.0415	Building Construction Technology/Technician.	0	0	1	78	65	48	-13	-16.7%	65	--
47.0103	Communications Systems Installation and Repair Technology/Technician.	0	5	13	12	0	8	-12	-100.0%	0	--
47.0104	Computer Installation and Repair Technology/Technician.	506	538	280	503	364	382	-139	-27.6%	-142	-28.1%
47.0105	Industrial Electronics Technology/Technician.	10	42	44	25	39	36	14	56.0%	29	290.0%
47.0199	Electrical/Electronics Maintenance and Repair Technologies/Technicians, Other.	64	10	0	0	0	0	0	--	-64	-100.0%
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration MaintenanceTechnology/Technician.	49	52	62	77	111	83	34	44.2%	62	126.5%
47.0303	Industrial Mechanics and Maintenance Technology/Technician.	2	0	23	9	50	27	41	455.6%	48	2400.0%
47.0603	Autobody/Collision and Repair Technology/Technician.	166	99	77	82	121	93	39	47.6%	-45	-27.1%
47.0604	Automobile/Automotive Mechanics Technology/Technician.	1,614	2,028	1,699	2,204	2,588	2,164	384	17.4%	974	60.3%
47.0605	Diesel Mechanics Technology/Technician.	102	69	36	47	115	66	68	144.7%	13	12.7%
47.0606	Small Engine Mechanics and Repair Technology/Technician.	43	42	22	31	127	60	96	309.7%	84	195.3%
47.0611	Motorcycle Maintenance and Repair Technology/Technician.	0	0	6	4	7	6	3	75.0%	7	--
47.0614	Alternative Fuel Vehicle Technology/Technician.	0	0	0	3	2	2	-1	-33.3%	2	--
47.9994	Career Exploration.	28	0	0	0	0	0	0	--	-28	-100.0%
47.9996	Certification/Licensure Review.	1	2	3	9	9	7	0	0.0%	8	800.0%
47.9997	Topics.	31	10	6	1	16	8	15	1500.0%	-15	-48.4%
47.9998	Internship.	0	0	0	5	0	2	-5	-100.0%	0	--
47.9999	Mechanic and Repair Technologies/Technicians, Other.	0	4	27	28	37	31	9	32.1%	37	--
48.0000	Precision Production Trades, General.	0	0	0	0	14	5	14	--	14	--
48.0501	Machine Tool Technology/Machinist.	77	110	83	86	104	91	18	20.9%	27	35.1%
48.0503	Machine Shop Technology/Assistant.	708	877	641	733	687	687	-46	-6.3%	-21	-3.0%
48.0506	Sheet Metal Technology/Sheetworking.	1	81	64	60	77	67	17	28.3%	76	7600.0%
48.0508	Welding Technology/Welder. (Includes existing programs in 2020 moved from 15.0610)	2,945	3,047	2,381	3,198	4,263	3,281	1,065	33.3%	1,318	44.8%
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.	13	26	37	64	163	88	99	154.7%	150	1153.8%
48.0599	Precision Metal Working, Other.	33	41	19	29	22	23	-7	-24.1%	-11	-33.3%
48.9995	Supervised Independent Study.	0	0	9	6	0	5	-6	-100.0%	0	--
48.9997	Topics.	14	12	12	15	18	15	3	20.0%	4	28.6%
49.0102	Airline/Commercial/Professional Pilot and Flight Crew.	8	12	10	9	9	9	0	0.0%	1	12.5%
49.0199	Air Transportation, Other.	0	0	0	0	51	17	51	--	51	--
49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor.	0	0	0	0	4	1	4	--	4	--
50.0101	Visual and Performing Arts, General.	21	19	34	23	32	30	9	39.1%	11	52.4%
50.0201	Crafts/Craft Design, Folk Art and Artisanry.	0	22	19	14	20	18	6	42.9%	20	--
50.0301	Dance, General.	7	12	8	0	12	7	12	--	5	71.4%
50.0302	Ballet.	7	0	9	0	13	7	13	--	6	85.7%
50.0401	Design and Visual Communications, General.	504	550	386	570	578	511	8	1.4%	74	14.7%
50.0406	Commercial Photography.	912	912	725	634	594	651	-40	-6.3%	-318	-34.9%
50.0408	Interior Design.	0	0	14	48	96	53	48	100.0%	96	--
50.0409	Graphic Design.	2	18	0	97	109	69	12	12.4%	107	5350.0%
50.0501	Drama and Dramatics/Theatre Arts, General.	113	128	146	107	192	148	85	79.4%	79	69.9%
50.0502	Technical Theatre/Theatre Design and Technology	0	0	0	1	0	0	-1	-100.0%	0	--
50.0505	Theatre Literature, History and Criticism.	0	0	1	0	1	1	1	--	1	--
50.0506	Acting.	20	18	95	41	11	49	-30	-73.2%	-9	-45.0%
50.0599	Dramatic/Theatre Arts and Stagecraft, Other.	0	9	17	13	10	13	-3	-23.1%	10	--
50.0601	Film/Cinema/Media Studies.	20	23	31	38	63	44	25	65.8%	43	215.0%
50.0602	Cinematography and Film/Video Production.	166	181	160	113	174	149	61	54.0%	8	4.8%
50.0605	Photography.	221	130	90	186	287	188	101	54.3%	66	29.9%
50.0701	Art/Art Studies, General.	451	507	504	608	642	585	34	5.6%	191	42.4%
50.0702	Fine/Studio Arts, General.	0	0	0	0	3	1	3	--	3	--
50.0703	Art History, Criticism and Conservation.	105	203	180	181	177	179	-4	-2.2%	72	68.6%
50.0705	Drawing.	99	86	105	75	92	91	17	22.7%	-7	-7.1%
50.0708	Painting.	2	2	2	6	10	6	4	66.7%	8	400.0%
50.0710	Printmaking.	0	0	0	0	49	16	49	--	49	--
50.0711	Ceramic Arts and Ceramics.	26	65	39	34	39	37	5	14.7%	13	50.0%

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	FY 2022-2023 1-Year Difference Percent	FY 2019-2023 5-Year Difference Number	FY 2019-2023 5-Year Difference Percent
50.0713	Jewelry Arts.	0	0	0	1	0	0	-1	-100.0%	0	--
50.0901	Music, General	0	0	10	0	0	3	0	--	0	--
50.0902	Music History, Literature, and Theory.	1,250	1,041	1,197	1,085	1,159	1,147	74	6.8%	-91	-7.3%
50.0903	Music Performance, General.	218	405	335	399	450	395	51	12.8%	232	106.4%
50.0904	Music Theory and Composition.	59	89	74	186	184	148	-2	-1.1%	125	211.9%
50.0910	Jazz/Jazz Studies.	3	0	0	0	10	3	10	--	7	233.3%
50.0913	Music Technology.	2	0	0	1	0	0	-1	-100.0%	-2	-100.0%
50.9996	Certification/Licensure Review.	0	1	0	0	0	0	0	--	0	--
50.9997	Topics.	0	4	9	8	15	11	7	87.5%	15	--
51.0000	Health Services/Allied Health/Health Sciences, General.	1,184	1,506	1,515	2121	1946	1,861	-175	-8.3%	762	64.4%
51.0001	Health and Wellness, General.	12	0	0	0	0	0	0	--	-12	-100.0%
51.0705	Medical Office Management/Administration.	0	2	1	0	1	1	1	--	1	--
51.0707	Health Information/Medical Records Technology/Technician.	404	273	345	239	307	297	68	28.5%	-97	-24.0%
51.0708	Medical Transcription/Transcriptionist.	128	180	205	159	121	162	-38	-23.9%	-7	-5.5%
51.0710	Medical Office Assistant/Specialist.	2,269	2,803	2,807	2,777	2,886	2,823	109	3.9%	617	27.2%
51.0714	Medical Insurance Specialist/Medical Biller.	0	2	0	0	1	0	1	--	1	--
51.0801	Medical/Clinical Assistant.	65	51	81	79	88	83	9	11.4%	23	35.4%
51.0805	Pharmacy Technician/Assistant.	0	2	1	0	3	1	3	--	3	--
51.0810	Emergency Care Attendant (EMT Ambulance).	0	0	1	0	1	1	1	--	1	--
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	348	416	352	398	428	393	30	7.5%	80	23.0%
51.0907	Medical Radiologic Technology/Science - Radiation Therapist.	4	0	0	0	1	0	1	--	-3	-75.0%
51.0908	Respiratory Care Therapy/Therapist.	21	8	0	0	0	0	0	--	-21	-100.0%
51.0913	Athletic Training/Trainer.	0	0	3	0	1	1	1	--	1	--
51.1004	Clinical/Medical Laboratory Technician.	2	61	25	7	20	17	13	185.7%	18	900.0%
51.1009	Phlebotomy Technician/Phlebotomist.	0	0	2	0	0	1	0	--	0	--
51.1012	Sterile Processing Technology/Technician.	0	0	0	0	26	9	26	--	26	--
51.1508	Mental Health Counseling/Counselor.	0	0	0	0	1	0	1	--	1	--
51.2201	Public Health, General.	75	54	57	69	43	56	-26	-37.7%	-32	-42.7%
51.3104	Dietitian Assistant.	22	19	11	3	3	6	0	0.0%	-19	-86.4%
51.3501	Massage Therapy/Therapeutic Massage.	14	15	11	9	11	10	2	22.2%	-3	-21.4%
51.3901	Licensed Practical/Vocational Nurse Training.	28	27	46	17	55	39	38	223.5%	27	96.4%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide. (Includes existing programs in 2020 moved from 51.1620)	2,730	2,878	2,695	3,151	3,390	3,079	239	7.6%	660	24.2%
51.9994	Career Exploration.	405	371	384	485	395	421	-90	-18.6%	-10	-2.5%
51.9996	Certification/Licensure Review.	0	0	0	0	1	0	1	--	1	--
51.9997	Topics.	38	29	23	26	33	27	7	26.9%	-5	-13.2%
51.9998	Internships.	10	9	16	5	9	10	4	80.0%	-1	-10.0%
51.9999	Health Professions and Related Clinical Sciences, Other.	363	415	338	346	319	334	-27	-7.8%	-44	-12.1%
52.0101	Business/Commerce, General.	1,496	1,537	1,820	1,867	2,112	1,933	245	13.1%	616	41.2%
52.0201	Business Administration and Management, General.	151	157	147	196	185	176	-11	-5.6%	34	22.5%
52.0203	Logistics, Materials, and Supply Chain Management	0	0	1	0	0	0	0	--	0	--
52.0301	Accounting.	289	279	312	367	684	454	317	86.4%	395	136.7%
52.0302	Accounting Technology/Technician and Bookkeeping.	723	666	650	915	988	851	73	8.0%	265	36.7%
52.0401	Administrative Assistant and Secretarial Science, General.	1,111	1,398	1,168	1252	1315	1,245	63	5.0%	204	18.4%
52.0407	Business/Office Automation/Technology/Data Entry.	2,525	2,505	2,178	2,444	2,729	2,450	285	11.7%	204	8.1%
52.0408	General Office Occupations and Clerical Services.	2,113	2,070	1,154	1,270	1,307	1,244	37	2.9%	-806	-38.1%
52.0411	Customer Service Support/Call Center/Teleservice Operation.	10	30	49	86	114	83	28	32.6%	104	1040.0%
52.0701	Entrepreneurship/Entrepreneurial Studies.	1,146	1,239	1,622	2,660	3,001	2,428	341	12.8%	1,855	161.9%
52.0703	Small Business Administration/Management.	140	461	479	472	654	535	182	38.6%	514	367.1%
52.0801	Finance, General.	18	18	14	11	61	29	50	454.5%	43	238.9%
52.0803	Banking and Financial Support Services.	126	303	151	299	353	268	54	18.1%	227	180.2%
52.0807	Investments and Securities.	32	34	26	19	16	20	-3	-15.8%	-16	-50.0%
52.0903	Tourism and Travel Services Management.	6	13	11	11	13	12	2	18.2%	7	116.7%
52.0904	Hotel/Motel Administration/Management.	12	13	30	44	42	39	-2	-4.5%	30	250.0%
52.1001	Human Resources Management/Personnel Administration, General.	4	57	76	129	82	96	-47	-36.4%	78	1950.0%
52.1002	Labor and Industrial Relations.	1	0	0	0	0	0	0	--	-1	-100.0%
52.1003	Organizational Behavior Studies.	19	23	23	31	30	28	-1	-3.2%	11	57.9%

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average Number	FY 2022-2023 1-Year Difference Number	FY 2022-2023 1-Year Difference Percent	FY 2019-2023 5-Year Difference Number	FY 2019-2023 5-Year Difference Percent
52.1101	International Business/Trade/Commerce.	1	0	0	0	4	1	4	--	3	300.0%
52.1401	Marketing/Marketing Management, General.	547	716	740	777	923	813	146	18.8%	376	68.7%
52.1402	Marketing Research.	18	32	24	269	207	167	-62	-23.0%	189	1050.0%
52.1404	Digital Marketing.	0	0	0	0	2	1	2	--	2	--
52.1803	Retailing and Retail Operations.	0	1	0	0	1	0	1	--	1	--
52.1804	Selling Skills and Sales Operations.	21	46	62	54	62	59	8	14.8%	41	195.2%
52.1902	Fashion Merchandising.	38	47	140	157	157	151	0	0.0%	119	313.2%
52.1905	Tourism and Travel Services Marketing Operations.	0	6	4	10	12	9	2	20.0%	12	--
52.2001	Construction Management, General	0	0	4	4	3	4	-1	-25.0%	3	--
52.9994	Career Exploration.	291	354	218	426	314	319	-112	-26.3%	23	7.9%
52.9997	Topics.	81	60	52	70	0	41	-70	-100.0%	-81	-100.0%
52.9998	Internships.	6	1	33	41	28	34	-13	-31.7%	22	366.7%
52.9999	Business, Management, Marketing, and Related Support Services, Other.	6	4	0	1	11	4	10	1000.0%	5	83.3%
54.0101	History, General.	739	822	938	807	985	910	178	22.1%	246	33.3%
54.0102	American History (United States).	4,002	4,032	4,138	4,384	5,554	4,692	1,170	26.7%	1,552	38.8%
54.0106	Asian History.	69	49	41	121	59	74	-62	-51.2%	-10	-14.5%
54.0196	World History.	1	7	8	3	18	10	15	500.0%	17	1700.0%
54.9996	Certification/Licensure Review.	45	15	24	48	200	91	152	316.7%	155	344.4%
	TOTALS	124,614	133,394	130,943	146,391	163,283	146,872	16,892	11.5%	38,669	31.0%
	Pure										
	Minimum	0	0	0	0	0	0	-821	-100.0%	-806	-100.0%
	Maximum	19,798	20,961	21,259	22,122	26,363	23,248	4,241	11828.6%	6,565	7600.0%
	Median	24	26	27	32	37	35	3	7.4%	6	22.5%
	Standard Deviation	1,198	1,270	1,290	1,366	1,582	1,410	252	679.7%	425	743.1%
	Average	304	325	319	357	398	358	41	79.2%	94	169.9%

Includes only Transfer courses and Career and Technical Education courses
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

CIP	COURSE NAME	2019	2020	2021	2022	2023	FY 2021-2023 3-Year Average	FY 2022-2023 1-Year Difference Number	Percent	FY 2019-2023 5-Year Difference Number	Percent
01.	Agriculture, Agriculture Operations, and Related Sciences	1,693	1,932	2,031	2,348	2,686	2,355	338	14.4%	993	58.7%
03.	Natural Resources and Conservation	52	8	13	0	0	4	0	--	-52	-100.0%
04.	Architecture and Related Services	5	4	3	23	21	16	-2	-8.7%	16	320.0%
05.	Area, Ethnic, Cultural, Gender, and Group Studies	178	157	238	268	403	303	135	50.4%	225	126.4%
09.	Communication, Journalism and Related Programs	619	600	642	655	739	679	84	12.8%	120	19.4%
10.	Communications, Technologies/Technicians and Support Services	1,298	1,014	732	818	848	799	30	3.7%	-450	-34.7%
11.	Computer and Information Sciences and Support Services	6,319	6,885	5,447	6,382	6,252	6,027	-130	-2.0%	-67	-1.1%
12.	Personal and Culinary Services	3,230	3,897	3,351	4,027	5,329	4,236	1,302	32.3%	2,099	65.0%
13.	Education	1,024	1,172	1,456	1,745	2,140	1,780	395	22.6%	1,116	109.0%
14.	Engineering	28	52	74	173	78	108	-95	-54.9%	50	178.6%
15.	Engineering Technologies and Engineering-Related Fields	5,024	5,845	5,016	5,745	6,627	5,796	882	15.4%	1,603	31.9%
16.	Foreign Languages, Literatures, and Linguistics	6,211	5,978	6,075	7,776	8,186	7,346	410	5.3%	1,975	31.8%
19.	Family and Consumer Sciences/Human Sciences	2,609	2,707	2,495	3,238	3,098	2,944	-140	-4.3%	489	18.7%
22.	Legal Professions and Studies	3	1	3	0	1	1	1	--	-2	-66.7%
23.	English Language and Literature/Letters	25,582	27,402	28,423	29,329	34,038	30,597	4,709	16.1%	8,456	33.1%
24.	Liberal Arts and Sciences, General Studies and Humanities	2,730	2,788	2,862	2,851	2,750	2,821	-101	-3.5%	20	0.7%
26.	Biological and Biomedical Sciences	4,711	5,035	5,241	5,785	5,758	5,595	-27	-0.5%	1,047	22.2%
27.	Mathematics and Statistics	11,567	12,882	13,840	14,208	15,489	14,512	1,281	9.0%	3,922	33.9%
30.	Multi/Interdisciplinary Studies	101	72	109	84	43	79	-41	-48.8%	-58	-57.4%
31.	Parks, Recreation, Leisure and Fitness Studies	2,212	2,159	3,059	3,765	4,879	3,901	1,114	29.6%	2,667	120.6%
32.	Basic Skils and Developmental/Remedial Education	68	127	112	215	275	201	60	27.9%	207	304.4%
36.	Leisure and Recreational Activities	16	17	12	16	18	15	2	12.5%	2	12.5%
38.	Philosophy and Religious Studies	981	1,021	720	808	843	790	35	4.3%	-138	-14.1%
40.	Physical Sciences	2,233	2,196	2,282	2,401	2,526	2,403	125	5.2%	293	13.1%
42.	Psychology	4,112	4,170	4,226	4,512	5,030	4,589	518	11.5%	918	22.3%
43.	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2,955	2,963	2,736	2,950	3,065	2,917	115	3.9%	110	3.7%
44.	Public Administration and Social Services Professions	55	66	54	107	151	104	44	41.1%	96	174.5%
45.	Social Sciences	3,783	3,886	3,918	4,112	4,624	4,218	512	12.5%	841	22.2%
46.	Construction Trades	683	710	773	1,205	1,050	1,009	-155	-12.9%	367	53.7%
47.	Mechanics and Repair Technologies/Technicians	2,616	2,901	2,298	3,040	3,586	2,975	546	18.0%	970	37.1%
48.	Precision Production	3,791	4,194	3,246	4,191	5,348	4,262	1,157	27.6%	1,557	41.1%
49.	Transportation and Materials Moving	8	12	10	9	64	28	55	611.1%	56	700.0%
50.	Visual and Performing Arts	4,208	4,425	4,190	4,469	5,022	4,560	553	12.4%	814	19.3%
51.	Health Professions and Related Programs	8,122	9,121	8,919	9,891	10,090	9,633	199	2.0%	1,968	24.2%
52.	Business Management, Marketing, and Related Supportive Services	10,931	12,070	11,188	13,882	15,410	13,493	1,528	11.0%	4,479	41.0%
54.	History	4,856	4,925	5,149	5,363	6,816	5,776	1,453	27.1%	1,960	40.4%
	TOTALS	124,614	133,394	130,943	146,391	163,283	146,872	16,892	11.5%	38,669	31.0%
	Pure										
	Minimum	3	1	3	0	0	1	-155	-54.9%	-450	-100.0%
	Maximum	25,582	27,402	28,423	29,329	34,038	30,597	4,709	611.1%	8,456	700.0%
	Median	2,421	2,452	2,397	2,901	2,908	2,869	120	11.9%	428	31.9%
	Standard Deviation	4,819	5,218	5,335	5,640	6,415	5,790	881	105.3%	1,697	138.7%
	Average	3,462	3,705	3,637	4,066	4,536	4,080	469	26.6%	1,074	66.8%

Includes only Transfer courses and Career and Technical Education courses
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY CAREER CLUSTER
FOR FISCAL YEARS 2019-2023

| Career Clusters | | | | | | FY 2021-2023 3-Year Average | FY 2022-2023 1-Year Difference | | FY 2019-2023 5-Year Difference | |
Code Title	2019*	2020*	2021*	2022	2023	Number	Number	Percent	Number	Percent
01 Agriculture, Food & Natural Resources	1,630	1,889	1,966	2,285	2,592	2,281	307	13.4%	962	59.0%
02 Architecture & Construction	3,664	1,025	1,184	1,677	1,637	1,499	-40	-2.4%	-2,027	-55.3%
03 Arts, Audio/Video Technology & Communications	30,618	6,040	5,559	5,905	6,567	6,010	662	11.2%	-24,051	-78.6%
04 Business Management & Administration	9,745	13,432	12,327	13,906	15,200	13,811	1,294	9.3%	5,455	56.0%
05 Education & Training	14,722	3,232	4,531	5,581	7,143	5,752	1,562	28.0%	-7,579	-51.5%
06 Finance	176	1,300	1,153	1,611	2,102	1,622	491	30.5%	1,926	1094.3%
07 Government & Public Adminstration	1,216	1,307	1,552	1,559	1,692	1,601	133	8.5%	476	39.1%
08 Health Science	11,556	5,873	5,617	6,719	6,775	6,370	56	0.8%	-4,781	-41.4%
09 Hospitality & Tourism	2,213	2,891	2,558	2,965	3,622	3,048	657	22.2%	1,409	63.7%
10 Human Services	4,828	7,891	7,505	8,817	9,922	8,748	1,105	12.5%	5,094	105.5%
11 Information Technology	6,180	6,635	5,235	6,114	5,969	5,773	-145	-2.4%	-211	-3.4%
12 Law, Public Safety, Corrections & Security	2,831	2,964	2,739	2,950	3,066	2,918	116	3.9%	235	8.3%
13 Manufacturing	5,989	10,015	8,001	9,886	11,667	9,851	1,781	18.0%	5,678	94.8%
14 Marketing	624	852	1,277	1,805	1,716	1,599	-89	-4.9%	1,092	175.0%
15 Science, Technology, Engineering & Mathematics	24,941	23,273	24,472	25,721	27,432	25,875	1,711	6.7%	2,491	10.0%
16 Transportation, Distribution & Logistics	1,933	2,271	1,899	2,434	3,092	2,475	658	27.0%	1,159	60.0%
17 Other/Transfer	1,748	42,504	43,368	46,456	53,089	47,638	6,633	14.3%	51,341	2937.1%
TOTALS	124,614	133,394	130,943	146,391	163,283	146,872	16,892	11.5%	38,669	31.0%
Pure										
Minimum	176	852	1,153	1,559	1,637	1,499	-145	-4.9%	-24,051	-78.6%
Maximum	30,618	42,504	43,368	46,456	53,089	47,638	6,633	30.5%	51,341	2937.1%
Median	3,664	3,232	4,531	5,581	5,969	5,752	657	11.2%	1,092	56.0%
Standard Deviation	8,754.9	10,609.5	10,845.6	11,500.7	12,979.9	11,770.0	1,588.0	10.9%	14,392.8	738.6%
Average	7,330	7,847	7,703	8,611	9,605	8,640	994	11.6%	2,275	263.1%

*The CIP cluster crosswalk was updated in FY 2019, FY 2020, and FY 2021.
Includes only Transfer courses and Career and Technical Education courses
The Career Cluster brand is a registered trademark of Advance CTE
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

DUAL CREDIT COURSE ENROLLMENT BY INSTRUCTIONAL SITE AND BY COLLEGE
FISCAL YEAR 2023

Dist. No.	District/College	Main College Campus	High School Campus	Off-Campus College Facility	Online/ Internet	Distance Learning	Other/ Unknown Location	Total
503	Black Hawk	47	3,030	110	250	0	30	3,467
518	Carl Sandburg	165	905	121	1,003	0	0	2,194
508	City Colleges of Chicago	(35)	(0)	(9,722)	(0)	(0)	(1,426)	(11,183)
02	Harold Washington	31	0	1,611	0	0	634	2,276
04	Harry S Truman	0	0	249	0	0	613	862
01	Kennedy-King	2	0	1,039	0	0	45	1,086
03	Malcolm X	0	0	1,081	0	0	41	1,122
05	Olive-Harvey	2	0	998	0	0	50	1,050
06	Richard J. Daley	0	0	2,566	0	0	31	2,597
07	Wilbur Wright	0	0	2,178	0	0	12	2,190
502	College of DuPage	0	8,054	2,682	0	0	256	10,992
532	College of Lake County	53	3,792	83	44	0	515	4,487
507	Danville Area	1,273	692	0	664	0	0	2,629
509	Elgin	1,890	1,928	0	746	0	168	4,732
512	Harper	168	8,149	0	65	0	0	8,382
540	Heartland	205	3,476	6	541	75	0	4,303
519	Highland	163	1,146	0	3	0	202	1,514
514	Illinois Central	382	3,858	0	760	0	787	5,787
529	Illinois Eastern	(741)	(2,678)	(164)	(471)	(0)	(106)	(4,160)
04	Frontier	96	1,084	17	113	0	78	1,388
01	Lincoln Trail	281	383	132	152	0	0	948
02	Olney Central	224	752	15	54	0	0	1,045
03	Wabash Valley	140	459	0	152	0	28	779
513	Illinois Valley	0	1,509	0	81	0	0	1,590
530	John A. Logan	102	2,089	189	62	0	0	2,442
539	John Wood	22	531	0	181	0	0	734
525	Joliet Junior	0	8,089	0	0	0	0	8,089
520	Kankakee	7	0	0	0	0	1,003	1,010
501	Kaskaskia	0	6,380	79	0	0	0	6,459
523	Kishwaukee	417	974	6	105	0	0	1,502
517	Lake Land	101	3,338	0	262	0	0	3,701
536	Lewis and Clark	0	4,158	0	0	0	0	4,158
526	Lincoln Land	12	2,827	0	18	0	468	3,325
528	McHenry County	0	11,757	0	0	0	238	11,995
524	Moraine Valley	0	5,780	0	0	0	0	5,780
527	Morton	0	1,573	0	0	0	0	1,573
535	Oakton	0	4,419	0	0	0	0	4,419
505	Parkland	379	1,612	245	365	0	6	2,607
515	Prairie State	0	635	0	0	0	0	635
521	Rend Lake	192	1,686	206	21	119	5	2,229
537	Richland	775	1,210	0	368	0	0	2,353
511	Rock Valley	1,811	400	50	245	0	0	2,506
506	Sauk Valley	320	1,137	0	151	0	0	1,608
531	Shawnee	137	1,281	31	18	0	0	1,467
510	South Suburban	0	4,352	0	0	0	0	4,352
533	Southeastern Illinois	126	1,432	0	339	0	55	1,952
522	Southwestern Illinois	1,873	7,685	52	358	41	0	10,009
534	Spoon River	86	496	103	372	11	143	1,211
504	Triton	0	0	0	0	0	4,284	4,284
516	Waubonsee	290	5,029	1,952	190	0	2	7,463
	TOTALS	11,772	118,087	15,801	7,683	246	9,694	163,283

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board

SPRING 2024 LEGISLATIVE REPORT
103rd GENERAL ASSEMBLY

Matt Berry will provide a written report summarizing legislative action taken during the Spring 2024 session. The General Assembly is scheduled to adjourn by May 31, 2024.

Illinois Community College Board

**EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY (ECACE)
PROGRAM ENROLLMENT BRIEF**

The ECACE Act (Public Act 102-0714) created the Consortium, comprising 62 colleges and universities and charged with collaborating to advance equity, support the upskill of the incumbent early childhood workforce, and to create seamless and streamlined pathways to higher education in Illinois.

Academic Year 2022-23 was the first full year of implementation of the Early Childhood Access Consortium for Equity (ECACE) implementation. During this time, incumbent early childhood workforce members were provided with scholarships, mentors, and other services to support access and persistence towards a degree or credential. In addition, Consortium member institutions and regionally based navigators conducted intensive outreach to the early childhood community to engage employers and the workforce. Institutions provided programs designed to meet the needs of working adults and to support seamless transfer pathways for students. While data on enrollment of members of incumbent workforce are not yet available, this brief provides information on the overall enrollment changes as part of the broader work of ECACE.
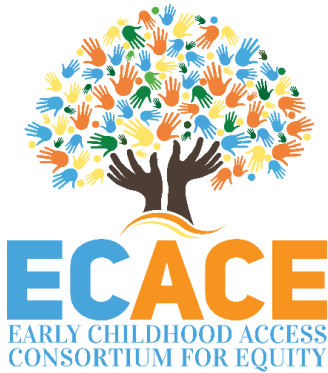
Enrollment in ECACE Early Childhood Programs Over Time: Academic Year 2023

Enrollment in early childhood programs in Illinois ECACE colleges and universities increased 39.5% from AY22 to AY23, and rates of enrollment of Black/African American students and Hispanic/Latino students outpaced that of White students.

This ECACE report provides an initial look at enrollment in early childhood programs at Consortium colleges and universities from AY22 to AY23, the first full year of ECACE implementation. It also includes an enrollment comparison to AY20 and comparisons by race and age of students over time.

Academic Year 2022-23 was the first full year of implementation of the Early Childhood Access Consortium for Equity (ECACE) implementation.[1] During this time, incumbent *early childhood workforce* members were provided with scholarships, mentors, and other services to support access and persistence towards a degree or credential. In addition, Consortium member institutions and regionally based navigators conducted intensive outreach to the early childhood community to engage employers and the workforce. Institutions provided programs designed to meet the needs of working adults and to support seamless transfer pathways for students. While data on enrollment of members of incumbent workforce are not yet available, we wanted to share the overall enrollment changes as part of the broader work of ECACE.

Enrollment In Early Childhood Programs, AY 2020-AY 2023

Enrollment data for the incumbent workforce in Consortium institutions are not yet available for AY22-23. However, data on enrollment for *all students* in Consortium early childhood programs are available, and abbreviated data are detailed below.
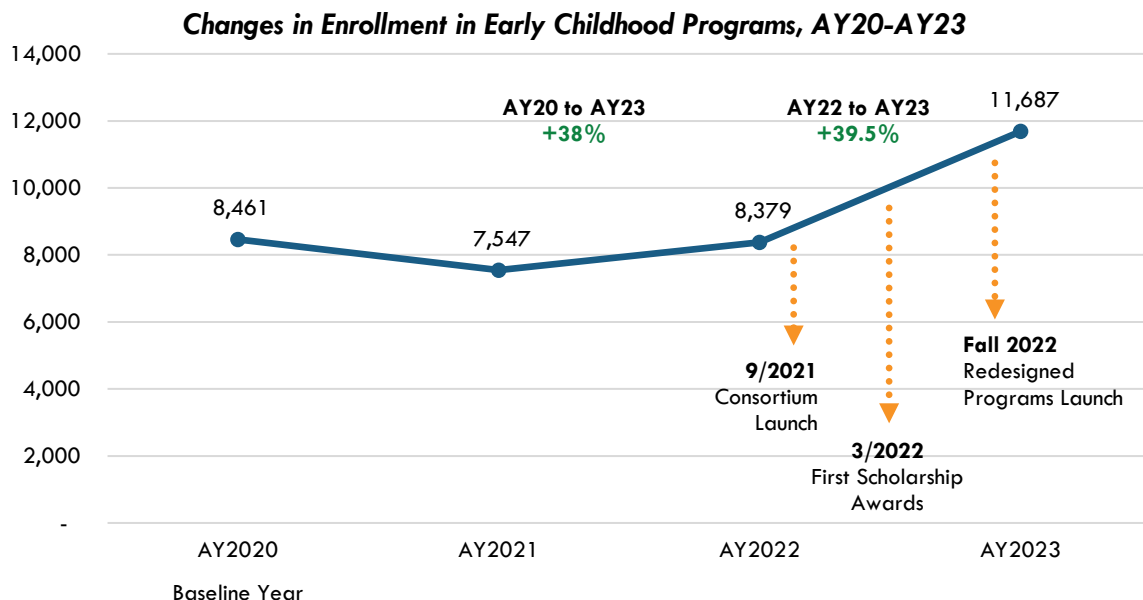
Changes in Enrollment in Early Childhood Programs, AY20-AY23

AY20 to AY23 +38% **AY22 to AY23** +39.5%

8,461 — 7,547 — 8,379 — 11,687

9/2021 Consortium Launch

3/2022 First Scholarship Awards

Fall 2022 Redesigned Programs Launch

AY2020 (Baseline Year) — AY2021 — AY2022 — AY2023

In AY23, 11,687 students were enrolled in early childhood programs at ECACE colleges and universities. This is a 39.5% increase (3,308 students) from the prior year (AY2022) and a 38% increase (3,226 students) from AY2020, which the Consortium established as a baseline year, for enrollment comparisons. Increases in enrollment are likely due, at least in part, to significant engagement efforts and supports (including financial supports) provided through ECACE to the incumbent workforce. During AY23, the state also saw a significant increase in ECACE scholarship awardees, a 420% increase from 412 students in AY22 to 2,137 in AY23, which mirrors this increase in enrollment.

Rates of enrollment varied by race, and rates of enrollment for Black/African American and Hispanic/Latino students outpaced that of White students from AY22-AY23. Enrollment of African American/Black students increased 48% and Hispanic/Latino students by 38.9%, compared to an increase in enrollment of White students, which was 37.4%. These differences are even greater when comparing rates of enrollment from AY20 to AY23. These increased rates of enrollment for African American/Black and Hispanic/Latino students may be due in part to ECACE's focus on increasing access and enrollment of those working in child care settings.[2]

Changes in Enrollment in Early Childhood Program, by Race, AY20-AY23

Race/Ethnicity	Enrollment Change from AY22 to AY23		Enrollment Change from AY20 to AY23	
	Number	Percent	Number	Percent
Asian	91	+40.1%	62	+24.2%
African American or Black	776	+48.0%	793	+49.6%
Hispanic or Latino	1,054	+38.9%	1,239	+49.0%
White	1,215	+37.4%	959	+27.4%
Other	172	+29.7%	173	+29.9%
Total	**3,308**	**+39.5%**	**3,226**	**+38.1%**

Additionally, as enrollment increased, so did the average age of students in early childhood programs. In AY22, 48% of early childhood students were 25 years of age or older. In AY23, 53% were 25 years of age or older. This is likely due to the influx of students in the incumbent workforce, who – as working adults – tend to be older than traditional students.[3]

State agencies are encouraged to see such significant increases in enrollment in the first full year of ECACE implementation. These shifts are in part due to an intensive focus on incumbent student needs, shifts in program format and modalities, and significant financial and academic support. It is too early to report comprehensive persistence and

Percent of Students Age 25 and Older, AY20-AY23

completion data, particularly that includes incumbency status, as AY23 represents the first full year of implementation. We know that the incumbent early childhood staff are working adults, and it would be challenging to complete a degree in such a short period of time. Understanding enrollment status (full or part time) is an impact that is also still being determined. Though still early to see significant increases in students completing, given the patterns of enrollment, it is expected over time to see completion rates rise, particularly if the same level of student wrap around supports are in place. The annual report will be available in the summer and will address more fully data concerning enrollment, persistence, and completion of the incumbent workforce and traction towards meeting the goals set out by ECACE.

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[1] AY21-22 is considered a "soft launch" year, as resources such as scholarships and institutional funding were not available until late in the academic year.
[2] The incumbent workforce working in licensed centers is approximately 44% persons of color. Whitehead, J. (2021) Illinois Early Childhood Workforce 2020 Report. Bloomington, IL INCCRRA.
[3] Fifteen percent of undergraduate students were over 25 years of age, and 5% were over 35 years of age. U.S. Department of Education, National Center for Education Statistics, Integrate Postsecondary Education Data System *IPEDS), Spring 2020, Fall Enrollment components. See Digest of Education Statistics 2021, table 303.50. Fall 2019 data. COE – Characteristics of Postsecondary Students (ed.gov)

Illinois Community College Board

**SFY2024 ADULT EDUCATION AND LITERACY ADVISORY COUNCIL
RECOMMENDATIONS REPORT**

The ICCB staff is submitting to the Board the SFY2024 Adult Education and Literacy Advisory Council Recommendations Report. The ICCB, under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities. In SFY2024 (July 1, 2023-June 30, 2024), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:

1. The Teacher and Critical Staff Shortage
2. Learner Persistence
3. Continuous Improvement

These topics were determined through feedback from the adult education field in addition to input from ICCB staff who noted common challenges across the system. This report documents the structure of the Advisory Council, committee charges, recommendations from the committee, as well as ICCB's response to each recommendation.

SFY2024 ADULT EDUCATION AND LITERACY ADVISORY COUNCIL RECOMMENDATIONS REPORT
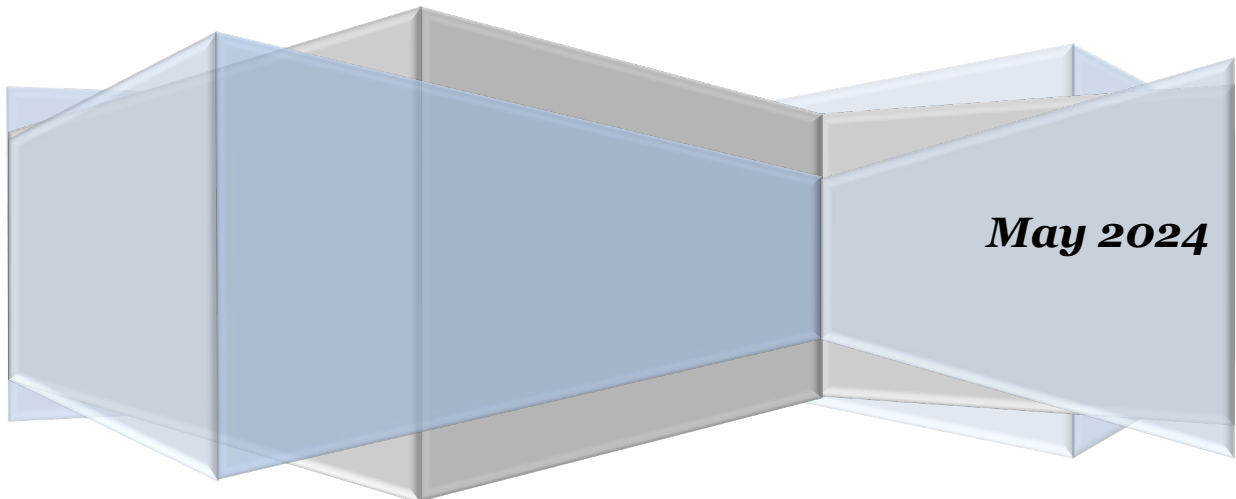
May 2024

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SYNOPSIS

The Illinois Community College Board (ICCB), under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the Board on adult education policy and priorities.

In an effort to be inclusive and ensure programmatic representation, the committee includes providers ranging in size, geographic distribution, and program type. The committee is comprised of members from community-based providers, community college providers, public school or regional offices of education, Adult Education Service Center Network, Illinois Adult and Continuing Educators Association (IACEA), and Teaching English as a Second Language (TESOL), as well as the aforementioned required partners above. Council membership is detailed in Appendix A.

In SFY2024 (July 1, 2023 - June 30, 2024), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:
1. The Teacher and Critical Staff Shortage
2. Learner Persistence
3. Continuous Improvement

These topics were determined through feedback from the adult education field in addition to input from ICCB staff who noted common challenges across the system. The Advisory Council operates under the agreed upon bylaws (Appendix B). The 30-member Council, with support from the ICCB Adult Education Staff and Adult Education Professional Development Network, met on the following dates (with additional committee meetings in between) to address the charges of the committee:
- November 2, 2023 - Location: ICCB Office, Springfield
- January 24, 2024 – Location: Virtual
- April 9, 2024 - Location: ICCB Office, Springfield
- May 22, 2024 - Location: Virtual

This report documents the structure of the Advisory Council, committee charges, recommendations from the committee, as well as ICCB's response to recommendations submitted to ICCB and the Advisory Council Chair on April 9, 2024. The ICCB response was presented to the Advisory Council on May 22, 2024.

COMMITTEE 1: TEACHER AND CRITICAL STAFF SHORTAGE

Committee Charge: Build on the SFY23 committee recommendations of emphasizing the need for Adult Education to be included in strategic planning as key partners in the community college system, posting career opportunities in a centralized location, encouraging the use of distance learning, and implementing a teacher mentoring program, the committee was tasked with identifying specific policy and action steps that may help mitigate staff shortages at the local level.

<center>2</center>

Guiding Questions:
- What instructional areas are most impacted (Bridge/ICAPS, ABE/ASE, ESL, In-Person, Virtual, et cetera)?
- What short and long-term strategies (recruitment, retention, pipeline) can be considered by the ICCB and providers to help mitigate these potential shortages?

Recommendations and ICCB Response

1. **Credit for Prior Learning initiatives**. Using prior learning and an apprenticeship model, the ICCB could use the following strategies to expand the staffing requirements for Adult Education professionals.
   - Create and accept alternative credentialing in lieu of bachelor's degree. An example would be to accept the Teaching of English as a Foreign Language credential or other English Language Endorsements.
   - Create a Teacher Apprenticeship Pilot Program and release funding for programs to develop apprenticeship programs for individuals lacking a bachelor's degree to be recognized as qualified via ICCB policy for teaching in Adult Education and Literacy.
   - Utilize current paraprofessionals and allow their prior experience as qualifications for teaching in adult education.
   - Collaborate with 4-year schools and allow education majors to be recognized as qualified educators while the student is completing their bachelor's degree.
   - The ICCB could partner with the Illinois State Board of Education to cross post job openings.

   ICCB Response: The ICCB will review the education requirements and strategies to share job postings. As a result of SFY23 recommendations, the Excellence in Adult Education website has a place for shared job postings. https://excellenceinadulted.org/news-and-updates/illinois-ael-job-bank, The ICCB will direct the PDN to have a link to this site on the PDN Pulse, an ongoing communication related to all Adult Education programming in Illinois.

2. **Professional Development**
   The advisory council is recommending the following support strategies from ICCB to retain current employees.
   - Provide guidance and strategies to partner with early childhood programs to eliminate childcare barriers for both staff and students.
   - Work with the professional development network to train volunteers for the classroom and expand partnerships with the Secretary of State Adult Volunteer Literacy Program.
   - Provide Mental Health First Aid Training. (work with existing program)
   - Build on the successful models of teacher retention and support and add models to the Administrators Toolkit.
   - Focus specific professional development on GED/HSE /AMOC training to fully support educators.

   ICCB Response: The ICCB coordinates professional development with the professional development network to address the recommendations for ongoing support. The PDN

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will coordinate PD offerings with experts across the state that provide Mental Health First Aid. Finally, the ICCB will work with the Illinois Secretary of State Literacy Office to support their literacy offerings.

3. **Funding support services through additional grant programs to meet the program needs.**
   The Advisory Council is seeking ICCB support to promote fiscal stability. The request centers around creating a funding clearinghouse where program administrators can seek additional funding to support ICCB Title II Initiatives. Financial support would be used in the following manner:
   - Create ICCB Scholarship Opportunities for Instructors/ Critical Staff to build their skills and learn more through opportunities to earn micro-credentials and/or certificates through scholarship opportunities for Coursera courses. Investing in Critical Staff.
   - Provide financial incentives for staff who are taking their ICCB Specialist and master's Teacher Trainings to serve as mentors/trainers for newly hired (but under qualified) AE Instructors
   - Increase funding for Adult Education Navigators.
   - Provide teachers with a voice for their needs – the intake person has power in different areas.
   - Provide funding for teachers to create and facilitate affinity groups to help students create a sense of belonging.
   - Create a digital billboard campaign for awareness to recognizing adult education as a profession.

ICCB Response: The ICCB will model the Job Posting Section of the Excellence in Adult Education website to create a grant clearinghouse for relevant adult education grants.

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COMMITTEE 2: LEARNER PERSISTENCE

Committee Charge: The last three years have shown significant enrollment increases in the adult education and literacy programs throughout the state. However, with the increased student enrollment and improved outcomes, student attrition has also significantly increased. To both understand the barriers to participation in the adult education classroom and evidence-based practices to lower attrition, this committee focused on identifying promising practices that improve learner persistence.

Guiding Questions: Using NRS Data,
- What are the 5-year trends in enrollment (demographics of individuals entering Adult Education Programs?
- What are the 5-year trends in persistence (demographics of individuals moving from registered learners to participants?
- What are the demographics of learners who demonstrate Measurable Skill Gains and /or Credential Attainment?
- What are the key strategies used by programs to increase student persistence?

Recommendations and ICCB Response

1. The ICCB should provide clear guidance on the length and content of intake/orientation. Guiding questions for ICCB's technical assistance could include the following:
   - Does pre-testing happen immediately?
   - Are program expectations shared clearly?
   - Do students see options for bridge/IELCE/ICAPS/Distance Learning and understand their choices?
   - Are orientation practices carried forward into class by teachers?
   - What follow-up is there from support staff during the first week?

   ICCB Response: The ICCB will direct the Professional Development Network to create ongoing professional development and targeted technical assistance to assist program leaders to develop intake and onboarding processes that address each bulleted item above.

2. When possible, programs should proactively address that a student may need to stop out, and the process for students to return if/when that happens.
   - If there is a program doing this well, add to the Admin Toolkit

   ICCB Response: The ICCB will direct the PDN to include retention strategies and promising practices for keeping students engaged (i.e. Distance Learning) strategies.

3. Programs should translate all orientation materials and student services information to students' native language when possible.

   ICCB Response: The ICCB will communicate to the field that multi-lingual intake and onboarding processes are allowable.

4. Increase capacity for programs to offer flexible instruction

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- Consider ways in which programs can track attendance for HyFlex. For example, if students have flexibility to attend a class in-person, synchronously online, or asynchronously online, how might we count attendance and into DAISI?
- Are there distance learning options that would allow students who need to miss 6 consecutive classes to make up the work they missed to stay enrolled in the in-person class? For example, if a student's class meets 4x/week and they have the flu, it's possible they would miss 6 consecutive classes (this was especially true during COVID, where students weren't allowed to return to campus for 10 days) but could do the work from home.

ICCB Response: *The ICCB will facilitate a Distance Learning Institute and include best practices in distance learning and hyflex classrooms.*

5. Consider allowing enrollment transfer beyond the first two weeks. For students at the same level using the same curriculum (and often with the same teacher), it would be great if students could be transferred to a different section to accommodate for work/life scheduling changes.

ICCB Response: The Enrollment/Transfer allows for transfer in the first 2 weeks. Additionally, the ICCB will explore the current policy on enrollment /transfer of fixed entry classes.

6. Increase funding to support student success and persistence.
   - Provide funding beyond the AEL grants for capital improvements to classrooms that allow for HyFlex model instruction.
   - How/does the funding formula consider the expectation to provide holistic student support?
   - Create incentives for enrollment and persistence
     - Allow programs to distribute full GED test vouchers to students who have hit attendance milestones as an incentive for persistence.
     - Consider allowing "Earn and Learn" programs modeled off City Colleges' Laptop program that allows students to keep their school-issued laptop if they persist for two-years (at which point the laptop would likely need to be replaced)

ICCB Response: The ICCB will continue to advocate for the State funds for Technology funding and engage with the Digital Equity funding on behalf of Adult Education. Additionally, the ICCB will review the Adult Education funding formula and Performance funding formula. Finally, the Division of Adult Education will work with the High School Equivalency Division to provide HSE vouchers to Adult Education programs.

7. Consider policies that would make it easier for titles to work together to increase support for students. For example, it would be helpful if the different titles could accept the same assessment.

ICCB Response: The ICCB will work with the WIOA Technical Assistance team to ensure all Local Workforce Boards and Adult Education programs to ensure all Title partners are using the same NRS assessments.

8. Clarify the policies around test validity. The 120-day rule is great for the shift from one fiscal year to the next, but we should not require students to pre-test again if they have a valid test on file. For example, most placement tests for college credit are valid for at least 1 year and

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in some cases up to 4. Extending the timeframe pre-tests are valid for could be a way to increase ease of return for students that need to leave.

What is the rationale behind Periods of Participation and is this in the best interest of the student?

ICCB Response: The ICCB will review the data system with the 120-day rule, ensuring adult learners must only take one NRS assessment per fiscal year. However, ensuring annual assessments each fiscal year for all adult learners is NRS Policy and outside of the ICCB authority to adapt the NRS Assessment Requirement.

9. Review regulations under GATA to determine if/when there are appropriate exceptions for purchases of food, incentives, etc.

ICCB Response: The ICCB does not have the authority to change GATA and EDGAR regulations.

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COMMITTEE 3: CONTINUOUS IMPROVEMENT

Committee Charge: Explore the state policy, state led professional development offerings, and program practices that lead to high outcomes in Measurable Skill Gains and Credential Attainment.

Guiding Questions: Using the NRS Performance Outcomes for Program Year 2021 – Quartile Ranking, complete a landscape analysis in each of the 3 key areas and make recommendations in the following areas:
- Identify the state policy, professional development offerings, and instructional practices leading to increased Education Functioning Levels for Adult Basic Education Learners.
- Identify the state policy, professional development offerings, and instructional practices leading to increased Education Functioning Levels for English as a Second Language Learners.
- Identify the state policy, professional development offerings, and instructional practices leading to increased Credential Attainment for all learners.

Recommendations: This committee explored a variety of programmatic strategies such as assessment types (CASAS, TABE, Best Plus), classroom instruction types, (fixed entry, open entry, managed enrollment), population (English language Learners, Adult Basic Education Learners, Adult Secondary Education learners), as well as size and type of program (large community college, small community based organization, local education agencies). The range of program size, type, and service populations made analyzing data to identify promising practices extremely complex. Considering the rapid demographic changes faced in Illinois also made identifying 5-year trends extremely complex. As a result, the committee had no recommendations this year and would like to continue the work in FY25**.** However, to ensure a second year of work on this topic leads to tangible recommendations, the committee asked that the guiding questions be simplified to consider:

- Analyze data on retention and measurable skill gains based on course offerings (Open Entry, Fixed Entry, and Managed Enrollment).
- Analyze data on Assessment types (CASAS, TABE, BEST Plus) to identify if any assessments lead to improved MSG gains.
- Analyze retention data for students enrolled in Bridge/ICAPS compared to students not enrolled in these opportunities.

ICCB Response: *The ICCB will continue this committee in FY25 with the specific focus to identify promising practices.*

APPENDIX A: COUNCIL MEMBERSHIP

Individuals are appointed to the ICCB Adult Education Advisory Council per the guidelines of the council bylaws. Below is the membership for the SFY24 Council.

Council Chair

- Daniel Deasy, Manager, Adult Education and Grant Compliance
College of DuPage
E-mail: deasyd@cod.edu
Region II APC 504

Community Colleges

- Chantel Savage-Bryant, Director of Adult Education and Literacy
Danville Community College
E-mail: cbryant@dacc.edu
Region III APC 507

- Kamilah Williams, Dean of College and Career Readiness
Illinois Central College
E-mail: Kamilah.williams@icc.edu
Region III APC 514

- Margaret Wolf, Director for Adult Education and Literacy
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Region II APC 525

- Carmela Ochoa, Coordinator of ABE/ASE
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Region II APC 524

- Karla Tabing, Director of Adult Education
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Region: IV APC 530

- Chris Strohl, Director of Adult and Alternative Education
Lakeland College
E-mail cstrohl@lakelandcollege.edu
Region IV APC 517

- Brittany Kairis, Associate Vice Chancellor
City Colleges of Chicago
E-mail bjackson192@ccc.edu
Region 1 APC 508

- Ginger Harner, Director of Adult Education & Alternative Instruction
Shawnee Community College

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E-mail: ginger@shawneecc.edu
Region IV APC 531

- Jamil Steele, Dean for Adult Education
  City Colleges of Chicago
  E-mail: jsteele34@ccc.edu
  Region I APC 508

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Illinois Community College Board

PERKINS V STATE PLAN 2025-2028 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 was approved by the Illinois Community College Board members on March 22, 2024.

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 State Plan was submitted prior to the May 10, 2024 deadline.
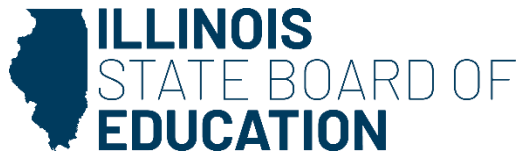
Illinois Perkins V State Plan
State Fiscal Years 2025-28

Illinois State Board of Education
And
Illinois Community College Board

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I.   Introduction

Illinois Perkins V State Plan

This document details the Illinois State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for state fiscal years 2025-28 (July 1, 2024-June 30, 2028). It also provides historical information regarding the development and implementation of the Illinois Perkins V State Plan for SFY 2021-2024. 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 that has influenced 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 (ED) 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, 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 SFY 2025-28 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. ISBE 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

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secondary students: the Illinois Department of Juvenile Justice (IDJJ); 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 (IDOC) 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 Illinois 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.

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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 and 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 SFY 2021-24 Illinois State Plan for Perkins V provided an exceptional foundation for the SFY 2025-28 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. The activities lis under each of the six Goals are represented throughout the Plan to ensure alignment with Illinois' strategic approach to the administration of CTE in Illinois.

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 will drive fiscal and programmatic decision-making.

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- It is critical that there be an increased focus on meeting the needs for members of special populations through educator professional learning so that there is a level playing field for all students.

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

- 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 model programs of study or integrating employability skills and competencies into coursework.
- ISBE and ICCB will focus more intentional support on IDJJ and IDOC. This may include researching the effect of Federal Pell Grants being resourced to individuals in custody; having ISBE and ICCB collaborate 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. Note: Perkins funds cannot monetarily support Bridge programming.
- ICCB and ISBE will 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 health care 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.[1]
- ISBE will continuously update the list of industry-recognized credentials. Additionally, the agency will further develop the resource by including specific vendors that offer those credentials.
- ISBE and ICCB will explore additional avenues, including using social media and informing National Honor Societies and secondary and postsecondary clubs and student organizations, for promoting CTE throughout the state.
- 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 months 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 that impact CTE and special populations students like the Workforce Equity Initiative, the PATH grant, the Trade

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

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School Program grant, and state initiatives that support homelessness like the HOME Illinois Initiative and Public Act 102-0083 which established the Housing and Opportunities that are Useful for Students' Excellence (HOUSE) liaisons.

- ICCB will develop and facilitate a webinar series around each component of a local application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.
- ISBE and ICCB will continue to 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 will aim to increase alignment and smooth transitions between secondary and postsecondary systems.
- Illinois will continue 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.
- The Illinois Essential Employability Skills Framework will be revised to include emerging skills, such as digital literacy. Not enough students developed these skills during the COVID-19 pandemic, which exacerbated already existing equity gaps.

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 (e.g., students of color, students from low-income families, and students with disabilities). ISBE and ICCB will provide resources and technical assistance pertaining to 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 programs of study. Specific areas would be 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.
- 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 CTE division will work with the ICCB Academic Affairs and Student Success Division to support colleges with the SFY 2024 *Access and Equity in Dual Credit Project* grant program, which is funded by the state of Illinois.

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

- Comprehensive technical assistance pertaining to the Comprehensive Local Needs Assessment (CLNA) will be provided by utilizing the following strategies:
  - ISBE and ICCB will continue to provide technical assistance to community colleges regarding the CLNA process. Topics may include how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans that include a college's Equity Plan.
  - ISBE and ICCB will have EFE system directors and Perkins administrators work collaboratively on the CLNA before completing the CLNA that will inform the FY 2027 local application.
  - The agencies will 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 and support that CTE programming is in concert with national and statewide trends and tools, such as the use of artificial intelligence and virtual reality in programming.
- Comprehensive college and career advising and a full continuum of work-based learning to empower students with labor market information and skill development will be embedded within the college and career pathways system 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.
- The agencies will share resources and programs with secondary and postsecondary.

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

- ISBE and ICCB will develop a "Why I Teach!" media campaign that includes 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. The 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.
- The agencies will expand upon the success of the Training on Instructional Practices for Postsecondary Success (TIPPS) modules by including 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 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 7 shows the customized apprenticeship model wherein integrated education and bridge programming are utilized.
- 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.

The agencies will promote opportunities for individuals with disabilities around work-based learning, such as the Secondary Transition Experience Program (STEP) that is provided through IDHS in collaboration with ISBE.

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> ### III. Plan Development and Consultation
> This section details the timeline and phases for developing the 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 2020-24 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) State Plan;
- Executive Order 3 signed by Governor JB Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries as specified in Appendix B;
- Expansion of work-based learning based on the work of the Workforce Innovation Board's Apprenticeship Committee and adoption of an updated Career Pathways Dictionary;
- House Bill 5464 (Public Act 102-1046), which is equity plan legislation that requires 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;
- 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.

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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	• 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	• 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	• 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 (*Plan due May 10, 2024.*)	• Interagency Perkins Core Team meeting(s) • ISBE and ICCB staff consultation with boards • Second 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 departments. Internal partners from accountability, research, and fiscal departments also were included in the process, as necessary. The Core Team met on a regular basis to develop activities for the plan and 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, as well as a statewide webinar, to share information about Perkins V and elicit feedback to inform the State Plan.

3. *Individual Engagement with Stakeholders through Presentations and Meetings*
ISBE and ICCB staff sought input from key stakeholders via various external meetings and conferences, and presentations on Illinois' Perkins V planning efforts, and Illinois' vision and goals for CTE. Presentations and meeting information were tailored to each audience. Summaries of various interactions follow:

- **Community Colleges** – ICCB regularly engaged community college administrators and faculty who represented academic, CTE, and adult education interests throughout each phase of the State Plan development process. This engagement included, but was 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 sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. The sessions 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 State Plan and provided feedback and suggestions.
- **Workforce Partners** – Representatives from DCEO 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 webpage
- ICCB Perkins V webpage

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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 local areas. Feedback was carefully considered and then implemented where it made sense. Feedback can be found in Appendix P.

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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 8, 2024, following presentations and discussions at both the ISBE and ICCB December and February Board meetings, respectively. The State Plan draft was posted on the websites of ISBE and ICCB 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 Q.

> **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 R and will be filed with the final State Plan that will be submitted to ED.

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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 will be used for services preparing young people for nontraditional training and employment.
- No more than 1 percent of state leadership funds will be used 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 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.

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> **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 they are 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. Figure 1 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 beginning on the next page.

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Figure 1. Illinois Career Cluster and Career Pathway Endorsement Pathway Intersection
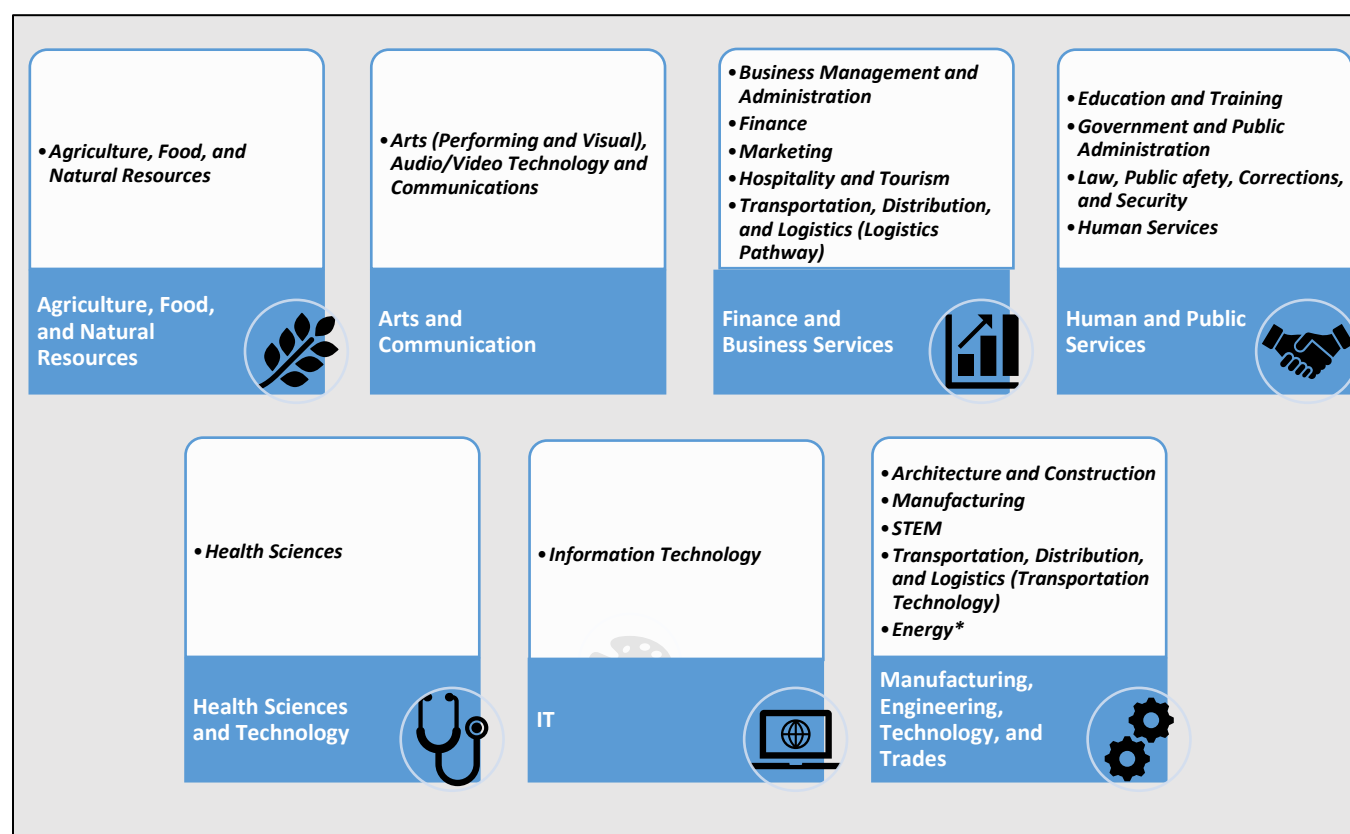
Secondary CTE Programs

ISBE supports 81 unique instructional programs in 658 of the 701 Illinois public high schools and 25 Area Career Centers, which each serve multiple local districts. ISBE evaluated all currently approved programs of study 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 on page 29. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix D. 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 state and national trends and initiatives (e.g., electric vehicle technology or other clean energy initiatives) and stakeholder feedback. 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: Model Program of Study Guides were developed by ISBE in collaboration with ICCB and the EdSystems Center at Northern Illinois University. ISBE's model programs of study were designed to assist in identifying credit transfer opportunities, CTSOs, work-based learning opportunities, appropriate course sequences, and additional components of a quality CTE program. The process included research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders. To date, 11 Model Programs of Study Guides have been released for the focus areas of accounting, agribusiness, business management, construction, cybersecurity, education, engineering, graphic communications, machining, marketing, and nursing.

Postsecondary level: These guides were sponsored by ICCB and developed in consultation and collaboration with ISBE through a process led and facilitated by EdSystems Center at NIU. The process involved extensive research into labor market information and credential programs, and dialogue among secondary, postsecondary, and employer stakeholders. To date, 10 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.

Activity 1: ISBE and ICCB will continue to develop additional model programs of Study, as needed, and work with partners to update existing models to reflect current economic trends and programming. Additionally, the agencies will promote the integration and use of the models, including the promotion of career paths that may be underrepresented in the current narrative, such as careers in municipal government.

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c. CTE Program Approval
This section details Illinois' definitions for size, scope, and quality, and outlines the CTE program of study approval processes used by ISBE and the ICCB.

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 definitions for size, scope, and quality, and their 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.

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 in section d (i) on page 29. Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in Table 2. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and be a component of the continuous improvement plan for the LEA.

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

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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 experience in and a 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 multiple quality criteria. Most criteria should be met at the time of initial application; all criteria, including specific strategies to address the unmet criterion in Years 1 and 2, must be met no later than the start of Year 3 of the local plan. 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:** 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). 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. 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 No. 9 of this list.

2. **Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process. The Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements can be used as a reference for identifying employer-informed

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technical and essential employability competencies.

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 the 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 via a CLNA 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 that provides 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 to develop competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety, as appropriate, within the curriculum.

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

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

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- 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 (e.g., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or clinical experience [2].

7. **Instructors**: Instructors within programs of study must be qualified, collaborate with industry professionals, and engage in applicable professional learning.

8. **Facilities and Equipment**: Programs of study must be offered in appropriate and accessible facilities that use industry standard technology and equipment.

9. **Continuous Improvement**: The district and college must 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.

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ii.   Program of Study Approval Processes

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

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

Secondary Program of Study Approval Process

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

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[2]Please see the Career Pathways Dictionary for additional information.

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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 State Plan and the following additional ISBE-specific criterion, which 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, U.S. Bureau of Labor 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 E and ICCB's Program Approval Process in Appendix F 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 2.

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Figure 2: ISBE Approval Process for Locally Developed Programs of Study

Program of Study Approval Process

Program of Study Submission
Program of study applications are sent to the Illinois State Board of Education Career and Technical Education review team.

Program of Study Review Team
The review team will be comprised of members from the Career and Technical Education division. The review team will have approximately 30 days to give feedback to the system directors.

Response to Feedback
The system directors will have approximately 90 days to respond to the feedback given by the review team.

Approved	Disapproved
System directors will receive an approval letter.	If additional feedback is needed after the 90-day process, system directors will receive technical assistance. (i.e phone calls, zoom meetings, referred to Program of Study Office Hours)

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 submission of documents and evidence to ISBE. Documents must align to the toolkit. A timeline for submission has been established.

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 E.

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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 must be 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 an Individualized Education Program or Section 504 Plan, as appropriate.
- The program of study must be 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 must be 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 it will continue to be implemented. 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 that CTE programs being offered at the secondary level will continue to meet minimum standards of size, scope, and quality following initial approval.

Postsecondary Program of Study Approval Process

To date, 330 programs of study have been submitted to ICCB for approval, with 308 being fully approved.

All programs of study that seek ICCB approval must meet all six[3] required Perkins V components of a program of study, as well as the additional criteria for need, capacity, cost-effectiveness, and quality. The postsecondary Program of Study Approval form and the Programs of Study Expectations Tool align with the elements of a high-quality CTE program outlined in the Advance CTE Policy Benchmark Tool. Additionally, it includes the size, scope, and quality definitions noted in this plan. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act by completing the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college and meet the following criteria:

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[3] A.) 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.

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- o Labor Market Need -- Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.
- o 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.
- o 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.
- o 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.*

- *Activity 2: ISBE will provide support to the schools on continuous improvement of their programs of study. Specific areas would be size, scope, and quality.*

d. Local Administration and Planning Requirements

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

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> **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.)

Process

Local secondary school districts complete a Local Needs Assessment (LNA) which is then fed up to their district EFE region. The EFE region then compiles the LNAs from their district into one comprehensive CLNA. Simultaneously, the community colleges complete their CLNA. See Figure 3 below.

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 G

Secondary Comprehensive Needs Assessment Template and Guidelines - Appendix G

Postsecondary Comprehensive Local Needs Assessment Template and Guidelines - Appendix H

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Figure 3: CLNA Development Process

All Required Partners will be engaged in all aspects of the CLNA to collaborate and inform the local application

Who leads?
EFEs and Community Colleges

Who should be engaged?
Local workforce board representatives, Board of Control, business and industry, community-based organizations, other required stakeholders, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk

Education for Employment Administrators will collate all local high school/district and area career center needs assessment information

Community Colleges will inform internal working groups to complete the CLNA.

Who should be engaged?
CTE and academic faculty, advisors, adult education providers, Disability Access Coordinators, student groups, Career Services, Institutional Research, Program Coordinators, Program Advisory Committees

Local High Schools , School Districts, and Area Career Centers will complete a needs assessment reviewing student and program-level data as well as identifying needs.

Who should be engaged?
Parents, students, teachers, career and academic guidance, school leaders

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 2025-28 and to ensure programming meets (or is working toward) the defined criteria for size, scope and quality.

Providing Technical Assistance to Eligible Recipients
ISBE and ICCB collaborated at the outset of Perkins V legislation 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.

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

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questions brought forth as they begin engaging in the process of completing the CLNA and facilitating the completion of the CLNA for Secondary Education 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 CLNA for Secondary Education.

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 both the CLNA for the EFE directors and 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 at the University of Illinois Champaign-Urbana 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 how to effectively engage advisory committees and other stakeholders to align the CLNA with institutional strategic plans, including a college's Equity Plan.*
- *Activity 2: Conduct an individual, deep-dive webinar on each of the six components of the CLNA.*
- *Activity 3: ISBE and ICCB will create a space for EFE system directors and community college Perkins Administrators to work collaboratively on the CLNA that will inform the SFY2027 Local Application.*

Local Application Requirements

ISBE oversees the administration of the local secondary funds and has developed a local application and process for the secondary regional consortium, while 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 that was conducted is analyzed or other continuous quality improvement processes are 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 I
> Postsecondary Local Application -- Appendix J

The local application includes the following:

1. Comprehensive Local Needs Assessment: A fully completed CLNA (found in Appendix G), including assurances that all required partners were appropriately engaged, will be submitted every two years prior to submitting a local application (e.g.) 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 and components 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

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requirements in this State Plan.

3. <u>Annual Budget</u>: 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 via a formula.

4. <u>State-Determined Levels of Performance</u>: Eligible recipients not meeting the state-determined levels of performance in any year will be required to 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.

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); and other continuous improvement processes. 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

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several different areas. Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to ED, 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 industry-recognized credentials list that was created during the development of the SFY2021-24 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 use of the Illinois Essential Employability Skills Framework and Self-Assessment, which was developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, and workforce representatives. 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

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that employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework are detailed within Figure 4.

Figure 4: Employability Framework
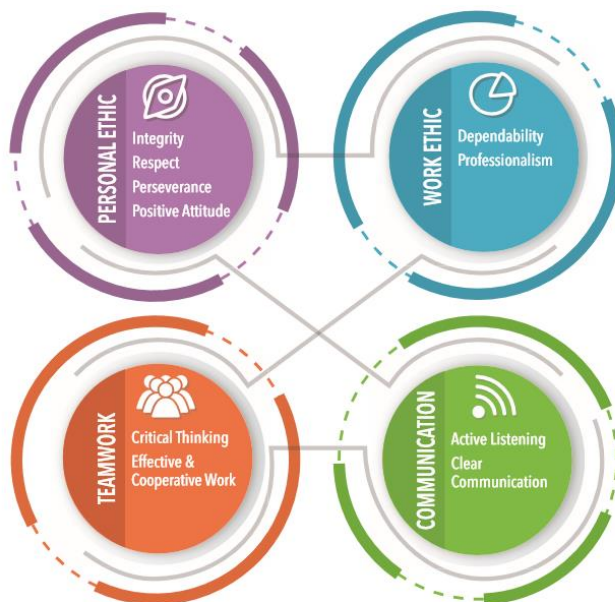
This graphic illustrates the interconnected nature of employability skills by providing an overview of the elements of the Essential Employability Skills Framework and actions or behaviors that demonstrate competency in those elements.

Additionally, the Top 10 Cross-Sector Essential Employability Competencies[4] 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 Recommended Technical and Essential Skill Competencies for College and Career Pathway Endorsements can be found in Appendix K. A crosswalk of the two frameworks for employability skills offered in Illinois is provided in Figure 5.

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Figure 5: 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 will continue to provide 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. 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. Not enough students developed these skills during the COVID-19 pandemic, which exacerbated 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 SFY 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. A total of 5,177 of those 13,543 courses (taken by 57,025 unduplicated students) were

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CTE-specific. Additionally, nearly one in five students (19 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. 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 credentials 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. 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 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*

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credit opportunities, specifically for students underrepresented in dual credit and higher education programming.

- *Activity 3: ICCB CTE division will work with the ICCB Academic Affairs and Student Success Division to support colleges with the SFY 2024 [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 System](#) 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.

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iv. Work-based Learning

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

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

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, including, but not be limited to, internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships (e.g., youth, registered, non-registered, pre-, research). ISBE and ICCB will

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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 Expectations (PaCE) frameworks and CCPE systems under the Postsecondary and Workforce Readiness Act. Figure 6 illustrates a work-based learning continuum. Definitions for each type of work-based learning activities are described in the Career Pathways Dictionary.

Figure 6: Work-based Learning Continuum

Efforts to Strengthen Work-based Learning: 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. 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: 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.*
- *Activity 2: 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.*
- *Activity 3: 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.*
- *Activity 4: 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 7 shows the customized apprenticeship model wherein integrated education and bridge programming are utilized.*

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Figure 7: Customized Apprenticeship Programming Model for Adults
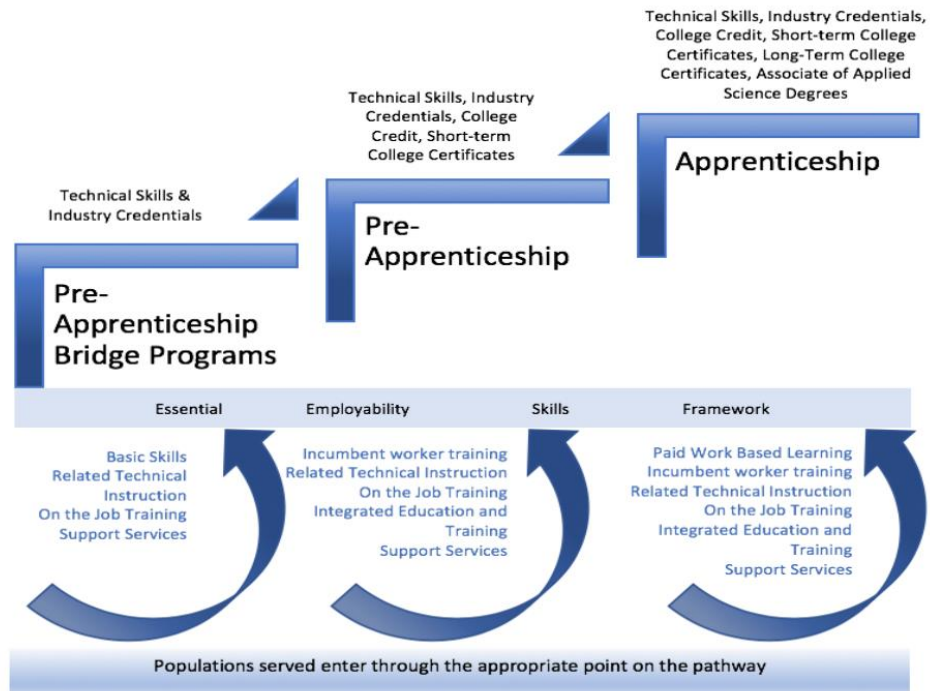
> **V. Preparing Teachers and Faculty**
> *Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career 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, to

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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 ISBE recommendations](#) that have implications for teacher preparation, collaboration, future initiatives, and teacher leader development. The second ISBE recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE responded 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. ISBE will continue to review and find ways to implement recommendations.

- **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 has developed 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 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.

  - *Activity 1: ISBE and ICCB will develop a "Why I Teach!" media campaign that includes videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.*

  - *Activity 2: 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.*

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. ISBE has an in-field mentoring program to support new teachers which includes CTE teachers ,. through the Illinois Education Association and the Illinois Federation of Teachers. ISBE will continue to grow and provide support for new CTE teachers through professional development.

- **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 : 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 (held annually 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

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- o Differentiated instruction in the CTE classroom
- o Trainings for administrators who work with CTE to further develop data collection and analytical skills

- *Activity : 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.*

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 (Elementary and Secondary Education Act [ESEA] Title I) homeless, youth in care, special education, and multilingual.

- ISBE staff will continue efforts to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Eligible applicants are required to submit plans for educator development to improve instruction to meet the needs of special populations as part of the local application, annual report and CLNA. 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 also will 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.

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> **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 populations[5] as defined in Perkins V, as well as students of color and students identifying as LGBTQ, have not had equitable access to -- or been able to participate in -- educational programming, including CTE. For the list and definitions of the special populations see Appendix L. 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.

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[5] 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.

4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create 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. **Utilize 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.

   - Expand 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 develop open educational resources, particularly those that are culturally responsive to the students being served.

2. **Support Professional Learning**
   - ISBE and ICCB will continue to support the development of professional learning opportunities for both secondary and postsecondary education systems. Professional

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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);

    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,[6] and stereotype threats;

    i. Culturally responsive pedagogy and practices;

    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.

- CLNA: Ensure equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the CLNA prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions; postsecondary institutions,; and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs.

- Program Review: Other equity-driven processes include program reviews that are 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

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[6] 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.

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between special populations[7] and in the areas of enrollment, persistence, performance, and success.

- o *Activity 1: 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.*

- o *Activity 2: ICCB will work to expand the Peer Review Initiative for Statewide Program Review.*

4. **Align with Federal Laws and Regulations**

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds, including those resulting from the Individuals with Disabilities Education Act, must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act.

- Adopt and publish grievance procedures that 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, 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 ED Office for Civil Rights. The purpose of the onsite review is to determine an entity's compliance with the aforementioned 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 of nondiscrimination, and grievance procedures, as well as the civil rights review process as a whole.

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- All LEAs will be asked to complete a civil rights self-assessment. 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. *Provide 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 Individualized Education Programs and 504 Plans, so they may equitably access and participate in CTE programming.

   o LEAs and community colleges may refer to Supporting Students with Disabilities: Recruitment Super Strategies for guidance and direction. 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.

   o 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:* ISBE and ICCB will continue to facilitate transitions to and through postsecondary education and employment. Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points is crucial to student success.

   - ISBE and ICCB will continue to coordinate with the Illinois Department of Human

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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 ED's [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#), such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

Low-Income Youth and Adults

1. *Provide broader funding flexibility:* 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 CTE, 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 ED 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.)
   - Accommodations

2. *Expand 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 apprenticeships available to students in high school and college, 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

Advance 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.

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- 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](#) and [Informing and Supporting Students Interested in Nontraditional Fields](#) for guidance and direction. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions, stereotype threat, 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 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

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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.

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' 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.

   - 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 for further information

   - ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act. See the ISBE McKinney-Vento Education for Homeless Children webpage.

   - 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

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contact ISBE's Wellness Department or CTE Department 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 HOME Illinois state 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 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. 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 to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance.

2. ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures to identify at-risk youth; targeted interventions; schoolwide interventions; and other career-related services to supports, including professional learning opportunities related to trauma-informed care.

3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB 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. The agencies will provide guidance to LEAs and EFEs on supports for these students as they move from school to school.

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> ### 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. 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 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 website 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 onsite civil rights review and as breakout sessions at larger conferences like the [Forum for Excellence](). ICCB also will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

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. (Section122(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 Specified by the Workforce Innovation and Opportunity Act
The vision for implementation of workforce development activities under Workforce Innovation and Opportunity Act (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 (IDES), 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 the Illinois Workforce Innovation Board (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 Centers across the state.

1. **WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity:** The DCEO is the state agency that leads economic and workforce development efforts for Illinois. It 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 Program. The reauthorization of Perkins presents an opportunity to more fully integrate CTE services within the workforce system. The opportunity to leverage WIOA statewide activity funds and Title 1 Part B becomes more likely as education and workforce partnership increase. Leveraging funds will create opportunities to coordinate career

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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 Program 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 training[8] through its Integrated Career and Academic Preparation System (ICAPS), which 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:** The intent of the Wagner-Peyser Program is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veteran coordinators and local IDES veterans' employment specialists to connect veterans with education, training, and employment

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opportunities.

4. **WIOA Title IV - Vocational Rehabilitation, administered by the Department of Human Services:** The main focus of the IDHS 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 IDHS Vocational Rehabilitation services 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 ED Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities Students, 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 M.

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 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. **Including College and Career Pathways Endorsements on high school diplomas:** The PWR Act mandates that school districts award at least one College and Career Pathway

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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 option. See Recommended Technical and Essential Employability Competencies.
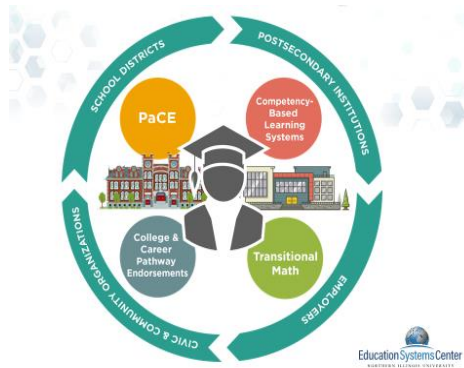
Figure 8: PWR Strategies

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 make progress toward achieving the previously outlined goals for creating an educated and skilled workforce. The following strategies will be implemented:

1. **Adopt Common Definitions and Frameworks**: The adoption of common definitions and common language is critical to effectively communicate and provide sustainable support structures for career pathway systems. In the spirit of collaboration, the education and workforce agencies in Illinois approved the Career Pathways Dictionary 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

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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. **Coordinate 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 levels. Stackable credentials are defined by the Illinois 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."

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

   a. Forum for Excellence is Illinois' premier CTE and adult education professional learning event, which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion.

   b. WIOA Summit is an annual statewide event that is designed for leadership of the WIOA and other workforce partners with the intent of fostering collaboration and service integration.

   c. WIOA regional workshops and webinars are held in coordination with the WIOA Summit to expand learning and continue fostering collaboration.

   d. Transitions Academy is an ongoing professional learning series designed to assist colleges and partnerships that are working to develop, implement, and evaluate

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bridge and integrated education and training programs.

e. Career Connections Conference is a statewide conference for CTE secondary and postsecondary educators and administrators.

> **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 Illinois are outlined on the Illinois WorkNet Center website[9] maintained by the Illinois Department of Commerce and Economic Opportunity. The State of Illinois Workforce Portal 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 allows for strategic alignment with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in Figure 9.

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Figure 9: Workforce Coordination

Alignment of Goals, Strategies, & Activities
- Perkins V and WIOA planning work groups with staff serving across both sets of work groups.

Identify Priority Sectors
- Leading or emerging sectors
- Other unmet occupational needs.
- Inform ISBE/ICCB for consideration of targeted funding.

Coordinate Guidance
- IWIB, ISBE, and ICCB will provide guidance for local recipients as they align Perkins V and WIOA plans.

Establish Competitive Funding Opportunities
- Collaboration with IWIB, ISBE, and ICCB to achieve common goals or priorities (e.g., work-based learning or dual credit).

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 determine statewide and regional workforce projections and trends. ISBE and ICCB also will 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

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[regional and local WIOA planning processes](#). 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.

- *Activity 1: 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/or high-skills.*
- *Activity 2: ISBE and ICCB will work collaboratively to ensure and support CTE programming is in concert with national and statewide trends and tools, such as the use of artificial intelligence and virtual reality in programming.*
- *Activity 3: 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.*

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 Act[10]. The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample PaCE framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions also can access ISBE's statewide career guide as a hard copy or in digital format. Both formats were 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 webpage 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 website is a dynamic resource that provides a way to view, all in one place, numerous types of postsecondary data from local agencies. The IPP website is designed with a variety of users in mind and built to be useful and accessible. It users to follow their interests, easily locate the data they want, and quickly navigate among different views and visualizations.

 A ZIP code locator also is offered to assist students in finding their local community college. Contact information for the colleges also is 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.

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[10] For additional information on Illinois CTE webpage, please access https://www.isbe.net/Pages/Career-Technical-Education.aspx.

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: The Secondary CTE Industry Stakeholder Group (ISG) was formed in 2023 to provide feedback in the planning, development, implementation, evaluation, and ongoing improvement of Career and Technical Education programs in Illinois. ISG meets at least biannually with representatives from 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.. Participants in this group have an opportunity to provide ongoing support to ensure 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 to raise the quality of 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 Survey will inform continuous improvement by identifying strengths, weaknesses, and implications of programming with the inclusion of CTE-specific items to be integrated for SFY 2027 This survey is administered in Grades K-12, and additional questions will be added to allow for the collection of data related to CTE in Grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School

Research, focuses on five domains -- effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

3. ICCB Program Review Advisory Committee: The Program Review Advisory Committee (PRAC) is made up of college administrators and faculty. 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 was piloted for the 2023-24 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.
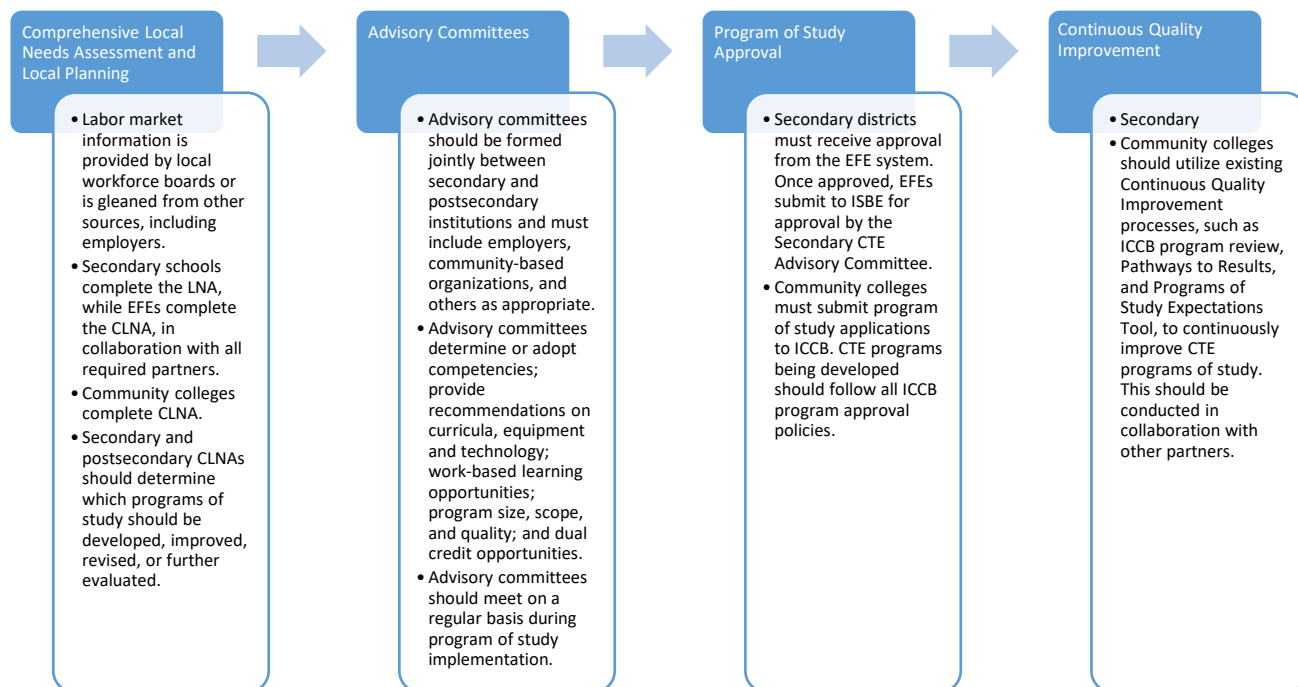
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Additionally, other stakeholders, including adult education providers, local workforce boards, and community-based organizations, are required to participate in local planning efforts. The following strategies will promote collaboration among eligible 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: ISBE and ICCB will gather Education for Employment system directors and Perkins administrators to work collaboratively on the CLNA template that will inform SFY 2027 local applications.*

- 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 were created in SFY 2020 to provide a direct connection among secondary and postsecondary CTE administrators; local workforce board staff; adult education administrators; and organizations that support groups, such as veterans and students with disabilities. . This directory was created in response to requests from secondary and postsecondary grantees that are not aware of some of these organizations, and is helpful to new secondary and postsecondary CTE administrators. In addition, the Advance CTE Stakeholder Engagement Tool can be used to implement professional learning regarding the engagement of stakeholders.

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Supporting Collaboration Between Secondary Schools, Community Colleges, and Employers

ISBE and ICCB are supporting collaboration among secondary schools, postsecondary institutions, and employers via a program of study approval process and having entities complete a CLNA and local application. 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 10 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 10: Education and Employer Program Approval Collaboration

Comprehensive Local Needs Assessment and Local Planning	Advisory Committees	Program of Study Approval	Continuous Quality Improvement
• Labor market information is provided by local workforce boards or is gleaned from other sources, including employers. • Secondary schools complete the LNA, while EFEs complete the CLNA, in collaboration with all required partners. • Community colleges complete CLNA. • Secondary and postsecondary CLNAs should determine which programs of study should be developed, improved, revised, or further evaluated.	• Advisory committees should be formed jointly between secondary and postsecondary institutions and must include employers, community-based organizations, and others as appropriate. • Advisory committees determine or adopt competencies; provide recommendations on curricula, equipment and technology; work-based learning opportunities; program size, scope, and quality; and dual credit opportunities. • Advisory committees should meet on a regular basis during program of study implementation.	• Secondary districts must receive approval from the EFE system. Once approved, EFEs submit to ISBE for approval by the Secondary CTE Advisory Committee. • Community colleges must submit program of study applications to ICCB. CTE programs being developed should follow all ICCB program approval policies.	• Secondary • Community colleges should utilize existing Continuous Quality Improvement processes, such as ICCB program review, Pathways to Results, and Programs of Study Expectations Tool, to continuously improve CTE programs of study. This should be conducted in collaboration with other partners.

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.

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2. *Regional Networking and Planning Events***:** ISBE, ICCB, and DCEO will annually 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 Toolkit:* 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 Tool 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 Career Connections Conference in the spring with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities that are appropriate for secondary and postsecondary CTE educators, administrators, and

counselors. Additionally, the conference includes strands for Grades 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 and ESL instructors, and workforce partners.
Illinois Transitions Academy: The Transitions Academy is designed to assist program teams working toward 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 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 others. 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.

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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

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Perkins V. ISBE and ICCB split the allocation 60% ISBE and 40% ICCB. The distribution aligns to the guidelines in the Perkins law

Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

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

Approval for Funding for Secondary Recipients

The secondary CTE delivery system currently consists of 56 regional EFE systems. The current function of the EFE system is to help in the delivery of Career and Technical Education by:

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

ISBE will be 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) 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.

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

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accommodate for the changes in population and poverty. All state [charter schools](#) serve as their own LEA, while other charter schools 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:

- 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 N for a map of all community college districts.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per GATA 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.

> **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 2025 if the MOE level will be a continuance of SFY 2020 level or if a new level will be established. The most recently submitted MOE was for SFY 2021, 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 that are allocated for competitive grants in the CTE State Budget line. These funds are distributed 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 aggressions, stereotype threat, 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. students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

> o *Activity 1: Focus more intentional support on the Illinois Departments of Juvenile Justice and Corrections (IDOC). This may include researching the effect of Federal Pell Grants 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.

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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/Language Development 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 determine the effectiveness of strategies and uses of funds. This information will be reported annually and also will result in the provision of additional support for local recipients who are not achieving appropriate levels of performance. Support may include technical assistance with quality improvement planning, professional learning, or targeted funding. ISBE will continue to conduct evaluations of the CTE system and the Area Career Centers in the future.

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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**.**

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1. Expansion of Integrated Education and Training (IET)

ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent, through the ICAPS models, Illinois' implementation of integrated education and training. There are more than 600,000 adults in Illinois without a high school diploma who also are 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 that has 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 the Illinois Center for Specialized Professional Support and Business Builders 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

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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 program 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 students, 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:

- New statewide program of study models -- each from different career clusters -- will be created as needed 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.

- 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 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 began in the SFY 2020 transition year and continues throughout the implementation of the 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 as specified in 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 3. Detailed descriptions of the definitions used to determine the performance levels follow.

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Table 3: Secondary Performance Indicators and Performance Levels for FFY 2025-28					
Secondary Indicators	**Baseline Level SFY2024**	**Performance Levels**			
		FFY 2024 SFY2025	**FFY 2025 SFY2026**	**FY 2026 SFY2027**	**FY 2027 SFY2028**
1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the ESEA of 1965).	95.80	96.15	96.50	96.85	97.20
1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(with in six years of entering high school).	95.50	95.70	95.90	96.10	96.30
2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(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.	29.64	30.84	32.04	33.24	34.44
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(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.	25.64	27.14	28.64	30.14	31.64
2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(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.	53.94	54.24	54.54	54.84	55.14
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.	64.30	64.80	65.30	65.80	66.30
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.	31.50	32.00	32.50	33.00	33.50

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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.	38.00	38.40	38.80	39.20	39.60
5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.	10.00	10.60	11.20	11.80	12.40

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 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 9 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 9 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 9 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 9 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 Section1111(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.

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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 Section1111(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 Section1111(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

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postsecondary education. ISBE is exploring different avenues during SFY 2020 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.

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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 one 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 4: Postsecondary Performance Indicators and Performance Levels for SFY 2025-28					
Indicators	**Baseline Level (FY24)**	**Performance Levels**			
		FFY 2024 SFY 2025	**FFY 2025 SFY 2026**	**FFY 2026 SFY 2027**	**FFY 2027 SFY 2028**
Postsecondary Indicators					
1P1: Post-Program Placement	70.4	70.8	71.6	72.4	72.8

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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.					
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.

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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 2024. ISBE and ICCB have carefully reviewed and analyzed the responses categorically and by stakeholders before making a final decision on the state-determined levels of performance as described below. Any comments and the written response to stakeholders can be found in Appendix R.

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;

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- 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. Department 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 ED, 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 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

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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 2025 (FFY 2024) 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:

    o 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-19 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.

    o An examination of the trend in actual performance relative to the targets over the past three years. We do not yet have data for SFY 2024.

- Gradual Improvement and a Balanced Approach:

    o 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.

- In SFY 2023, community colleges experienced an increase in headcount and full-time equivalents for the second 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. This is especially true in health care, 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.

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> **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 the Program Improvement Process for Equity 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. This 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 11.

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Figure 11: Continuous Program Quality Improvement Cycle
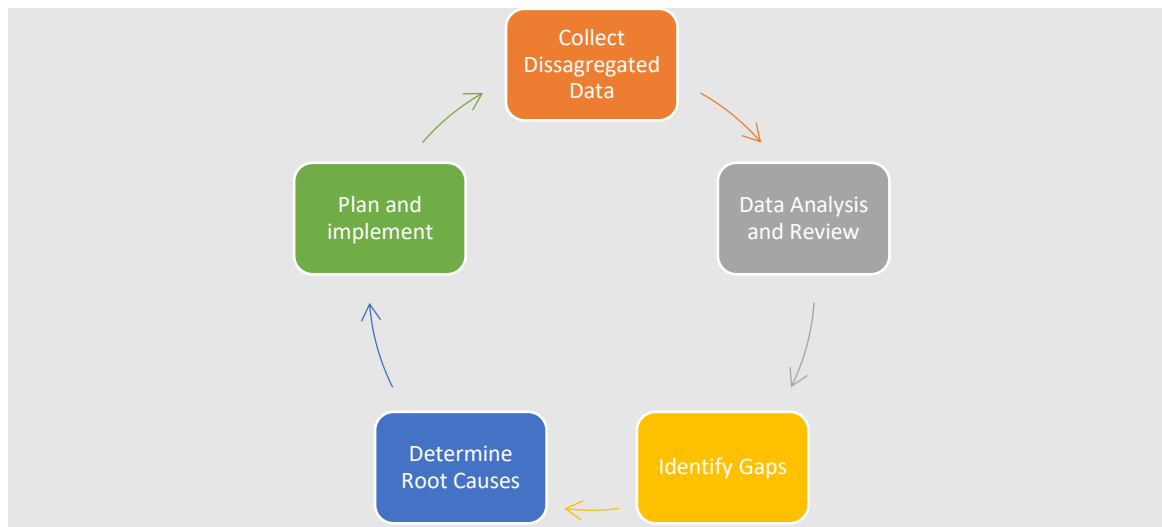
1. *Disaggregation of Data:* Cluster or program-level data is collected and disaggregated to identify disparities. Data will be collected and disaggregated for race; gender; economic disadvantage; youth who are in or have aged out of the foster care systems; students with disabilities; English Learners; 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 Illinois School Report posts the data for each school district related to their Perkins Performance Levels and participant and concentrator counts.

ISBE CTE , Information Systems, and Technology Support and Infrastructure Departments developed a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE SIS, the Illinois State Course System, data-sharing agreements with other state agencies, the National Student Clearinghouse. 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 Power Bi dashboard includes CTE program or career cluster data for the CTE staff to monitor data 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.

ISBE annually provides EFE systems with 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. EFE systems use these metrices to prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is achieved by the third program year, the EFE system must 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.

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

Postsecondary Level

ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes. 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 ICCB Perkins Online Data System Web Portal makes it easy for local areas to access their data and

visualize data and performance trends.

ICCB will monitor community college progress annually through onsite monitoring and technical assistance. Onsite monitoring is determined through a risk-based cycle (where onsite 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

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** 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.