

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

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CAREER AND TECHNICAL EDUCATION

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AUTHORITY: Implementing the federal Carl D. Perkins Career and Technical Education Act of 2006, as amended (20 USC 2301 et seq.) and the Illinois Vocational Education Act [105 ILCS 435] and authorized by Section 2 of the Vocational Education Act and Section 2-3.151 of the School Code [105 ILCS 5].

SOURCE: Adopted at 45 Ill. Reg. 9844, effective July 22, 2021; amended at 47 Ill. Reg. 14442, effective October 13, 2023.

SUBPART A: GENERAL

Section 256.100 Purpose and Scope

- a) This Part governs the State's K-12 program of career and technical education (CTE) so that the Illinois CTE system will provide skills and knowledge necessary for life-long career success for students in their communities by fostering pathways that:
 - 1) Align to current and projected future industry and community needs.
 - 2) Support students in navigating and completing a personalized pathway based on their interests and goals.
 - 3) Combine rigorous classroom and career-connected learning opportunities to build students' technical and essential employability skills.
 - 4) Integrate academic and technical knowledge and skills through alignment with the State standards or competencies.
 - 5) Identify equity gaps in CTE access and outcomes across groups and provide targeted supports, with a focus on meeting the needs of members in special populations to close those gaps.
 - 6) Incorporate multiple entry and exit points to progressively advance through higher levels of education, training, and employment success.
- b) In accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) guidelines, K-12 CTE systems in Illinois shall develop the academic knowledge and technical and essential employability skills of secondary education students who elect to enroll in CTE programs and programs of study by:
 - 1) developing challenging academic and technical standards and assisting students in meeting the Illinois Learning Standards, including preparation for high-skill, high-wage, and in-demand occupations in current or emerging professions;
 - 2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating CTE students;

- 3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
 - 4) conducting and disseminating national research and distributing information on best practices that improve career and technical education programs and programs of study, services, and activities;
 - 5) providing technical assistance that:
 - A) promotes leadership, initial preparation, and professional learning at the State and local levels; and
 - B) improves the quality of CTE teachers or faculty, administrators, and counselors;
 - 6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, employers, and intermediaries;
 - 7) providing K-12 learners with opportunities to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States and Illinois competitive; and
 - 8) increasing the employment opportunities for members of special populations, including, but not limited to, people who are individuals with disabilities, individuals from economically disadvantaged families, youth who are in, or have aged out of, the foster care system, and homeless individuals.
- c) This Part covers CTE programs administered under authority of the federal Perkins V and the Illinois School Code and Vocational Education Act.

Section 256.110 Applicability

This Part applies to all recipients of State funds made available to support the federally-approved Perkins State Plan.

Section 256.111 Definitions

"Administrative Agency", when used in relation to a joint cooperative agreement, means the public school district, regional superintendent of schools, or public community college designated as the fiscal and legal agent for the local educational agencies that are parties to the agreement. The term includes the cooperative acting as its own administrative district when provided for by the agreement establishing the cooperative. A public school district or community college designated as an administrative agency must be a party to the cooperative agreement.

"Area Career Center" means a specialized educational facility used exclusively or principally for providing CTE at the secondary level and that has been designated as an area career center by the State Board in accordance with Subpart B.

"Career and Technical Education Concentrator" means a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or CTEPOS.

"Career and Technical Education Funds" or "CTE Funds", as applied to State or federal funds, means funds appropriated by the Illinois General Assembly to the State Board for the purposes of CTE.

"Career and Technical Education Program" or "CTE Program" means a program that receives funding under Section 2 of the Vocational Educational Act.

"Career and Technical Education Programming" or "CTE Programming" means a set of activities designed to lead to employment in a specific occupation or a career cluster, or for additional preparation for that employment, and that is specially and particularly suited to the needs of those engaged in or preparing to engage in those occupations. The instruction may include the following:

classroom instruction;

classroom related field, shop and laboratory work in or out of school, including instruction provided in extended campus facilities;

programs providing supervised occupational work experiences (e.g., workplace learning, job shadowing, apprenticeship);

related instructional aspects of apprenticeship programs;

remedial programs and transitional instruction that are designed to enable individuals to benefit from instruction related to the occupation or occupations for which they are being trained by supporting any core academic content knowledge deficiencies or disabilities that prevent them from benefiting from the instruction; or

activities of career and technical student organizations that are an integral part of the CTE curriculum.

"Career and Technical Education Program of Study" or "CTEPOS" means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

incorporates challenging State academic standards;

addresses both academic and technical knowledge and skills, including employability skills;

is aligned with the needs of industries in the economy of the State, region, tribal community, or local area;

progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

has multiple entry and exit points that incorporate credentialing; and

culminates in the attainment of a recognized postsecondary credential.

"Career and Technical Education System" or "CTE System" means a State-approved consortium of entities that have a board of control, a System Director, and an intergovernmental agreement, which makes them eligible to receive funding as described in Subpart B, as well as school districts who receive funding and implement career and technical education, professional learning, and support.

"Career Clusters" means occupations in the same field of work that require similar skills. When used in relation to CTE programs, "career clusters" refers to the National Career Clusters Framework, which is a State-approved framework of career clusters that is informed by Advance CTE's framework of career clusters.

"Comprehensive Local Needs Assessment" or "CLNA" means an assessment conducted by an eligible recipient, in consultation with all required stakeholders in Perkins V, that is informed by the local needs assessment and contains all requirements of the comprehensive needs assessment in Perkins V.

"Cooperative Agreement" means:

a joint agreement entered into by the boards of education of one or more school districts with other local school boards or public institutions of higher education (see Section 10-22.20a, 10-22.31a, or 10-22.31b of the Code); or

an intergovernmental agreement entered into between one or more local educational agencies under applicable provisions of the Intergovernmental Cooperation Clause of the Illinois Constitution (Ill. Const. 1970, Art. VII, Sec. 10) and the Intergovernmental Cooperation Act [5 ILCS 220].

"CTE" means career and technical education.

"Educator-Coordinator", when used in relation to workplace learning, refers to an educator who is coordinating programs of workplace learning and meets requirements for licensure in CTE set forth in 23 Ill. Adm. Code 25.

"Elementary Grades" means kindergarten through grade four, as defined by the federal Elementary and Secondary Education Act (ESEA) (20 USC Ch. 70).

"Essential Employability Skills", when used in relation to CTE Programs, refers to any skill identified as a component of the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.

"Funding Agreement" means a written agreement entered into between the State Board and other parties to the agreement that provides for the allocation of funds administered by the State Board as payment for a product or service rendered or as reimbursement for approved expenses incurred in the conduct of a program, project or activity under the terms of the agreement.

"High-wage Occupation" means an occupation that meets at least one of the following wage criteria:

using data from the United States Department of Labor and the MIT Living Wage Calculator, an occupation whose median salary is at least 85% of the statewide living wage for one adult and one child; or

if the occupation does not pay a family-supporting wage, it is a springboard occupation that is a necessary position for advancing to an

occupation with more responsibility and that pays a family-sustaining wage

"In-demand" means an industry sector or occupation that meets at least one of the following demand criteria:

an industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate (including through jobs that lead to economic self-sufficiency and opportunities for advancement), and that contributes to the growth or stability of other supporting businesses or the growth of other industry sectors; or

an occupation that currently has or is projected to have a number of positions in an industry sector (including positions that lead to economic self-sufficiency and opportunities for advancement) so as to have a significant impact on the State, regional, or local economy, as appropriate.

"LEA" means Local Educational Agency.

"Local Application" means an application submitted to the State Board by an eligible recipient that is:

aligned to the participating district local needs assessment in the eligible recipient's cooperative agreement and the CLNA;

outlines goals and strategies to support CTE programs and CTEPOS; and

contains all of the following requirements, outlined in Perkins V:

description of the results of the local needs assessment;

information on the career and technical education course offerings and activities, which shall include at least one program of study, that will be funded;

description of how the applicant, in collaboration with local workforce development boards and other local workforce agencies and partners, will provide:

career exploration and career development coursework, activities, or services;

career information on employment opportunities that incorporate high-skill, high-wage, or in-demand industry sectors or occupations, as determined in the needs assessment; and

an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

description of how the grantee will improve the academic and technical skills of students participating in a CTE program;

description of how the grantee will:

provide activities for special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

prepare CTE participants for non-traditional fields;

provide equal access for special populations to CTE courses, programs, and programs of study; and

ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

descriptions of the work-based learning opportunities that grantees will provide to students participating in career and technical education programs and how the grantees will work with representatives from employers to develop or expand work-based learning opportunities;

description of how the grantee will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while attending high school, such as through dual credit or concurrent enrollment programs or early college high school, as practicable;

description of how the grantees will coordinate with institutions of higher education to support the recruitment, preparation, retention, and trainings, including professional development of educators and staff; and

description of how the grantees will address the disparities or gaps in performance in each plan year and, if no meaningful progress has been achieved prior to the third program year, a description of the additional action the grantee will take to eliminate those disparities and gaps.

"Local Needs Assessment" means an assessment containing reviews of all CTE programs size, scope and quality that:

is completed by all participating districts of an eligible recipient's cooperative agreement;

contains all requirements of the comprehensive needs assessment in Perkins V; and

informs the eligible recipient's CLNA.

"Local or Regional Advisory Committee", when used in relation to a secondary CTE program, refers to a group of stakeholders that may include representatives from a local business or industry, university and community college representatives, CTE faculty from K-12 CTE programs, CTE teaching faculty from postsecondary CTE programs, CTE staff, and representatives from local trade unions. The committee shall advise the institution on the development, implementation, and evaluation of CTEPs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs.

"McKinney-Vento Act" means the McKinney-Vento Homeless Assistance Act (42 USC 11434a).

"Middle Grades" means grades five through eight, as defined by ESEA.

"Multidisciplinary" or "Cross-cluster", when used in relation to CTE programs, refers to an approved CTEPOS that includes courses from two or more different career clusters.

"Participating District", when used in relation to a cooperative agreement, means a public school district that is currently party to the agreement.

"Perkins" or "Perkins V" means the Carl D. Perkins Career and Technical Education Act of 2006 (20 USC 2301 et seq.), as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) or any subsequent amendment to that Act.

"Perkins State Plan" means the plan adopted by the State Board of Education and approved by the U.S. Secretary of Education that is in effect for a particular fiscal year. The current Perkins State Plan is available at <https://www.isbe.net/Documents/Perkins-Plan.pdf>

"Regional Education Center" means two or more local educational agencies that enter into a cooperative agreement to provide CTE programs, services, or activities.

"Secondary Grades" means grades nine through 12, as defined by ESEA.

"School Code" or "Code" means the Illinois School Code [105 ILCS 5].

"Special Populations" means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; 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 or is on active duty.

"State Board" means the State Board of Education.

"State and Federal Laws and Regulations" includes the Carl D. Perkins Career and Technical Education Act of 2006, as amended by Perkins V and its regulations (34 CFR 400 through 401; 1986); the School Code; the Vocational Education Act; this Part; Title VI of the Civil Rights Act of 1964 (42 USC 2000d); section 504 of the Rehabilitation Act of 1973 (29 USC 794); Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.); the Age Discrimination Act of 1975 (42 USC 6101 et seq.); and the Illinois Human Rights Act [775 ILCS 5].

"State-Determined Performance Measures" means the measures established by Perkins V that are the basis for the CTE accountability system, including:

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA)).

1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate from high school, as measured by the extended-year adjusted graduation rate (as defined in Section 8101 of ESEA) within six years of entering high school).

2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging State academic standards adopted under Section 1111(b)(1) of the ESEA, as measured by the academic assessments in reading/language arts, as described in Section 1111(b)(2) of that Act.

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging State academic standards adopted under Section 1111(b)(1) of ESEA, as measured by the academic assessments in mathematics, as described in Section 1111(b)(2) of that Act.

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging State academic standards adopted under Section 1111(b)(1) of ESEA, as measured by the academic assessments in science, as described in Section 1111(b)(2) of that Act.

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 USC 12511 et seq.), are volunteers, as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are employed.

4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and CTEPOS that lead to fields in which their gender is underrepresented.

5S1: Program Quality – Industry Credentials: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program or CTEPOS earned through a dual or concurrent enrollment or another credit transfer agreement.

5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

"State Institutions that Serve Students from Special Populations" means institutions designated by the State that primarily serve students from special populations, as defined by Perkins V section 124(a)(1)(C) (20 USC 2344(a)(1)(C)), including State correctional institutions, juvenile justice systems, and educational institutions that serve individuals with disabilities.

"Vocational Education Act" means 105 ILCS 435.

"Work-based Learning" provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their CTEPOS or industry training program, as well as to develop essential employability skills, and includes an assessment and recognition of acquired knowledge and skills. A continuum of work-based learning experiences should include, at a minimum, career awareness, career exploration, team-based challenges, or career and technical student organizations (CTSOs), as well as one or more of the following at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-registered, non-registered, research), student-led enterprises, remote work for a client or employer, school-based enterprise, or cooperative work agreements or clinical experience. These experiences should be integrated into the CTE curriculum.

"Workplace Experience" refers to CTE courses that provide students with in-person, remote, or simulated work experience within their CTEPOS. These courses must include remote or classroom instruction and a workplace practicum that aligns to the Career Development Experiences.

Section 256.112 Eligible Applicants

- a) Eligible applicants are the following entities who have administrative control and direction of a CTEPOS for general State and federal CTE funding:
 - 1) an ISBE-recognized area career center (see Subpart B);
 - 2) a Regional Office of Education or Intermediate Service Center;
 - 3) an Indian tribe, tribal organization, or tribal educational agency; or
 - 4) a consortium eligible to receive assistance as a designated "eligible recipient" under Perkins V.
- b) To qualify as an eligible applicant, a local educational agency must be part of a consortium with other LEAs to access State and federal funds.

Section 256.113 Local Uses of Funds

- a) Allowable expenditures for State CTE funds are commensurate with the Perkins local uses of funds under section 135(b) of Perkins V (20 USC 2355(b)).
- b) Minimum and maximum thresholds for local uses of funds, if applicable, shall be compliant with State and federal laws and regulations and may be designated by the State Board in support of the Perkins State Plan.
- c) In addition to being justified for use by the local needs assessment and the CLNA, funds must be used to support CTE programs that are of sufficient size, scope and quality to be effective. The use of funds must:
 - 1) provide career exploration and career development activities through an organized, systemic framework designed to aid students, including those students in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
 - 2) provide professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
 - 3) provide opportunities and experiences to develop the knowledge and skills necessary to pursue careers in high-skill, high-wage, and/or in-demand industry sectors or occupations.
 - 4) support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary school level in meeting the challenging academic standards adopted by the State under ESEA.
 - 5) plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators and meet quality criteria defined in the Perkins State Plan and Section 256.160.
 - 6) assess the quality and outcomes of the activities carried out with funds for local use, including information necessary to complete the local needs assessment and the local report.

- d) In addition, local recipients may pool resources with other local recipients to support the implementation of programs of study through the professional learning activities described in subsection (c).
- e) Funds may be used by eligible applicants to provide CTE programming for students in grades K-12.
- f) The provisions of the State Board's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures, available at www.isbe.net, apply to this Section.
- g) The requirements of 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) regarding the local use of funds apply to this Section.

Section 256.120 Allocation of Funds

- a) The State Board will allocate to eligible recipients CTE funds for supporting and improving approved K-12 CTE programs. At a minimum, the formula for allocation will take into consideration the eligible recipient's enrollment of elementary school students who will participate in career exploration and the eligible recipient's participation or enrollment of secondary students in CTE programs. Funds allocated to eligible recipients for the purpose of supporting CTE programming will be allocated by a Grant Agreement that is based on the information contained in the eligible recipient's application submitted in response to a request for applications issued by the State Board.
 - 1) Funds allocated by the State Board through a general distribution of funds for support of CTE programs, services and activities will be allocated to eligible recipients through a formula designated by the State Board in support of the Perkins State Plan and to meet the required Perkins V maintenance of effort.
 - 2) Funds allocated to eligible recipients for the purpose of supporting CTE programming will be allocated by a Grant Agreement that is based on the information contained in the eligible recipient's application submitted in response to a request for applications issued by the State Board.

- b) In instances in which an area career center or an eligible applicant has joined with an LEA in a consortium or cooperative agreement, the State Board will distribute funds for which the LEA qualifies to the appropriate area career center or eligible applicant. The amount to be distributed to the area career center or eligible applicant will be based on the relative share of the students in CTE programs. This amount should be based, if practicable, on:
 - 1) the average enrollment for the preceding 3 years; or
 - 2) an alternative formula used to determine the distribution, after approval by the State Board.

Section 256.130 Application for Funding

- a) When sufficient funding is available, the State Superintendent shall provide to all local eligible recipients a formula for allocation, planned allotment, and the application for funding.
- b) The funding application (see subsection (c)) in support of the Perkins State Plan may be submitted no later than the date specified by the State Superintendent. The application deadline will provide applicants at least 30 calendar days in which to submit their applications.
 - 1) Applications for CTE programs shall be submitted through the State Board's Web Application Security website, in accordance with the most current State Board guidelines for grant submission.
 - 2) Applications for additional funding programs shall include the information described in subsection (c) and shall be submitted in a format specified by the State Board.
- c) An application for CTE State and federal funds must be submitted annually. The application shall:
 - 1) describe the CTE programs, services and activities proposed to be funded;
 - 2) CLNA, as required by Perkins V;
 - 3) describe how the proposed programs, services and activities will be coordinated with relevant programs to avoid duplication and to support the Perkins State Plan; and
 - 4) include:
 - A) State and federal budget;
 - B) Grant Accountability and Transparency Act [30 ILCS 708] programmatic risk assessment (see 44 Ill. Adm. Code 7000.340;
 - C) Notice of State Award and Uniform Grant Agreement; and
 - D) a statement of program assurances, which may include the following assurances:.

SUBTITLE A

SUBCHAPTER g

- i) The entity will provide services and activities in accordance with the purposes of both Perkins V and the State's CTE Improvement grants under Section 256.120.
 - ii) The entity will support a minimum of one State Board-approved CTEPOS.
 - iii) The entity will ensure non-discrimination, equitable access to, and participation in programs for all students, including members of special populations.
 - iv) The entity will have a plan for career exploration and student recruitment and retention or transition services that, if applicable, extends down to grade 5 and addresses equity gaps (e.g., special populations and student subgroups) for CTE courses and programs, including nontraditional occupations.
- d) Only those applications that are submitted in accordance with this Part will be considered for funding. Applications will be approved based on the consistency of the proposed uses of funds with the CLNA for the fiscal year. Reasons for denial or conditional approvals will be provided to the applicant.
- e) Approval of the local application constitutes approval only for expenditures detailed in the local application. Amendments to applications may be submitted if changes need to be made to the budget.

Section 256.150 Program Monitoring

Annual monitoring of the grant programs created under this Part will be conducted by the State Board. Monitoring procedures and indicators will be set by the State Board and made available before the start of the fiscal year, at the time information is provided regarding the annual application for funding.

- a) Monitoring frequency and level will be determined through a risk assessment of factors, which will include system data, programmatic compliance, financial management, the number of program quality indicators that are met through the program, and the disparities and gaps in the performance of special populations. All grantees will receive programmatic monitoring conducted through semiannual calls. Additionally, based upon the results of the risk assessment, grantees may receive remote monitoring or an on-site monitoring visit. The components that will be monitored are system personnel, including qualifications and training, the program's size, scope, and quality (see Section 256.160), and system and board of control operations.
- b) If findings are indicated through the monitoring process, a collaborative, continuous improvement process will be initiated by the State Board to address those findings. The grantee must respond to the findings by identifying who is responsible, what actions will be taken, anticipated date of completion, how the actions will be documented, and how the results of the action will be evaluated to determine the improvement:
 - 1) is not meeting size, scope and quality requirements;
 - 2) does not have qualified educators teaching in the program; or
 - 3) is not meeting performance levels identified in the approved Perkins State Plan.
- c) An eligible recipient that fails to meet at least 90 percent of the State-Determined Performance Measures must develop and implement a program improvement plan, in consultation with local stakeholders and the State Board, no later than January 31 of the first program year succeeding the program year in which the eligible recipient failed to meet the State-Determined Performance Measures. The program improvement plan should include an analysis of the performance disparities or gaps identified between any subgroup or special population and an analysis of the performance of all CTE concentrators served by the eligible recipient. These analyses shall include a quantifiable description of the progress

of each subgroup or special population of students served by the eligible recipient has made in meeting the State-Determined Performance Measures.

Section 256.160 Career and Technical Education Programs

- a) A CTE program administered by an eligible recipient shall be directed, administered and supervised by one or more qualified individuals appointed by the eligible recipient and charged with specific responsibility for the direction and supervision.
- b) CTE programs designed to prepare a person for certification, licensure, or employment in an occupation that is regulated by law shall be conducted in accordance with requirements established for those programs by law.
- c) CTE programming at the secondary level shall include instruction, laboratory and workplace learning experiences based on relevant content and learning standards, if applicable, necessary to prepare the student for both immediate employment and advanced education in preparation for later employment in the occupation or occupational field for which the program is designed.
 - 1) The programming shall be aligned with a State Board-approved CTEPOS. State Board approval will be based on the following size, scope and quality guidelines included in the Perkins State Plan:
 - A) Size
 - i) Local recipients must implement and offer at least one State-approved CTEPOS in one of the nationally recognized career clusters.
 - ii) All programs of study must be aligned to State, regional, or local in-demand sectors, using labor market information.
 - iii) Postsecondary recipients must follow local board policies on class size.
 - iv) For secondary recipients only, class and program enrollment minimums and maximums must be justified by the CTEPOS local advisory committee, as appropriate, to meet industry labor market and economy needs, as presented in the CLNA.
 - v) The recommended minimum number of CTEPOS based on the number of students in the district are as follows:

- 501-2000 students: two programs.
- 2001-3000 students: three programs.
- 3001-4000 students: four programs.
- 4001 and above: five programs.

B) Scope

i) As defined in Perkins V, a CTEPOS is a "coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary that:

- incorporates challenging State academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the State, region, tribal community, or local area;
- progresses in specificity;
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential."

ii) A CTEPOS should provide students with strong experience in and a comprehensive understanding of all aspects of an industry. The scope of a CTEPOS must be specified through curricular development, evaluation, and revision. CTEPOS scope must be defined with all stakeholders, including business and industry.

C) Quality. CTEPOS must meet multiple quality criteria. Most criteria should be met at the time of initial application; all criteria must be met no later than the start of Year 3 of the local plan, including specific strategies to address any unmet criteria in Years 1 and 2. The State Board ultimately determines the extent to which

CTEPOS meet the quality criteria and may require accelerated timelines or provide extensions for additional time based on local efforts.

- i) **Development and Engagement:** All CTEPOS 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 CTEPOS (or to consider multiple CTEPOS within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in subsection (c)(1)(C)(ix).
- ii) **Employer-Informed Competencies and Skills.** The CTEPOS 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.
- iii) **Academic Instruction and Supports.** The CTEPOS 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 CTEPOS instruction must be provided by an educator licensed under 23 Ill. Adm. Code 25 or a community college in compliance with Illinois Community College Board's (ICCB) Administrative Rules and accrediting bodies. Dual credit instructors must meet the requirements under the Dual Credit Quality Act [110 ILCS 27] and be in accordance with the rules adopted by ICCB.

- iv) Recruitment and Access. Starting in State fiscal year 2023, school districts and community colleges must develop a student recruitment and retention plan through the 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.
- v) Instructional Sequence. CTEPOS 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. The middle school and secondary CTEPOS course sequence must, at a minimum:
- provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
 - include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
 - include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
 - incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) or training for an industry-recognized credential; and
 - include instruction and evaluation in safety, as appropriate, within the curriculum.
- vi) Work-Based Learning. CTEPOS 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 or CTSOs; and
 - one or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or clinical experience.
- vii) Instructors. Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.
- viii) Facilities and Equipment. Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
- ix) Continuous Improvement. The school district and community college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.
- 2) All State Board-approved programs of study shall combine rigorous classroom and career-connected learning opportunities to build students' technical and essential employability skills.
- d) The eligible recipient may enter a written agreement under which any portion of the program of instruction will be delivered, on an individual or group basis, by a public or private employer, private CTE training institution, community college, or any other public or private institution of higher education. These agreements shall:
- 1) describe the portion of instruction to be provided by the institution or employer and shall incorporate the standards and requirements of career and technical education instruction set forth in federal regulations and in this Part; and

- 2) be entered into only upon a determination by the eligible recipient and verification by the State Board that the agreement is in accordance with State law.
- e) If instruction is to be provided by a private career and technical training institution, the institution may provide equipment or services not available to the eligible recipient or may provide substantially equivalent training at a lesser cost.
- f) The entity will assure equal educational opportunities to all students by providing access to all career and technical education programming components and services in a nondiscriminatory and equitable manner in accordance with State and federal laws and regulations.

Section 256.161 College and Career Guidance

Guidance services shall be provided at the local district level in association with the CTE program. These services should provide for research and data collection to aid in the assessment of the effectiveness of CTE instruction and guidance and counseling services, provide for initiatives and efforts that focus on the recruitment and retention of students from underrepresented populations in CTE programs, and provide opportunities to support student development of a personalized learning plan that is in alignment with the State of Illinois Postsecondary and Career Expectations framework and that is designed to meet personal career goals. A personalized learning plan or activity should:

- a) assist in identifying the career needs of individuals and encourage their enrollment in curricula appropriate to their individual immediate and long-range career plans;
- b) provide individuals with information that includes, but is not limited to, labor market trends and global economics, to support informed career choices;
- c) assist students while they pursue their chosen program; and
- d) connect students to work-based learning experiences, including career exploration and career development experiences, to deepen understandings and explore career interests to include providing placement services for students seeking immediate employment, planning advanced education in preparation for later employment, etc.

Section 256.162 Additional Program Components for Elementary Career Exploration Programs

- a) In addition to the requirements set forth in this Part, applications for funding that include elementary (defined by ESEA as students below grade five) career exploration programs and activities must:
 - 1) in the case of elementary school districts, include the opportunity for students of the district to pursue a program of CTE at the secondary level; and
 - 2) in the case of unit school districts, have an occupational information program that is aligned with at least one State Board-designated CTEPOS or career cluster, as defined in Section 256.111.

- b) In addition to the requirements set forth in this Part, applications for funding that include middle grades (defined by ESEA as grades five through eight) career exploration programs and activities must:
 - 1) be aligned to the State of Illinois Postsecondary and Career Expectations Framework and at least one State Board-designated CTEPOS or career cluster;
 - 2) integrate instruction on employability skills;
 - 3) include activities supporting career exploration that are integrated into the regular course curriculum; and
 - 4) include the initiation of the development of a personalized learning plan that supports an individualized CTEPOS designed to meet personal career goals.

Section 256.164 Additional Program Components for State Institutions that Serve Students from Special Populations

- a) In addition to the other requirements of this Part, applications for funding by State institutions that serve students from special populations for CTE programs and activities must:
 - 1) with respect to the use of those funds, provide equal access to individuals from special populations:
 - A) in recruitment, enrollment, and placement activities; and
 - B) to the full range of CTE programming available, including classroom and laboratory coursework and experiences, career and technical student organization leadership and career development experiences and events, and work-based learning opportunities and experiences;
 - 2) provide to students from special populations and, if applicable, to those students' parents or guardians information concerning:
 - A) the opportunities available in CTE; and
 - B) the requirements for eligibility for enrollment in CTE programs; and
 - 3) provide to each student from a special population:
 - A) an assessment of the interests, abilities, and special needs of that student with respect to successfully completing the CTE program;
 - B) special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs described in this Part;
 - C) guidance, counseling, and career development activities conducted by counselors who meet the licensure requirements of 23 Ill. Adm. Code 1.760; and
 - D) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

- b) Each eligible recipient shall, with respect to the use of funds for CTE services and activities for individuals at the postsecondary level, provide to each student the assessments and services specified in this Part. However, the assessment specified in subsection (a)(3)(A) is not required for students enrolled in postsecondary institutions who are taking fewer than 12 semester hours.
- c) CTE programs and activities for students with special needs shall be provided in the least restrictive environment in accordance with the Individuals with Disabilities Education (IDEA) Act (P.L. 101-476) and shall, as determined by the student's educational needs, be included as a component of the individualized education plan required of that Act. CTE planning for students with special needs shall be coordinated between appropriate representatives of CTE and special education.

Section 256.165 Additional Program Components for Workplace Learning Programs

- a) In addition to the other requirements of this Part, applications for funding that include workplace experience coursework programs and activities must:
 - 1) include a practicum work experience related to the student's CTEPOS, totaling no less than 60 hours per semester, that is a component of a student's individualized program of study designed to meet specific career goals;
 - 2) include direct instruction on technical and essential employability skills and content relevant to students' specific employment; and
 - 3) not have age restrictions for a student's eligibility into that program, other than those required by State and federal laws and regulations.
- b) Workplace Learning CTE Coursework
 - 1) The workplace learning CTE coursework is not bound by, and may occur outside of, the regular school day or calendar for participation or completion of practicum or direct instruction.
 - 2) The workplace learning CTE coursework must include related instruction taught by a qualified educator-coordinator and must be provided to each student enrolled in the program. The related instruction must incorporate technical and essential employability skills and specific topics related to the particular employment of students.
 - 3) At a minimum, the education coursework as part of workplace learning must include at least one synchronous meeting per week of all enrolled students or cohorts of students in similar career pathways to be led by the educator-coordinator that is responsive to the workplace experiences and employability skill development.
 - 4) The workplace learning CTE coursework must include work experience, either paid or unpaid, that supports a student's individualized program of study. This practicum must comply with the following:
 - A) The practicum must be supervised by one or more qualified educator-coordinators, with applicable State Board credentials, who must conduct the following:

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- i) at least one direct supervision workplace visit for each student during the semester;
 - ii) direct and indirect supervisory activities on a weekly basis for the duration of the workplace placement; and
 - iii) at least one formal evaluation of the student by the conclusion of the workplace placement.
- B) The district must provide the educator-coordinator with course release time granted for direct supervision of students that:
- i) is, at a minimum, 30 minutes for each unique workplace where students are placed; or
 - ii) variance from the 30-minute minimum per unique workplace is allowed with a State Board-approved waiver.
- C) In addition to technical and essential employability skills, the workplace experience shall include focused skill development, in areas relevant to the student's individualized program of study and career goals, that includes:
- i) school credit for the skill development;
 - ii) permissible activity for individuals of the particular age at which the student is engaged or employed under federal and State law;
 - iii) potential compensation for student learners that is in compliance with federal, State and local laws and regulations and that is conducted in a manner that does not result in the exploitation of the student learner for private gain;
 - iv) a requirement that other workers who ordinarily perform the work are not displaced; and
 - v) under the terms of a written placement agreement between the eligible recipient and the employer, incorporation of a placement plan developed for each student learner and that includes, at a minimum, verified tasks for the occupational and employability skills; duration of course of training;

working hours; date of birth; company name; responsibilities of the employer, coordinator, students and parents; and signatures of the employer, coordinator, student and parent.

- D) The number of students supervised by an educator-coordinator shall be subject to maximum thresholds designated by local district policy, with the consent of the appropriate CTE local or regional advisory committee.
 - E) Eligibility for student participation in workplace CTE coursework shall be subject to applicable State and federal employment and labor laws and regulations.
- c) The eligible recipient shall establish procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable placement partners for persons enrolled in the workplace learning program.

SUBPART B: CAREER AND TECHNICAL EDUCATION

Section 256.200 Purpose and Scope

The State Board's policy on the CTE system is intended to ensure that CTE will be provided to youth and adults through an integrated delivery system that makes effective and efficient use of public schools, area career and technical centers, regional education centers, postsecondary institutions, and the employment sector.

Section 256.210 Cooperative Agreements, Submission, and Criteria for Approval

- a) Current cooperative agreements entered into by local educational agencies for the purpose of providing CTE programs, services, and activities or for the purpose of establishing and operating a regional education center shall be submitted to the State Board electronically any time the agreement is updated and, prior to application for funding, for approval under this Section.
 - 1) If the agreement is for the purpose of creating or expanding secondary area CTE facilities, the agreement shall be submitted in accordance with requirements for submitting those agreements under this Section.
 - 2) To be considered for continued approval as a regional consortium that is an eligible applicant, cooperative agreements existing prior to 2021 must be updated in accordance with this Subpart and submitted to the State Board, prior to the end of State fiscal year 2023, to be considered for continued approval.
- b) Except as otherwise provided in this Part, the State Board requires the following components for approvable cooperative agreements:
 - 1) comprehensive list of members of the Board of Control, including secondary representatives and at least one elementary representative from diverse backgrounds;
 - 2) clearly articulated roles and responsibilities of all entities and individuals involved in the cooperative agreement to include, at a minimum:
 - A) fulfillment of grant responsibilities;
 - B) implementation and oversight of CTE programming; and
 - C) assessment and evaluation of the system;
 - 3) graphic of organizational structure and narrative detailed explanation of administrative structure for the system;
 - 4) comprehensive plan of action for completion of the applicable needs assessments necessary to meet the requirements of this Part and Perkins V;
 - 5) comprehensive accounting for fiscal responsibilities;

- 6) clearly articulated and evidence-based narrative of procedures to ensure equitable access for all students. These procedures shall include both recruitment and retention initiatives and an intervention plan for identified disparities and gaps;
 - 7) clearly articulated description and process for how the CTE funds will be distributed;
 - 8) completed assurances that other LEAs within the region were afforded opportunity to participate in the cooperative agreement.
- c) A CTE program provided under this Section through a cooperative agreement entered into between LEAs must be administered by a designated entity under the terms of the joint agreement.
- d) Continued approval of the cooperative agreement will be contingent upon a scheduled review, at a minimum of once every three years, of the following components:
- 1) adherence to the most recent State Board-approved cooperative agreement;
 - 2) completion of the program quality review process as stipulated in Section 256.160(c)(1); and
 - 3) satisfactory progress toward improvement in the case of implementation of a program improvement plan.
- e) Amendments to cooperative agreements must be submitted for approval, be reviewed annually, and be submitted to the State Board. Minutes of local administrative board meetings at which the cooperative agreement was approved should be kept as documentation of local administrative board approval.

Section 256.220 Personnel Qualifications

- a) All professional personnel, with administrative or supervisory assignments in CTE programs funded by the State Board, in educational agencies or institutions other than the public schools of Illinois shall have experienced:
 - 1) for CTE programs in career clusters other than Education and Training, one year (2,000 hours) of employment outside of education in an occupation other than teaching or counseling and two-years' experience in CTE as an administrator, supervisor, or teacher and comparable experience in education, business, or industry; or
 - 2) for Programs in the career cluster of Education and Training, one year (2,000 hours) of employment in a related occupation and two-years' experience as an administrator, supervisor, or teacher and comparable experience in education, business, or industry.
- b) All professional personnel employed in local educational agencies or other educational institutions in CTE programs funded by the State Board and that are designed to prepare persons for employment in occupations for which employment, or preparation for employment, is regulated by law or licensure shall possess the minimum qualifications for the particular assignment established by law or regulatory authority.

Section 256.230 Additional Program Components for Area Career Centers

- a) Operational area career centers shall be directed and supervised by qualified personnel (see Section 256.220) and shall provide appropriate guidance services for students in accordance with Section 256.161. Operational area career centers shall continue to provide a program of CTE to meet identified needs of the area served by those centers that is of appropriate size, scope and quality.
- b) Continued designation as an area career center is contingent upon the results of periodic evaluations of those centers conducted or coordinated by the State Board.
 - 1) Area career center designation could be revoked if the State Board determines that deficiencies reflected in those evaluations are not satisfactorily addressed.
 - 2) Area career centers that were designated and approved prior to 2021 shall:
 - A) Provide the State Board with a current copy of the State Board-approved cooperative agreement under which they are currently operating; and
 - B) Meet the criteria set forth in this Subpart B by the end of State fiscal year 2023.
 - 3) Local educational agencies participating in an area career center may elect to seek approval for continued operation under the terms of a joint agreement if area career center designation is withdrawn.

Section 256.231 Additional Program Components for the Development of New Area Career Centers

Provisions of this Subpart are applicable to the planning, development, construction, and equipping of new area career center facilities during the period beginning with the initiation of planning activities and ending with the commencement of classes, except as otherwise specified in this Subpart. The administration and operation of CTE programs in an area career center shall be subject to all applicable provisions of this Section. Local educational agencies at the secondary level electing to participate in the development of an area career center shall enter into a participation agreement that states the purposes of the agreement, identifies the LEAs that are parties to the agreement, and designates a regional superintendent of schools or one of the participating school districts as the administrative agency for purposes of the agreement. The administrative agency, upon proper authorization of participating districts, shall make application for approval to the State Board in accordance with a three-step procedure set forth in this Section.

- a) Step 1: Document of Intent. LEAs electing to participate in the development of an area career center must submit a Step 1 proposal to the State Board.
 - 1) The Step 1 proposal shall include, at a minimum:
 - A) an introduction describing events in the development of the proposed area career center, including efforts to involve all school districts in the area;
 - B) the philosophy, goals, and policies that will provide direction for planning activities;
 - C) a description of the area proposed to be served in terms of the location of public and nonprofit private schools and community colleges in the area;
 - D) the plan to involve postsecondary educational institutions and private sectors in the planning process;
 - E) an administrative and operational plan describing the structure and organization for administration, supervision, and operation of the proposed area career center;
 - F) financial information describing each participating district's ability to provide necessary local funds;

- G) timeline and planning objectives for planning, development, and opening for operation;
 - H) a formal request for approval of the proposal by the State Board and authorization to proceed in the development of the area career center through the Step 2 planning period;
 - I) a statement, dated and signed by the president and secretary of the board of the administrative agency, that the board has authorized submission of the proposal; and
 - J) an appendix that includes, but is not limited to, copies of the participation agreement duly authorized and certified by each participating district and any other supportive information as may be pertinent.
- 2) Upon approval of the Document of Intent by the State Board, the participating districts are authorized to proceed in the development of an area career center through Step 2.
- b) Step 2: Program and Facility Needs Plan. LEAs electing to continue the development of an area career center following Step 1 must involve State Board staff in the planning process to ensure plans will be compliant with State and federal regulations and guidelines.
- 1) The Step 2 proposal shall include:
 - A) an introduction that includes the philosophy and goals for the proposed area career center and a summary of activities prior to and following Step 1 approval;
 - B) a detailed description of the area to be served, including detailed population demographics related to economic, social and cultural (age, race/ethnicity, gender, etc.) factors;
 - C) a detailed description of employment and training needs in the area, with copies of surveys and other instruments used in determining those needs;
 - D) the proposed programs of instruction, including, for each program:
 - i) projected program enrollments in each of the first two years of operation;

- ii) plans for meeting the needs of potential students; and
 - iii) plans for articulation of programs with community colleges in the area;
 - E) tentative plans for new facilities or for renovation or additions to existing facilities;
 - F) an administrative and operational plan describing the administrative structure and including an organizational chart and a description of the function of boards, administrative staff, and advisory committees;
 - G) financial information describing the financial capabilities of all participating districts in terms of maximum and current tax rate, assessed valuation, bonding power and indebtedness, and an estimate of each participating district's proportionate share of anticipated expenditures;
 - H) a timetable for completion of principal activities necessary for completion of the project and preparing the facility for operation;
 - I) a request for approval of the proposal by the State Board and authorization to proceed in the development of the area career center through the Step 3 planning period;
 - J) a statement, dated and signed by the president and secretary of the board of the administrative agency, that the board has authorized submission of the proposal; and
 - K) an appendix that includes, but is not limited to, copies of the joint agreement duly authorized and certified by each participating district, the membership of all advisory committees, and any other supportive information as may be pertinent.
- 2) Upon approval of the Program and Facility Needs Plan by the State Board, the rate of reimbursement for continued planning and for movable instructional equipment and the State participation rate for construction, fixed equipment, and related costs will be established, and the participating districts will be authorized to proceed in the development of an area career center through Step 3.

- c) Step 3: Educational Specifications and Finance Program. LEAs electing to continue the development of an area career center must: make application for continued financial support of area career center planning activities; establish occupational advisory committees, if applicable; select an architect and secure an option on a site; develop the Educational Specifications and Finance Program; and authorize the administrative agency to submit a Step 3 proposal to the State Board.
- 1) The Step 3 proposal shall include:
- A) an introduction incorporating the educational philosophy and goals for the proposed area career center and a summary of activities prior to and following Step 2 approval;
 - B) identification of participating districts, with a map indicating district locations;
 - C) educational specifications for each CTE program and for the overall facility that includes the following:
 - i) a program description that includes a model CTEPOS;
 - ii) workforce data, as applicable, or appropriate supporting data/references to future need in the case of areas lacking workforce data;
 - iii) program objectives in terms of student performance objectives expressed in measurable terms;
 - iv) instructional content, in outline form, based on:
 - program objectives;
 - methods of instruction appropriate to each program;
 - program organization, including single session capacity, length, number of sessions daily, and staff requirements;
 - v) the relationship between programs in terms of shared facilities, equipment, instruction and experiences;

- vi) facility and space requirements for classrooms, laboratories, offices and storage, including:
- special program facility requirements in terms of architectural, electrical, mechanical, environmental and other needs;
 - identification of fixed and movable equipment needs by program and nonprogram areas in terms of quantity, description, electrical and mechanical data, and estimated costs;
 - identification of facility and equipment accommodations responsive to Universal Design for Learning principles to be made for diverse learners with special needs and from special populations;
 - specifications for nonprogram areas in terms of function, description, relationship to other areas, space requirements, and architectural, electrical, mechanical, environmental, and other needs;
 - summary sheets of program and nonprogram requirements and spatial relationships; and
 - general facility and site considerations;
- D) itemized cost estimates;
- E) a finance program setting forth an estimate of the federal, State and local share of project costs, as well as the amount to be provided by each participating district. The program shall include documentary evidence of available local funds, necessary referendums, and industrial support;
- F) a time schedule of activities necessary to complete the project and ready the facility for operation;
- G) a formal request for approval of the proposal by the State Board, official secondary area career center designation, and authorization to proceed in the development of the area career center;

- H) a statement, dated and signed by the president and secretary of the board of the administrative agency, that the board has authorized submission of the proposal; and
 - I) an appendix that includes, but is not limited to, current copies of the joint agreement signed by all relevant parties, community group endorsements, pertinent minutes of the governing board or council related to the components of Step 3, referendum statements and results, and any other supportive information as may be pertinent to the components of Step 3.
- 2) Upon approval of the Step 3 Educational Specifications and Finance Program by the State Board, official designation as an area career center by the State Board will be sent to the administrative agency, and the participating districts are authorized to proceed in the development of an area career center.
- d) Criteria for Approval. The State Board will apply the following criteria as a basis for consideration of proposals for the establishment of area career centers:
- 1) evidence that all LEAs in the designated area, as approved by the State Board, will have the opportunity to participate in the area career center. Multidistrict participation is required for area career center designation;
 - 2) evidence of a financial base adequate to support operation of a facility and future expansion, as applicable, of the proposed area career center;
 - 3) evidence that a minimum of one CTEPOS is offered in at least 5 of the CTE endorsement areas that complement other program offerings in the area to maximize access to a diverse program of offerings for all secondary students in the area;
 - 4) evidence of programs consistent with current and projected employment needs;
 - 5) evidence of programs consistent with the needs of the total population of the area to be served by the proposed area career center;
 - 6) evidence of guidance and placement services for students;
 - 7) evidence of an appropriate administrative structure defined in the Program and Facility Needs Plan and set forth in the joint agreement for administration of the proposed area career center;

- 8) evidence of direction and supervision of area career center development and operation; and
 - 9) evidence of early and continued use of advisory councils and groups in determining needs of the area and in planning for the proposed area career center.
- e) The State Board's approval of the area career center's initial local plan for CTE, upon concurrence that the programs and facilities are in accordance with the approved plan, makes the administrative agency eligible for operational reimbursement as an area career center.

Section 256.232 Proposals for Expansion of Existing Area CTE Centers

Proposals for expansion of existing area CTE centers to additional, separate facilities shall be prepared and submitted in the same manner as a proposal for a new area career center under Section 256.231.

Section 256.240 Additional Program Components for CTE Systems

Continued designation as a CTE system will be contingent upon the results of periodic monitoring of those centers, conducted or coordinated by the State Board, and meaningful results that occur due to the program improvement plan (due to not meeting at least 90% of the State-Determined Performance Measures).

- a) Deficiencies reflected in those evaluations shall be corrected if CTE system designation is to be continued.
- b) LEAs participating in a CTE system may elect to seek approval for continued operation under the terms of a joint agreement if area center designation is withdrawn.

Section 256.250 Evaluation

- a) All eligible recipients shall participate in the program quality review process, to the extent applicable (see Section 256.160(c)(1)).
- b) Any regional CTE consortia or program will be evaluated through external evaluation, at a minimum of once every five years, by the State Board.

SUBPART C: CAREER AND TECHNICAL STUDENT ORGANIZATIONS**Section 256.300 Purpose and Scope**

Career and technical student organizations (CTSOs) are an essential component of CTE programming for the support of curriculum, technical skills, and leadership development that are essential components of the individualized program of study designed to meet a student's specific career goals.

Section 256.310 Eligible Applicants, Allocations, and Application for Funding

- a) The State Board will allocate funds to CTSOs that are recognized by the National Coordinating Council of Career and Technical Student Organizations (Coordinating Council) (<https://www.ctsos.org/>) as National CTSOs.
- b) The State Board will allocate funds to State CTSOs (CTSOs that are not recognized as official CTSOs by the U.S. Department of Education through the Coordinating Council) if the CTSO receives a designation indicating eligibility for funding at the State level in the fiscal year for which funds are allocated and maintains eligibility as a State-recognized CTSO, through the State Board, by:
 - 1) filing an approvable application in accordance with posted deadlines as indicated at <http://www.isbe.net/cte>;
 - 2) completing an annual report, as specified by the State Board; and
 - 3) ensuring compliance with provisions for providing leadership development opportunities for students, as specified by the State Board.
- c) The State Superintendent shall provide a formula for allocation, a planned allotment, and the application for funding to all recognized CTSOs. Required funding application components may be submitted no later than the date specified by the State Superintendent, with at least 30 calendar days in which to submit proposals. At a minimum, the formula for allocation shall take into consideration the participation or enrollment of students in each specific CTSO.
- d) Financial support for activities of CTSOs shall include, but is not limited to, the following expenditures:
 - 1) administrative salaries and travel expenses;
 - 2) materials and supplies;
 - 3) transportation;
 - 4) Statewide supportive services for the specific career pathways related to the CTSO, including leadership activities, career exploration activities and team-based challenges, as defined in the Career Pathways Dictionary, and essential employability skills; and

- 5) facility usage fees commensurate with leadership and career development events.

- e) Any CTSO recognized as a State CTSO that does not have a designation indicating eligibility for funding at the State level under subsection (b) will not receive funding from the State Board under this Section, but may receive Perkins V or State CTE funding through eligible recipients.

Section 256.320 Career and Technical Student Organization Programs

- a) The State Board will establish and maintain an advisory relationship with CTSOs, but will not direct nor administer the activities of those organizations. The State Board will provide, upon written request by the CTSO governing body, a staff member to serve as an advisor to an approved CTSO to provide guidance and assistance, but staff members shall act only to provide guidance and assistance and shall not direct, administer, or determine policies of those student organizations. Staff members shall not be involved in the solicitation, receipt, or accounting of funds of CTSOs or of foundations related to those organizations, or serve as an officer in those foundations.
- b) The CTSO shall make no provision for any staff member of the State Board to serve in any capacity other than as an advisor for the approved CTSO; neither the State CTSO charter nor the annual report of the corporation filed with the Secretary of State shall include the State Board.
- c) Activities of CTSOs that are supported with CTE funds, and that are an integral part of CTE instruction, shall be supervised by CTE personnel who are qualified in the occupational area the CTSO represents.
- d) CTSOs supported with CTE funds shall not deny membership in those organizations, nor deny access to or participation in the activities of those organizations, to any person on the basis of sex, race, national origin, ethnic background, religious affiliation, membership in a special population, or need for special services.
- e) Activities of CTSOs that are supported with CTE funds as part of an instructional program in CTE shall be made equally available to all students in the instructional program without regard to membership in that organization.

Section 256.330 Terms of the Grant

- a) Each CTSO grantee shall submit an annual report and any additional reports containing program-related data in a format specified by the State Board, providing:
 - 1) the type and quality of the educational program, amount and extent of interagency collaboration, and stakeholder education and involvement;
 - 2) the extent to which program objectives have been accomplished; and
 - 3) any similar program-related information that the State Superintendent may request, with 30 days' written notice.
 - 4) annual reporting from CTSOs on leadership activities, Career Exploration activities, and Team-Based Challenges or other activities that includes reporting on participation and outcomes by demographic subgroups of students.

- b) Consideration for funding in subsequent years shall be contingent upon compliance with the following program requirements:
 - 1) Submission of required documentation and program components to the State Board, on or before deadlines set forth by the State Board.
 - 2) Funding only State Board-approved CTE programming.
 - 3) Continuous improvement of funded CTE programs of study in accordance with monitoring and audit stipulations and recommendations.
 - 4) Meeting grant deliverable and performance measures or standards, as outlined in the exhibits of the annual application.

SUBPART D: STATE LEADERSHIP ACTIVITIES**Section 256.400 Purpose and Scope**

The purpose of this Subpart E is for the State Board to allocate funds for statewide initiatives related to support for CTE. The funds may be allocated through a grant or contract and may include:

- a) evaluation of regional CTE delivery systems;
- b) recruitment, preparing or retaining educators;
- c) mentoring and induction of new teachers;
- d) professional learning;
- e) development or procurement of curricular resources;
- f) support for special populations;
- g) technical assistance for eligible recipients.

Section 256.410 Applicability

This Subpart is applicable to all recipients of State funds made available for the purposes of supporting CTE, the Perkins State Plan by the State Board and its department that oversees CTE, or an entity that has expertise needed for statewide CTE activities.

Section 256.420 Allocation

The State Board will allocate CTE funds to eligible applicants in the State for CTE purposes, in accordance with this Subpart. Funds allocated to eligible applicants for particular purposes to support CTE programming will be allocated by funding agreement, which is based on the information contained in the application submitted by the eligible applicant to the State Board.

Section 256.430 Eligible Applicants

Eligible applicants are any entity that can demonstrate the capacity to support the activities described in Section 256.400.

Section 256.440 Terms of the Grant

- a) Each awardee shall submit mid-year and annual reports containing program-related data in a format specified by the State Board. The reports shall provide:
 - 1) a description of the type and quality of the project;
 - 2) the extent to which the deliverables have been accomplished; and
 - 3) any additional information that the State Superintendent may request, with 30 days' written notice prior to the required submission date.

- b) Consideration for funding in subsequent years shall be contingent upon compliance with the following program requirements:
 - 1) submission to the State Board of required documentation and program components in support of the Perkins State Plan, on or before the deadlines set by the State Board;
 - 2) meeting grant deliverable and performance measures or standards, as outlined in the exhibits of the annual application or contract.

Section 256.450 Career and Technical Education Programs for Innovation

The State Board may award grants, using funds appropriated above the maintenance of effort funding level, to eligible recipients for CTE to:

- a) foster innovation through the identification and promotion of promising and proven CTE program practices and strategies to close equity gaps across student subgroups, which may include programs, practices and strategies that prepare individuals for nontraditional fields; or
- b) promote the development, implementation and adoption of programs of study or career pathways corresponding to high-skill, high-wage and in-demand occupations or industries identified by the Illinois Pathways Interagency Committee pursuant to Section 90 of the Postsecondary and Workforce Readiness Act [110 ILCS 148] and aligned to the National Career Cluster Framework (Advance CTE, 8484 Georgia Avenue, Suite 620, Silver Spring MD 20910; <https://careertech.org/career-clusters>)..

SUBPART E: GREEN CAREER AND TECHNICAL EDUCATION PATHWAY GRANT
PROGRAM

Section 256.500 Purpose

This Subpart E establishes the requirements, procedure, and criteria for the Green Career and Technical Education Pathway Grant Program created under Section 2-3.151 of the School Code [105 ILCS 5] to develop secondary programs that introduce students to developing green industries and career and technical education programs.

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)

Section 256.510 Definitions

"CTE" means career and technical education.

"Green Industries" has the meaning given to that term under Section 2-3.151(a) of the School Code [105 ILCS 5].

"Low-income" means a student who is eligible to receive a free or reduced-price meal under the School Breakfast and Lunch Program [105 ILCS 125], authorized by the Child Nutrition Act of 1966 (42 U.S.C. 1771 through 1796j) or the National School Lunch Act (42 U.S.C. 1751 through 1793), a student who is eligible for participation in programs assisted under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 through 3361), a student who is eligible for Temporary Assistance to Needy Families or other public assistance funds, or a student whose total household income is at or below the national poverty level.

"Program" means the Green Career and Technical Education Pathway Grant Program.

"School Code" means 105 ILCS 5.

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)

Section 256.520 Eligible Applicants

Eligible applicants are the following entities that have administrative control and direction of a Career and Technical Education Program of Study (CTEPOS), as defined under Section 256.111, for general State and federal CTE funding:

- a) an ISBE-recognized area career center (see Subpart B);
- b) a Regional Office of Education or Intermediate Service Center;
- c) a Local Educational Agency or school district;
- d) an Indian tribe, tribal organization, or tribal educational agency; or
- e) a consortium eligible to receive assistance as a designated "eligible recipient" under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act (see 20 U.S.C. 2302(21)).

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)

Section 256.530 Application Procedure and Contents

- a) When sufficient funding is available for grants under this Subpart, the State Superintendent of Education will issue a Request for Proposals (RFP) specifying the information that applicants must include in their proposals, informing applicants of any bidders' conferences, and requiring that proposals be submitted no later than the date specified in the RFP. The RFP will provide at least 30 calendar days in which to submit proposals.
- b) Each proposal submitted by an eligible applicant in response to an RFP must include the following components:
 - 1) Demonstration of Need
 - A) The percentage of students in the school district to be served who are low-income.
 - B) Interest among students and community members in green industry occupations.
 - C) Need among local employers for green industry occupations, as identified in the Local Needs Assessment conducted by the eligible applicant under 20 U.S.C. 2354(c).
 - D) Need for development of new CTE pathways to address lack of representation among special populations in extant CTE programming, as identified in the Local Needs Assessment.
 - E) Lack of access to high-skill, high-wage, and in-demand occupations in the applicant's vicinity.
 - 2) Demonstration of Capacity
 - A) List of current CTE program offerings.
 - B) Description of the development of any new programs within the past five years.
 - C) Percentage of students engaged in CTE programs.

- D) Description of strengths of the current CTE program and evidence of success for students in current CTE programs (e.g., work-based learning, industry credentials, or dual credit).
 - E) Examples of CTE-related collaboration with external stakeholders that includes business and industry, community colleges, universities, and colleges.
- c) Each eligible applicant must include in its application a plan for developing the green industries program of study that includes the following:
- 1) Planning
 - A) A process for ongoing meaningful engagement of external stakeholders that include employers, postsecondary institutions, parents, or community members.
 - B) Recruitment of students into the Program.
 - C) Professional learning provided to teachers related to the Clean Jobs Curriculum, developed by the Department of Commerce and Economic Opportunity under Section 5-25 of the Energy Transition Act [20 ILCS 730], that includes the methods teachers will use in the Program to ensure the rigorous integration of challenging academic standards adopted by the State.
 - D) A description of how the Program will provide opportunities and experiences, including work-based learning, that develop the knowledge and skills necessary to pursue careers in green energy occupations.
 - E) A description of how the Program will provide opportunities for advanced coursework, including a dual credit plan, and will carry out elements that support the implementation of the Program that will result in increasing student achievement on performance indicators and meet quality criteria defined in the Perkins State Plan (<https://www.isbe.net/Documents/Perkins-Plan.pdf>) and Section 256.160.
 - F) A timeline for implementation.
 - G) Specific Program goals.

- H) List of activities necessary to develop and begin implementation of the Program.
- 2) Cost-effectiveness
- A) Evidence that the proposed Program costs are reasonable, necessary, and allocable.
 - B) A plan to implement and spend funds in a timely manner.
 - C) If the applicant is a consortium or partnership, a description of the commitments made by its members that will enable it to sustain the Program over time with a reduction in the need for external resources.
 - D) Budget information that corresponds to the categories of allowable expenditures identified in the RFP, completed on the forms provided by the State Board of Education and detailing each line item of expenditure. The budget information must cover the entire duration of the Program.

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)

Section 256.540 Allocation of Funds

Funding applications must be approved by the State Superintendent. Final determinations regarding the amounts to be provided will be made based on the total funds appropriated for the Program, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of green industries on a statewide basis. Funds allocated to eligible applicants for support of the Program will be allocated by a funding agreement that contains information from the application submitted by the eligible applicant under Section 256.530.

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)

Section 256.550 Criteria for the Review of Proposals

Applications for grants shall be evaluated according to the following criteria:

- a) Need (25 points)
 - 1) At least forty percent of students are low-income.
 - 2) Clear demonstration of interest in green industry occupations among students and community members.
 - 3) Articulated need for green industry occupations among local employers, as identified in the Local Needs Assessment.
 - 4) Evidence of need for development of new CTE pathways to address the lack of representation among special populations in extant CTE programming, as identified in the Local Needs Assessment.
 - 5) Identified lack of access to high-skill, high-wage, and in-demand occupations in the vicinity.
- b) Capacity (25 points)
 - 1) List of at least three current CTE program offerings.
 - 2) A description of the development of at least one new program within the past five years.
 - 3) At least 25% of students engaged in CTE programs.
 - 4) At least three measured examples of strengths and evidence of success for students in current CTE programs.
 - 5) At least two examples of CTE-related collaboration with external stakeholders (e.g., business and industry, community colleges, universities, and colleges).
- c) Quality of the Plan (45 points)
 - 1) A process for ongoing, meaningful engagement of external stakeholders that include employers, postsecondary institutions, parents, and community members.

- 2) Recruitment of students.
 - 3) Professional learning provided to teachers related to the Clean Jobs Curriculum, developed by the Department of Commerce and Economic Opportunity under Section 5-25 of the Energy Transition Act [20 ILCS 730], that includes the methods teachers will use in the Program to ensure rigorous integration of the challenging academic standards adopted by the State.
 - 4) How the Program will provide opportunities and experiences, including work-based learning, to develop the knowledge and skills necessary to pursue careers in green industry occupations.
 - 5) How the Program will provide opportunities for advanced coursework, including dual credit.
 - 6) A plan to carry out elements that support the implementation of the Program, result in increasing student achievement on performance indicators, and meet quality criteria defined in the Perkins State Plan and Section 256.160.
 - 7) Timeline for implementation of the Program.
 - 8) Specific Program goals.
 - 9) List of activities necessary to develop and begin implementation of the Program.
- d) Cost-Effectiveness (5 points)
- 1) Costs are reasonable, necessary, and allocable.
 - 2) The plan to implement and spend funds is timely.
 - 3) If the applicant is a consortium or partnership, a description of commitments on the part of all its members that will enable it to sustain the Program over time with a reduction in the need for external resources.
 - 4) Budget information that corresponds to the categories of allowable expenditures identified in the RFP, completed on the forms provided, and detailing each line item of expenditure. The budget information must cover the entire duration of the Program.

e) Priority Points

- 1) Districts that are classified as rural by the National Center for Education Statistics, U.S. Department of Education, 550 12th St. S.W., Washington, DC 20202. (Classification methodology can be found in "Education Demographic and Geographic Estimates (EDGE) Program, Locale Boundaries File Documentation" (2022) (no later editions or amendments are incorporated), available at https://nces.ed.gov/programs/edge/docs/EDGE_NCES_LOCALE.pdf.) (5 points).
- 2) Districts with adequacy percentages of 70% or lower under the evidence-based formula (5 points).
- 3) Proposals that include the integration of academic and career and technical education content, arranged in sequences of courses that lead to post-secondary completion (5 points).
- 4) Partnership with a green industry (5 points).

(Source: Added at 47 Ill. Reg. 14442, effective October 13, 2023)