



• FY 2023 •

CAREER & TECHNICAL EDUCATION

ANNUAL REPORT

FISCAL YEAR
2023

EXECUTIVE SUMMARY

The Illinois Community College Board (ICCB) staff oversee and provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance.

- At the onset of fiscal year 2024, statewide, CTE credit program enrollments were at 103,840 and accounted for one-quarter of all credit students, approximately 25.3 percent. Enrollments in CTE programs increased 3.9 percent from last year.
- CTE also accounted for the largest number of graduates with 37,478 graduates in fiscal year 2023. Just over half of the earned degrees and certificates- 57.4 percent- were in CTE programs during fiscal year 2023. Completions increased 4.2 percent from last year.

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. These include annual grant programs such as Federal Perkins Title I funds authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in addition to targeted State-funded initiatives or competitive grant opportunities such as the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant initiative or small grants focused on bolstering Competency-based Education within CTE programs. Other projects, such as the U.S. Department of Labor Customized Apprenticeship Programming in Information Technology (CAP-IT) grant project, concluded in its fourth year.

Throughout fiscal year 2023, the ICCB CTE staff continued to approve CTE Programs of Study, enhancing the secondary to postsecondary pathway for students. Perkins funds were used to support innovative instructional and leadership models such as the Training on Instructional Practices for Postsecondary Success (TIPPS) modules which assist in strengthening the CTE teacher pipeline, as well as the Community College Leadership Institute which aims to support a diverse pipeline for individuals hoping to pursue leadership positions. There was a continued focus on equity, with two ICCB CTE staff members, in conjunction with staff from the State Board of Education, accepted into the Equity Leadership Academy through the National Alliance for Partnerships in Equity. Additionally, the Office for Community College Research and Leadership (OCCRL) hosted the fourth annual Equity Academy, with the theme being *Examining Collaborative Solutions for Advancing Equity*.

The following report was compiled by staff from the ICCB CTE division under the leadership of the Senior Director for CTE, as well as the Deputy Director for Workforce Education.

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Section 1: Perkins V State Plan

State Plan Implementation (Year 3):

Background: Effective July 1, 2019, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. The purpose of Perkins V is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. Perkins V maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation and focuses on innovation, modernization, and accountability. Additionally, Perkins V significantly changed the process for setting performance targets, shifted accountability indicators and placed a focus on the disaggregation of data by maintaining the required disaggregation by student populations. Perkins V also requires that States develop a State Plan for a four-year period, detailing how the Strengthening Career and Technical Education for the 21st Century Act will be administered within the state.

Fiscal year 2023: This fiscal year marked the third year of implementation of the Illinois State Plan for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024), which the Illinois Community College Board and the Illinois State Board of Education developed in collaboration with educators, administrators, businesses, workforce board representatives, students, parents, and communities. The activities and projects outlined throughout this report were conducted in the spirit of State Plan implementation, all with the aim of supporting the Illinois community college CTE system, as well as the three Board Goals of the ICCB.

Section 2: CTE Program Approval and Review

Program Approval

The Illinois Public Community College Act requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). Career and Technical Education (CTE) programs refer to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.

As of August 2023, there are 4,254 approved CTE programs, consisting of 1,217 degree programs and 3,037 certificate programs. Details can be found in Appendix I.

For questions regarding the program approval process, please contact:

Dr. Tricia Broughton, Director for Curriculum and Instruction
Tricia.broughton@illinois.gov.

Program Review

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Various program areas and services, including instructional programs, are required to be reviewed once every five years by their respective community college and submitted to the ICCB, but more frequent and continuous reviews (e.g., annual, local-level) are encouraged.

The purpose of Statewide Program Review is to:

- I. Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to program revisions, program closures, and revisions to services;
- II. address inequities to support program improvement;
- III. support the delivery of locally responsive, cost-effective, high-quality programs and services across Illinois' community college system.

The Statewide Program Review process is designed to complement college-level planning and decision making and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Program review should be aligned and integrated with other continuous quality improvement processes.

The Program Review Advisory Committee in fiscal year 2023 consisted of 9 administrators and faculty from across the system. The charge of the committee is

threefold: 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

The advisory committee's primary project in fiscal year 2023 was the creation of the [Equity-Centered Rubric for CTE Program Review](#). This rubric is designed to be utilized as a self-assessment tool to guide equity-centered continuous improvement in the program review process. In order to identify which students are underserved in a specific program within a community college district, the review process must incorporate the disaggregation of data by various subpopulations (i.e., gender, race, ethnicity, special populations, age, part-time/full-time status, etc.) to document specific equity gaps to be considered in the analysis of data. This rubric can support programs of study in moving from identifying gaps to analyzing them in the context of all aspects of the program review process and taking action to close the gaps as part of continuous improvement activities.

Program Review Advisory Committee Members (2023-2024)

C. Viggie Alexandersson, *Malcolm X College, City Colleges of Chicago*

Cherie Meador, *Moraine Valley Community College*

Lonetta Oliver, *Illinois Central College*

Lori Ragland, *Rend Lake College*

Amanda Smith, *Rock Valley College*

Cathy Taylor, *Elgin Community College*

Jeremy Monigold, *Highland Community College*

Lynn Breer, *Lake Land College*

Michelle Adams, *Olive-Harvey College, City Colleges of Chicago*

The ICCB continued to contract with the Office of Community College Research and Leadership (OCCRL), University of Illinois Urbana-Champaign to provide support for the Program Review Advisory Committee and provide space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs as well as engaging student voice.

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

Section 3: Postsecondary Perkins Administration

I. Perkins Basic Grant

To apply for the fiscal year 2023 Perkins Basic Grant, colleges were required to submit a local application covering fiscal year 2023, serving as a continuation of the fiscal year 2021-2024 Perkins application. For the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would improve performance for each indicator falling below the state determined level of performance. Colleges also submitted a Programs of Study Narrative which required them to provide a description of their fiscal year 2023 program of study focus that the college intended to submit to the ICCB for approval. An annual workplan was required, in which colleges detailed the activities planned for fiscal year 2023 to achieve long-term goals and annual objectives. Colleges were also required to complete an annual budget. Perhaps the most substantial component of the fiscal year 2023 application was the Comprehensive Local Needs Assessment (CLNA). The CLNA aims to facilitate a data-informed, continuous improvement process for community colleges to assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs. The CLNA process is meant to be completed alongside a diverse body of external stakeholders. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA is a requirement of Perkins V law, and must be revisited every two years to engage in continuous improvement, confirm programs are being responsive to local workforce needs, and to ensure any equity gaps are identified and addressed in a timely manner.

II. Program of Study Approval

For CTE programs to be funded with federal Perkins dollars, made available under Perkins V, programs must meet or be working towards the State's definition of size, scope, and quality (see Appendix II) in order to be deemed a true program of study. During fiscal year 2023, CTE staff continued to review program of study applications. Programs of Study were considered approved when the nine quality components were met and appropriate evidence to support the quality component narratives was submitted. Overall, colleges submitted stronger applications with improved writing and fewer revisions required. Quality Component 3: Instructional Sequence, and Quality Component 4: Work-Based Learning required the most revisions. Many colleges failed to include dual credit opportunities in their instructional sequence narrative and either a team-based challenge or Career and Technical Student Organization (CTSO) in their work-based learning narrative. To help colleges meet these components, CTE staff accepted general education dual credit classes and encouraged colleges to reframe assignments that required students to work in groups and present their findings as team-based challenges. Staff are working to ensure that continuous improvement metrics will be met in the future, ensuring that programs of study continue to evolve to meet the needs of the local community. Other factors, including CTE staff's ability to access supporting evidence, also affected a program of

study's approval. Colleges were encouraged to address revisions in a timely manner. Some of the most commonly submitted programs include welding, nursing, automotive, cosmetology, radiology or radiography, and manufacturing.

In total, 278 programs of study have been submitted for approval.

Program of Study Technical Assistance

- CTE staff created a *Program of Study Tips* document that highlighted the differences between team-based challenges and Career & Technical Student Organizations (CTSOs) and offered application approval tips.
- In May 2023, CTE staff conducted an onsite, day-long technical assistance session for the City Colleges of Chicago. During this workshop, CTE staff reviewed the Program of Study guidelines, highlighted submission and approval tips, and assisted Harold Washington, Kennedy King, Malcolm X, Olive Harvey, and Richard J. Daley with writing approval applications.

III. Perkins Programmatic Monitoring

Per Federal Perkins legislation, community colleges are subject to both fiscal and programmatic monitoring. Fiscal monitoring is done by grant compliance staff, and programmatic monitoring is done by CTE Associate Directors. Grantees are selected for monitoring based on an annual risk assessment comprised of a number of factors. In fiscal year 2023, staff monitored fiscal year 2021 federal Perkins grants. Nineteen on-site monitoring visits to community colleges were conducted, as well as one on-site monitoring of a contracted professional development provider. The colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development and Technical Assistance

I. Professional Development and Technical Assistance

In fiscal year 2023, the ICCB continued partnerships with the Illinois Center for Specialized Professional Support (ICSPPS), the Office of Community College Research and Leadership (OCCRL), and Educations Systems Center (EdSystems). The ICSPPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois, Urbana-Champaign, and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. EdSystems is based out of Northern Illinois University and specializes in career pathway development and implementation, as well as special projects. The ICCB, ICSPPS, OCCRL, and EdSystems collaborated on several webinars, conferences, and workshops; these opportunities are summarized below. All three centers are funded through Title I Perkins Leadership funds.

- a. **Forum for Excellence-** The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. The Forum is sponsored by the ICCB and hosted by ICSPPS and the Southern Illinois Professional Development Center (SIPDC). The theme for the 2022 Forum for Excellence was "Cultivating Collaboration through Conversation" and took place on September 22 - 23, 2022, with September 21, scheduled as a pre-conference. The 2022 Forum was presented in a hybrid format, with both in-person and virtual options. The event experienced record turnout, boasting 433 participants. Attendees included Postsecondary Perkins Directors/Coordinators, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, EFE System Directors, Superintendents, and Principals. All materials, presentations, and recordings can be found at <https://icsps.illinoisstate.edu/forum-resources>.
- b. **Transitions Academy-** The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS models, Illinois Bridge programs, and career pathways. The Transitions Academy is a year-long model of continued support for ICAPS programs. Meeting colleges where they are in the development and implementation process with support and professional development designed to assist colleges and partnerships working on developing ICAPS programs. The Transitions Academy commences with a convening each fall and persists throughout the year with virtual monthly learning communities, mentoring matches, professional learning opportunities, monthly office hours, and regular communication.
 - i. **Fall Convening:** ICSPPS jointly hosted the Transitions Academy activities, including a fall Transitions Academy Convening on November 2, 2022, which featured several interactive sessions, including Braided Funding: How to Get the Most Bang for Your Federal Perkins V Buck; Bridge, and ICAPS Teachers: How

- Do We Recruit, Train, and Retain This Valuable Resource; and partnering for Success: Collaborating with Local Businesses for On-site Learning. Presenters included state leadership, local directors, and members of the ICSPS and the SIPDC teams. Two hundred and twenty professionals attended.
- ii. Cohort Convos: In conjunction with ICCB staff, ICSPS and SIPDC led an in-person fall event titled “Cohort Convo for Success”. This workshop was designed to support local programs in planning, strengthening, and updating ICAPS programs as well as increasing collaboration between partners. This event occurred on November 16, 2022. Programs were encouraged to bring teams to share and discuss topics, efforts, and initiatives to serve students and teachers best. Teams were comprised of instructors, administrators, front-line staff, and support providers connected to institutional ICAPS programs. Thirty-one professionals attended. The event was so well received that City Colleges of Chicago requested their own workshop. The ICSPS, SIPDC, and ICCB team traveled to Chicago on December 9 to meet with CTE and AE professionals to discuss ICAPS design and implementation.
 - iii. Learning Community: From January through May, the ICAPS Learning Community meets on the second Thursday of each month. Learning Community sessions allow programs to share information, ask questions, and learn from one another. The recordings of the Learning Communities can be found at <https://icsps.illinoisstate.edu/events/transitions-academy-resources>.
- c. **Poverty Simulation-** ICSPS hosted a Poverty Simulation on May 10, 2023. The in-person event was a facilitated two-hour immersive experience designed to create awareness among participants of life at the bottom rung of the economic ladder. Participants were assigned to “families” who do their best to survive week-to-week over a simulated one-month period, experiencing challenges and struggles that are faced by families every day. The event was designed to provide insight into the lives of some of the students who are served by the community college system. Seventy-one individuals representing fifteen colleges participated in the day's events.
- d. **Equity Academy-** The fiscal year 2023 OCCRL Equity Academy occurred at I-Hotel in Champaign, IL, on Friday June 23, 2023. The theme was “Examining Collaborative Solutions for Advancing Equity.” The 55 attendees included community college faculty, administrators, and state policymakers from 12 institutions, and delved into several topics centered on advancing equitable outcomes for diverse student populations. Overall, the session objectives aimed at generating conversations about strategies to support retention and completion of learners across all community colleges in Illinois. Terrance Bond, assistant to the president for equity, diversity and inclusion at Heartland Community College, delivered the keynote address titled, “Me Against the World: Evaluating Collaborative Assumptions Towards Advancing Equity.” Bond’s presentation explored the role of interpersonal dynamics within community colleges, emphasizing that students’ adjustment to higher education goes beyond simply absorbing the usual institutionalized material and context. He argued these students instead find meaning in their educational journey through their cultural, historical, and life experiences and concluded by presenting four key assumptions for advancing equity: the existence of oppression, the presence of barriers, the availability of solutions, and the shared responsibility of all individuals.

Dr. Stacy Bennett, a teaching assistant professor in the College of Education, contextualized the discussions as they relate to Illinois, unraveling the roles of federal, state, and institutional policies in shaping higher education. Recent court decisions and legislation introduced nationwide, which could be considered counterproductive for equity, were highlighted in her presentation, “The Role of Policy: Understanding the Relationship Between Policy Trends, Institutional Decision Making and Student Success.” Other concurrent breakout sessions explored unique approaches to advancing outcomes for students.

- e. **Illinois Community College Leadership Institute-** The OCCRL hosted the inaugural Illinois Community College Leadership Institute. The Institute was sponsored by ICCB and brought together 21 community college practitioners and scholars from across the state. The gathering lasted almost two days and focused on topics for emerging community college leadership including: the variation in student demographic data across colleges in the state and how to best support all students; federal and state policies that are influencing college campuses; how two-year college funding revenues stack out against expenditures; and a conversation about the road to the college presidency with Dr. Pamela Lau (Parkland College) and Mr. Terry Wilkerson (Rend Lake College). Other guest speakers included Dr. Brian Durham, Dr. Debra Bragg, Dr. Marci Rockey, Dr. Jim Reed, Lisa Castillo Richmond, Dr. Xiaodan Hu, and Dr. Osly Flores.
- f. **Perkins Administrator Cohort-** The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE individuals from the Illinois community college system. It is designed to update and inform such individuals and to build awareness and understanding of the processes necessary to navigate the system. The cohort structure utilizes a networking resource to disseminate information, share resources, and provide details on opportunities for professional development. The PAC meeting is held twice a year. The fall meeting is planned in coordination with the Forum for Excellence in September and the other in the spring in March to align with the grant guideline distribution. Fiscal year 2023 fall topics included grant administration, a programs of study discussion and activity, and ICAPS training. Spring topics included an overview of fiscal year 2024 Perkins Local Application components by CTE staff and a Perkins data analysis presentation by ICCB’s Research and Analytics staff. The spring meeting also included a presentation by staff from AmpliFund, which is the state’s grants management platform. Grantees received training on submitting Perkins application materials in the AmpliFund platform.
- g. **Training on Instructional Practices for Postsecondary Success (TIPPS)-** TIPPS is a comprehensive professional learning program designed for postsecondary instructors in career and technical education. TIPPS provides an overview of evidence-based practices that strengthen the teaching and learning process. 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.
- Use a balanced assessment and feedback system to inform teaching and learning.

In FY23, ICSPS held a cohort launch for Training on Instructional Practices for Postsecondary Success (TIPPS) to set the stage for focusing on the student experience to create optimal learning conditions. Followed by weekly virtual meetings on “TIPPS Tuesdays” covering the following topics: May 2: Design an accessible curriculum that embraces learner variability; May 8: Apply engaging instructional practices to ensure rigor and relevance; May 15: Use a balanced assessment and feedback system to inform teaching and learning. The 2023 cohorts included individuals from the following Illinois college systems: Black Hawk College, Carl Sandburg College, College of DuPage, Lewis and Clark Community College, McHenry County College, Oakton College, Prairie State College, Rend Lake College, Southwestern Illinois College, Wabash Valley College, and Wilbur Wright College, CCC. The promotional video and webinar recordings can be found at <https://icsps.illinoisstate.edu/cte/tipps>.

- h. **NIU Model Programs of Study Guides Utilization Project-** Educations Systems Center (EdSystems), at Northern Illinois University completed a project to research the utilization of the State of Illinois Model Programs of Study Guides in four sectors: Manufacturing, Health Science, Education, and Information Technology. EdSystems reviewed program of study applications that were submitted to ICCB for approval and engaged with community college staff to better understand the course sequence decision making process to summarize data and provide recommendations to ICCB on how to increase and support the utilization of the Model Programs of Study Guides. The project culminated with a Model Programs of Study Utilization Report to be released in fiscal year 2024.
- i. **NIU Dual Credit Community of Practice-** EdSystems facilitated a Program of Study Community of Practice to provide targeted technical assistance to community colleges to support the implementation and expansion of CTE programs of study and dual credit in close collaboration with local high school partners. From March through June 2023, a series of meetings were held to provide professional development on various topics, such as barrier reduction strategies, course sequence strategies, personnel support, programs of study exemplar examples, and data collection. Participants in the Community of Practice included the following colleges: Heartland Community College, Kaskaskia College, Lewis & Clark Community College, Prairie State College, South Suburban College, and Southwestern Illinois College.
- j. **Webinars, Newsletters, Podcasts, and Other Engagement-** Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. For example, in fiscal year 2022, ICSPS presented a series on Anxiety & Mental Health in the Classroom: Building Knowledge and Skills to Cope and a series on strategies to support students impacted by homelessness. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE

topics, equity, transitions, among others.

Section 5: Civil Rights Compliance

General Background and Update

ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct four civil rights reviews at Illinois community colleges. Under the new MOA State Plan, these reviews place a more concerted focus on technical assistance than on compliance. Additionally, the ICCB is no longer required to conduct the reviews on-site; rather, it is at the discretion of the ICCB to determine the need for an on-site review. The ICCB utilizes a targeted plan to identify which colleges will receive a review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR. Recipients of these reviews are determined in the following manner:

1. Utilizing data collected for Perkins analysis and reporting such as performance data for each of the three indicators of performance, data disaggregated by race/ethnicity and gender, and identified equity gaps gleaned from the Comprehensive Local Needs Assessment
2. A review of the disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and 2) when, if ever, the college last received an on-site civil rights review.

CTE staff provided several professional development and training opportunities for college staff and administrators, including a workshop on tips for identifying physical areas of inaccessibility.

Background: MOA State Plan

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

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

- ✓ **Utilization of Perkins data and data from the Local Application and CLNA.**

- ✓ **Four reviews instead of two.** The ICCB increased the number of reviews as the reviews' scopes have changed, with on-site not being required for each review.
- ✓ **Increased flexibility in what will be reviewed and how it will be reviewed.** The selection criteria for determining which colleges are selected for review will consist of Tier I and Tier II criteria. Tier I remains the same. Tier II is new and provides us with a level of flexibility in terms of what we will review for a specific college. For example, if it is noted that a college has old buildings that have never been altered, we can use that to determine the need for conducting a facilities review. In the past, we've conducted facilities reviews for all.
- ✓ **The timeline for conducting reviews is more flexible than in the past and will allow for more time to complete the letter of finding.**

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

Section 6: Additional Initiatives, Projects, and Achievements

I. Pipeline for the Advancement of the Healthcare Workforce (PATH) Grant

The PATH Grant was awarded for the first time during FY2023, providing \$25 million dollars in funding to all 39 community college districts in the state of Illinois. This is a 5-year grant initiative, subject to annual appropriation by the Illinois General Assembly. The purpose of this grant is to create, support and expand opportunities for individuals in the nursing and select healthcare pathways to obtain credentials and degrees that allow them to enter and/or advance their careers in the healthcare industry. PATH also works to address the shortage of workers in the healthcare industry that have been exasperated by the COVID-19 pandemic. The PATH Grant was modeled after the Workforce Equity Initiative (WEI). The goal of the PATH program for FY23 was to increase completion in healthcare programs by 15% (approximately 15,000 completions). This goal will be sustained through FY2024-2027. Table 1 below shows preliminary data collected at the end of the FY23 PATH grant year.

The project focuses on three underrepresented groups of students who might not otherwise be successful or able to enroll in healthcare programs: incumbent workers already in the healthcare workforce looking to continue their education and advance their careers; new, entering students on a healthcare pathway; or low-income, first generation, and minority students as a subset of the target populations.

Each community college was awarded a base amount of \$100,000 and an additional amount of funding based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. Seven healthcare programs were identified as being priority programs, including Emergency Care Attendant, Emergency Medical Technology/Technician, Respiratory Care Therapy/Therapist, Registered Nursing/Registered Nurse, Perioperative/Operating Room and Surgical Nurse/Nursing, Licensed Practical/Vocational Nurse Training and Nursing Assistant/Aide and Patient Care Assistant/Aide. A full listing of all allowable healthcare programs is included in Appendix III.

Table 1: FY23 PATH Program Outcomes (Year 1)*	
Number of Employers Engaged	1032
Number of Newly Developed Healthcare Programs	27
Number of Expanded Healthcare Programs	74
Total Number of Students Enrolled	27,607
Total Number of Students Receiving Barrier Reduction Funding:	11,170
Total Number of Program Completers	15,578

**Program outcomes continue to be validated*

II. Scaling Apprenticeships

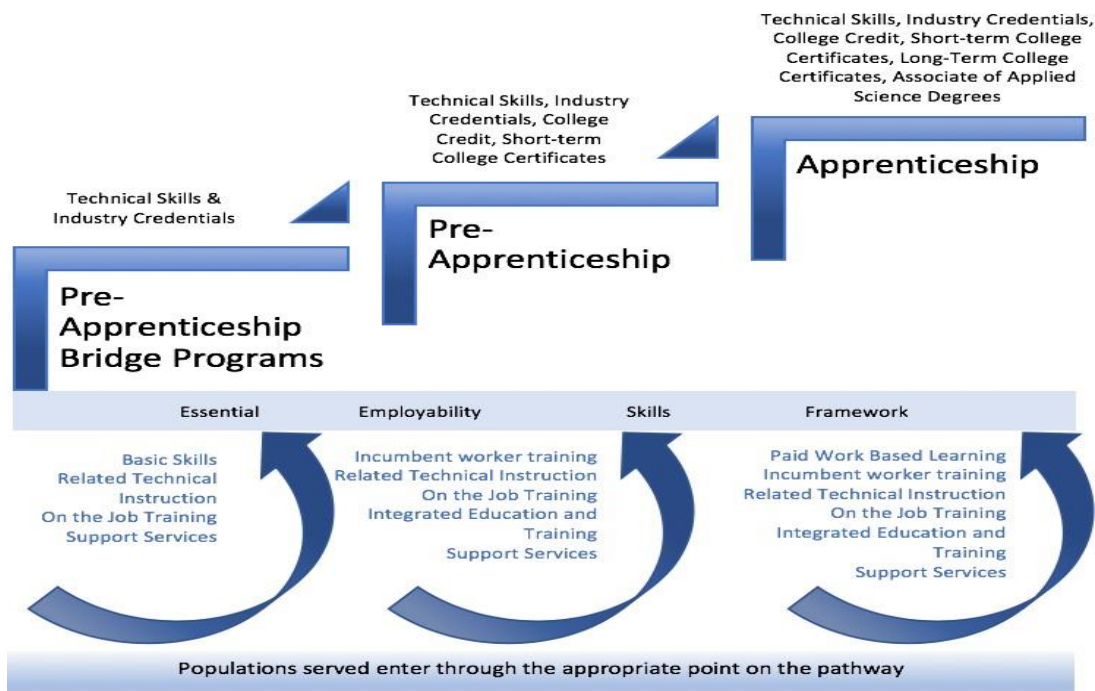
The ICCB is committed to supporting and expanding work-based learning

opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as “earn while you learn” but offer a successful workforce development solution for local business and industry. Nearly 2/3 of community colleges in Illinois partner with local employers to offer apprenticeships.

During the last full year of the grant (fiscal year 2023), ICCB continued its implementation of the four-year Customized Apprenticeship Programming in Information Technology (CAP-IT) project, a federally-funded grant supported by the U.S. Department of Labor. ICCB received an extension from the U.S. Department of Labor for July through December of 2023 to allow for the completion of apprenticeships and data entry to include final numbers in the final report. The final report will be completed in the spring of 2024 and shared across the State apprenticeship system. The CAP-IT project supported the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state, and has been led by our Workforce Education division- Lavon Nelson, Senior Director for Workforce Education and Angela Gerberding, Director for Work-based Learning. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges received extensive professional development, support, and technical assistance throughout the life of the grant. The ICCB utilized its existing Professional Development Network, supplemented by support from CompTIA, jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful. From this support, the colleges have made significant improvements during Year 4 (fiscal year 2023) of this project, which will hopefully lead to achieving the goals laid out in the grant. The ten partner colleges are:

- City Colleges of Chicago (Chicago)- *extension grant*
- College of Lake County (Grayslake)
- Illinois Central College (Peoria)- *extension grant*
- Kishwaukee College (Malta)
- Lincoln Land Community College (Springfield)
- Oakton Community College (Des Plaines)
- Parkland College (Champaign)
- Joliet Junior College (Joliet)- *extension grant*
- Rend Lake College (Ina)
- Richland Community College (Decatur)

The image below shows the model that has been implemented by the colleges and supported by the ICCB. As a wrap-up to the CAP-IT grant, ICCB held a conference in June of 2023 focused on the project's apprenticeship work and the broader apprenticeship work in the state.



Although the first year proved challenging due to COVID-19, the colleges built a foundation for successful implementation in the remainder of the grant. At the end of fiscal year 2023, the CAP-IT grant exceeded the planned participant number (818) by 147% of the goal and also exceeded the apprenticeship number (368) by 144% of the goal. Extension numbers will be included after the end of the extension which is December 31, 2023. Table 2 below provides the cumulative outcomes for the final full year of the project, whereas the ICCB exceeded many of its goals.

Table 2: Customized Apprenticeship Programming in Information Technology, Cumulative Outcomes (Year 4)	
1. Total participants served.	2546
2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/ training program.	1210
3. Total apprentices who complete an apprenticeship education/ training program.	825
4. Total apprentices who complete an apprenticeship education/ training program and receive a degree or other credential .	798
5. Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	159

6. Total number of incumbent worker apprentices who complete an apprenticeship program and advance into a new position. This includes incumbent workers who advance into a new position with their current employer or a new employer following the completion of a training program.	508
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III. Competency-Based Education

Competency-Based Education focuses on learning (and the application of that learning) rather than time spent in the classroom (CAEL, C-BEN, 2021).

- CBE is learner-centered.
- CBE is flexible.
- CBE is a strategy for advancing educational equity.
- CBE is labor market-aligned.

Competency-based Education Grant: FY 2023 marked the completion of the Competency-based Education Pilot grant project. During the Fall of 2021, the ICCB solicited grant applications to support the development of competency-based education programming in the community college system. This grant was designed to support competency-based education program development in the community college system for the following high-demand sector: Manufacturing. Using an equity-guided, community of practice approach, the goal of this grant is to

- a) build capacity in planning and program development,
- b) build institutional support, engagement, and knowledge, and
- c) ultimately, guide and support the institution in transitioning to implementation of a competency-based education program.

Two colleges, Parkland College and Rend Lake College, were awarded approximately \$200,000 each to develop CBE programs in Industrial Maintenance and Welding, respectively. This grant opportunity was supported in whole by Title I Perkins Leadership dollars.

CBE Design Community: To aid the colleges in the development of their CBE programs, the ICCB contracted with NIU EdSystems and Lewis and Clark Community College as well as partnered with C-BEN to facilitate a *design community* specific to welding and industrial maintenance competency development. The ICCB solicited additional colleges to participate in the design community to allow for scalability. The following colleges participated in the intensive design community:

Industrial Maintenance: Parkland College, Kankakee Community College, and Kaskaskia College

Welding: Rend Lake College, Shawnee Community College, Lincoln Land Community College, and Southeastern Illinois College

For FY2024, the design community colleges will be diving deeper into business and

financial aid processes and implications, scheduling, and information technology needs. Several colleges are seeking or have sought ICCB and HLC approval for their CBE programs, marking a monumental start to scaling CBE in the Illinois community college system.

To learn more about the CBE Design Community and access other resources, such as the *CBE Student Insights Brief* or the *ICCB Lessons Learned from the Illinois Backward Design Community Final Report*: <https://edsystemsniu.org/community-college-cbe-pilot-project/>.

IV. Correctional Education

CTE Funding and Programming- The ICCB provides funding to support CTE programming in the Illinois Department of Corrections (IDOC). In fiscal year 2023, IDOC received \$389,350.00 in Federal Perkins funding and \$894,450.00 in State CTE funding. The IDOC contracted with Danville Area Community College, Kaskaskia College, and Lake Land College to provide CTE programming in 25 correctional facilities (see Appendix IV.). Funding was utilized towards equipment, supplies, professional development, and greenhouse repair.

V. Trades School Grant Program

The fiscal year 2023 Trades School Grant Program is a \$5 million State-funded initiative. The purpose of this grant is 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. Primarily, programs should serve students enrolled in high school (including alternative high schools), particularly those in their junior and senior years, but may also create partnerships and pathways with middle schools for career awareness and exploration activities for middle school-age students. For many years, the term “trades” has had a negative connotation; this grant initiative aims to reclaim that term. For this grant, “trades” are defined as technical occupations in the following sectors:

1. Architecture and construction
2. Energy
3. Healthcare
4. Information Technology
5. Manufacturing
6. Science, Technology, Engineering & Mathematics
7. Transportation, Distribution & Logistics

The objectives of this grant are threefold and are intended to increase awareness and access to sustainable wage employment in the trades for youth. Objective 1: Career exploration; Objective 2: Seamless pathways/credential attainment; Objective 3: Paid work-based learning opportunities.

Seventeen community colleges were awarded the grant, those colleges, along with their respective trade focus and award amount are noted in Appendix III.

Appendices

I. CTE Programs Approved as of August 2023 Career & Technical Education Program Totals by College & Program Type

College	AAS	Certificate 30+	Certificate less than 30	Totals
Kaskaskia College	38	32	47	117
College of DuPage	76	55	125	256
Black Hawk College	25	15	25	65
Triton College	36	31	63	130
Parkland College	39	22	55	116
Sauk Valley Community College	15	4	25	44
Danville Area Community College	25	17	29	71
Kennedy-King College	21	20	28	69
Harold Washington College	13	13	15	41
Malcolm X College	16	11	17	44
Harry S Truman College	14	15	20	49
Olive Harvey College	13	14	23	50
Richard J Daley College	17	20	19	56
Wilbur Wright College	16	11	20	47
Elgin Community College	32	27	63	122
South Suburban College	32	22	58	112
Rock Valley College	24	13	49	86
Harper College	34	24	80	138
Illinois Valley Community College	23	15	45	83
Illinois Central College	42	14	42	98
Prairie State College	21	20	45	86
Waubensee Community College	22	17	32	71
Lake Land College	49	42	49	140
Carl Sandburg College	16	14	11	41
Highland Community College	17	17	29	63
Kankakee Community College	19	31	69	119
Rend Lake College	24	20	59	103
Southwestern Illinois College	49	31	70	150
Kishwaukee College	16	9	33	58
Moraine Valley Community College	31	31	71	133
Joliet Junior College	52	42	79	173
Lincoln Land Community College	31	27	48	106
Morton College	17	13	29	59
McHenry County College	29	11	61	101
Lincoln Trail College	4	4	16	24
Olney Central College	14	7	22	43
Wabash Valley College	13	11	14	38
Frontier Community College	7	5	13	25
John A Logan College	33	19	26	78
Shawnee Community College	14	11	19	44
College of Lake County	53	43	114	210
Southeastern Illinois College	12	9	13	34
Spoon River College	9	5	30	44
Oakton College	28	28	89	145
Lewis & Clark Community College	29	26	70	125

Richland Community College	24	31	61	116
John Wood Community College	21	16	20	57
Heartland Community College	12	6	56	74
TOTALS	1217	941	2096	4254

II. Illinois Postsecondary Program of Study Criteria

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.
- The size of the program appropriately meets the local labor market demand.

Scope:

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

Quality:

1. **Development and Engagement:** All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process.
2. **Employer-Informed Competencies and Skills:** Programs of study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation.
3. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.
4. **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 Career and Technical Student Organizations (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, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

5. **Recruitment and Access:** Programs of study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses.
6. **Academic Instruction and Supports:** Programs of study must include challenging academic instruction and wraparound services to facilitate successful student progression.
7. **Instructors:** Program of study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.
8. **Facilities and Equipment:** Programs of study must be offered in accessible facilities that use industry-standard technology and equipment.
9. **Continuous Improvement:** Programs of study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

III. PATH Grant Allowable Healthcare Programs

<i>PATH-Eligible Programs</i>		
Program	CIPS	PATH Eligibility
Health Services/Allied Health/ Health Sciences, General.	510000	Included
Hospital and Health Care Facilities Administration/ Management.	510702	Included
Health Unit Coordinator/Ward Clerk.	510703	Included
Medical Office Management/ Administration.	510705	Included
Health Information/Medical Records Administration/ Administrator.	510706	Included
Health Information/Medical Records Technology/Technician.	510707	Included
Medical Transcription/ Transcriptionist.	510708	Included
Medical Office Assistant/Specialist.	510710	Included
Medical Reception/Receptionist.	510712	Included
Medical Insurance Coding Specialist/Coder.	510713	Included
Medical Insurance Specialist/Medical Biller.	510714	Included
Medical Administrative/Executive Assistant and Medical Secretary.	510716	Included
Medical Staff Services Technology/Technician.	510717	Included
Long-Term Care Administration Management	510718	Included
Disease Registry Data Management.	510721	Included
Medical/Clinical Assistant.	510801	Included
Clinical/Medical Laboratory Assistant.	510802	Included
Occupational Therapist Assistant.	510803	Included
Pharmacy Technician/Assistant.	510805	Included
Physical Therapy Assistant.	510806	Included
Anesthesiologist Assistant.	510809	Included
Emergency Care Attendant (EMT \Ambulance).	510810	Included; Weighted
Allied Health and Medical Assisting Services, Other.	510899	Included
Cardiovascular Technology/Technologist.	510901	Included
Electrocardiograph Technology/Technician.	510902	Included

Electro neurodiagnostic/Electroencephalographic Technology/Technologist.	510903	Included
Emergency Medical Technology/Technician (EMT Paramedic).	510904	Included; Weighted
Nuclear Medical Technology/Technologist.	510905	Included
Medical Radiologic Technology/Science - Radiation Therapist.	510907	Included
Respiratory Care Therapy/Therapist.	510908	Included; Weighted
Surgical Technology/Technologist.	510909	Included
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	510910	Included
Radiologic Technology/Science - Radiographer.	510911	Included
Polysomnography.	510917	Included
Mammography Technology/Technician.	510919	Included
Magnetic Resonance Imaging (MRI) Technology/Technician.	510920	Included
Clinical/Medical Laboratory Technician.	511004	Included
Histologic Technician.	511008	Included
Phlebotomy Technician/Phlebotomist.	511009	Included
Sterile Processing Technology/Technician.	511012	Included
Substance Abuse/Addiction Counseling.	511501	Included
Psychiatric/Mental Health Services Technician.	511502	Included
Community Health Services/Liaison/ Counseling.	511504	Included
Mental Health Counseling/Counselor.	511508	Included
Mental and Social Health Services and Allied Professions, Other.	511599	Included
Health Aide.	512601	Included
Home Health Aide/Home Attendant.	512602	Included
Registered Nursing/Registered Nurse.	513801	Included; Weighted
Perioperative/Operating Room and Surgical Nurse/Nursing.	513812	Included; Weighted
Licensed Practical/Vocational Nurse Training.	513901	Included; Weighted
Nursing Assistant/ Aide and Patient Care Assistant/ Aide.	513902	Included; Weighted

IV. Illinois Department of Corrections Community College Providers – Fiscal Year 2023 CTE Programming

Correctional Institution	Home District	Community College Provider
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
East Moline Correctional Center	Black Hawk College	Lake Land College

Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College
Joliet Treatment Center	Joliet Junior College	Lake Land College
Kewanee Life Skills Re-entry Center	Black Hawk College	Lake Land College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-Entry Center	John A. Logan College	Lincoln Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Shawnee Correctional Center	Shawnee Community College	Lake Land College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College
Vandalia Correctional Center	Lake Land College	Lake Land College
Vienna Correctional Center	Shawnee Community College	Lake Land College
Western Illinois Correctional Center	John Wood Community College	Lake Land College

V. Trades School Grant Program Awardees

COLLEGE	AWARD AMOUNT	TRADES SECTOR FOCUS/FOCI
CARL SANDBURG COLLEGE	\$286,488	Manufacturing
JOHN A. LOGAN COLLEGE	\$258,840	Manufacturing, Construction, Energy, Healthcare
JOHN WOOD COMMUNITY COLLEGE	\$138,319	Healthcare, Manufacturing, STEM, TDL
JOLIET JUNIOR COLLEGE	\$128,763	Manufacturing
KASKASKIA COLLEGE	\$400,000	Architecture and Construction, STEM, TDL
KENNEDY KING COLLEGE	\$400,000	Architecture and Construction

LINCOLN LAND COMMUNITY COLLEGE	\$306,765	Healthcare and Construction
McHENRY COUNTY COLLEGE	\$198,774	Architecture and Construction
MORaine VALLEY COMMUNITY COLLEGE	\$97,153	Manufacturing
MORTON COLLEGE	\$353,700	Manufacturing and EV
OAKTON COLLEGE	\$394,839	STEM
PARKLAND COLLEGE	\$398,408	Architecture and Construction, Healthcare, IT, Manufacturing, STEM
REND LAKE COLLEGE	\$238,351	Healthcare and Manufacturing
ROCK VALLEY COMMUNITY COLLEGE	\$394,969	Manufacturing, TDL, STEM
SHAWNEE COMMUNITY COLLEGE	\$400,000	Manufacturing (Welding)
SOUTHEASTERN ILLINOIS COLLEGE	\$204,300	Manufacturing and Energy
TRITON COLLEGE	\$400,000	Healthcare and STEM
TOTAL AWARD DOLLARS	\$4,999,091	

VI. CTE Staff Contact Information

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VII. Resources

1. Illinois State Plan for Perkins V: <https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf>
2. Illinois Civil Rights Review Tool: <https://www.ilcivildrightsreview.com/>
3. MOA State Plan for Postsecondary Education: <https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf>

4. Model Programs of Study Guides: <https://edsystemsniu.org/model-programs-of-study-guides/>
5. Programs of Study Expectations Tool: <https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf>
6. Postsecondary Perkins Grant Manual: <https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf>
7. Program Review Portal (OCCRL): <https://occril.illinois.edu/pri>
8. Program Review webpage (ICCB): https://www2.iccb.org/academic_affairs/program-review/
9. PATH Program webpage (ICCB): <https://www.iccb.org/path/>
10. CAP-IT Grant Project: <https://www2.iccb.org/cap-it/>
11. ICSPS: <https://icsps.illinoisstate.edu/>
12. OCCRL: <https://occril.illinois.edu/>