

Education for Employment (EFE) Annual Report and Program Improvement Plan (PIP) Overview

FY 2027

Overview

Annual Report Part 1

- EFE system directors provide an update on progress toward the goals included in the CTE Consolidated Application
- Due Oct. 30

Annual Report Part 2

- EFE regions identify and analyze disparities and gaps in performance based on the disaggregated performance level data
- Due Jan. 31

Program

Improvement Plan

- EFE regions that fail to meet 90% of the state target for a performance indicator are required to develop and implement a PIP for each of the indicators not met
- January-June

Annual Report Part 1

- Copy and paste the specific goal into the fillable form in the first box under the goal.
- Write the summary of progress for that goal in the second box.
 - Your summaries should include the EFE's progress toward implementing the goals that have been written in your application.
- Due Oct. 30, 2026

Goal 1: Please restate your goal from your FY26 CTE Consolidated Application.
Please provide an update of the progress towards meeting this goal.

Annual Report Part 2 & EFE PIP

- In accordance with Perkins V, EFE regions that fail to meet 90% of the state target for a performance indicator(s) are required to develop and implement a PIP for each of the indicators not met.
- The PIP ***must include*** an analysis of the performance disparities or gaps and a plan of action to address such gaps.
- A separate PIP form must be completed for each required performance indicator.
- ***Both the FY 2027 Annual Report Part Two and FY 2027 PIP(s) are due by Jan. 30, 2027.***

1S1	cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).				
School Year 2022 Performance Levels		Target Level:	95.4	90% of Target:	85.86
EFE Level:	%	Districts in EFE that did not meet 90% of Target			
Insert District Name Here					
1S1	Provide an analysis of performance disparities and gaps for this indicator				
1S1	Plan of Action				
Part A – Specific Stakeholders					
Insert list of specific stakeholders here.					
The stakeholder list MUST include those individuals who were invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.					
Part B – Activities and Strategies					
Insert list of activities and strategies here.					
- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps. - This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.					
Part C – Timeline of Implementing Specific Activities through FY24					
Insert timeline of specific activities here.					
- Timeline should include anticipated completion date of each of the activities and strategies identified. - Timeline should only reflect through FY24. - Timeline should include activities from your FY21 PIP that are not yet completed.					
Other Notes					
Insert other notes here.					

Illinois Career and Technical Education Data Portal

Use the data portal found on the [CTE website](#) to view your EFE region FY 2026 Perkins Measures.



Data and Reports

Data

- [Work-based Learning Database](#)
- Secondary **FY 2026**
 - [Perkins Measures FY25](#)
 - [Perkins Measures FY24](#)
 - [Perkins Measures FY23](#)
 - [Illinois Report Card](#): CTE data points can be found under Academic Progress -> Career and Technical Education

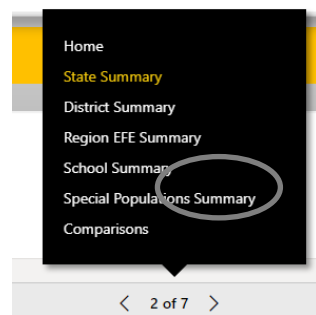
Perkins Measures- EFE Annual Report Data

1. Go to the **Region EFE Summary** (Page 4)
2. Use the drop-down box on the top left of the page to select your region.
3. This page provides a visual representation of the region's Perkins performance indicator data.
4. Review the percentages for each indicator for your region and record those on your FY 2025 Annual Report.
 - **Green** = have met target
 - **Blue** = within the 90% target range
 - **Red** = did not meet target (PIP required)

If you mark “yes,” you will also need to include a narrative on disparities or gaps in performance for that indicator on the annual report document. *See Slide 9 for examples.*

If you mark “no,” you will address the disparities or gaps in performance on the required PIP for that indicator. *There is no need to include the disparity or gap analysis on the annual report for those indicators where you have marked “no.” See Slide 10 for examples.*

Illinois Career and Technical Education Data Portal Example 1



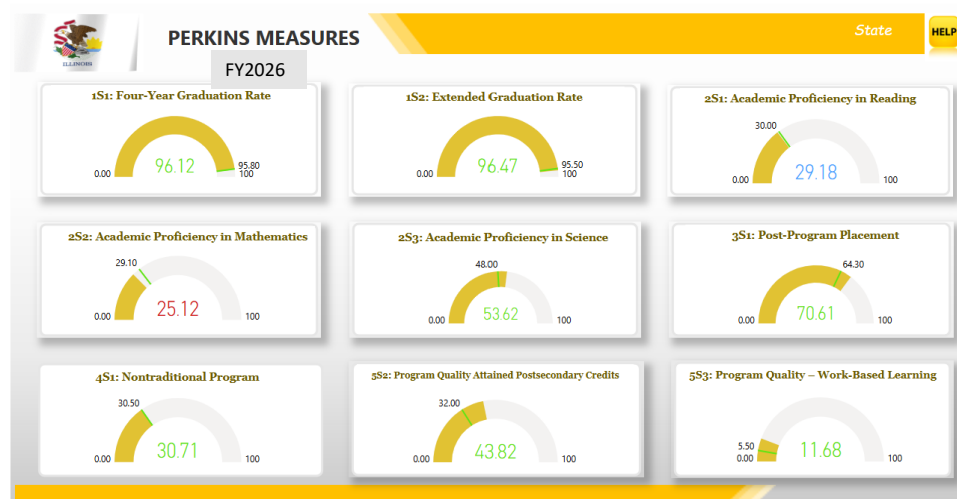
Click on the page number option to select various screens or use the arrows to move through pages.

Notice the colors on the Perkins indicator percentages.

Green = have met target

Blue = within the 90% target range

Red = did not meet target (PIP required)



Identification of Disparities and Gaps

- Go to the **District Summary** (Page 3) and **School Summary** (Page 5) of the Perkins Measures.
- Use the drop-down boxes on the top of the pages to select the districts and schools within your region.
- Identify which districts and/or schools have not met. This information can be included in your disparity and gap reporting for your region.
- Go to the **Special Populations Summary** (Page 6).
- Use the drop-down boxes on the top of the page to select a specific special populations group.
- The first result will show the percentages of those students across the state within the special populations you selected that have met the state target (green), met within the 90% allowance (blue), or did not meet (red).
- Use the drop-down boxes on the top of the page to filter down to region, district, or school.
- Identify which special populations group have not met. This information should be included in your disparity and gap reporting for your region.



EFE Annual Report Part 2 – Example

Please review your Performance Indicator data. When marking “Yes” to any response please identify any disparities or gaps in performance within that indicator. When marking “No”, the disparities and gaps will be addressed in the required Program Improvement Plan for that indicator.

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

EFE 3000 has met the state target for the 1S1 indicator. However, when reviewing subgroup data, low-income, special education, homeless, foster, and English learners did not meet the state target. The homeless and low-income students had the lowest percentage.

1S1 meets 90% of the state target at the EFE level:

- ☒ **Yes** (Please identify any disparities or gaps in performance)
☐ **NO** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan)

EFE Annual Report Part 2 – Example 2

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

EFE 3000 has not met the 90% allowance of the state target for the 2S2 indicator. Specifically, only three subgroups met the target (white, Pacific and Asian) with the male subgroup having the next highest percentage. None of the remaining subgroups obtained 25%. Additional analysis will be provided in the PIP.

2S2 meets 90% of the state target at the EFE level:

☐

Yes

☒

NO (If no, you MUST complete a Plan of Action for this indicator within the Program Improvement Plan)

There is no need to include the disparity or gap analysis on the Annual Report for those indicators where you have marked “no.” Additionally, you only need to complete PIPs for those indicators where your system did not meet.

EFE Annual Report Part 2 – Example

Part 2: Fiscal Year 2027 CTE Program Update

Please provide your progress towards meeting the goals identified within your FY27 Local Consolidated Application. Include your goals from your application in the following text boxes. If your application only has three goals enter N/A in the additional boxes.

Goal 1:

By the end of FY 27, the number of CTSOs within EFE 3000 will increase by four as measured by the total number of active CTSOs.

Establishing new CTSOs has been a challenge, however, we have successfully implemented 2 new chapters thanks to new collaboration efforts with industry partners and professional development opportunities for teachers interested in starting a new chapter. Team-based challenges have also been a focus with business partners offering their expertise, specially within the Finance and Business endorsement area.

Program Improvement Plan Requirements

The PIP includes:

- Identification of districts that did not meet 90% of the target
- An analysis of performance disparities and gaps for the specific indicator
- A plan of action for the specific indicator
- Identification of specific stakeholders
- List of activities and strategies
- Implementation timeline of activities from January 2027 through June 2027

*In accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), EFE regions that fail to meet 90% of the state target for a performance indicator(s) are required to develop and implement a Program Improvement Plan (PIP) **for each of the indicators not met.** The PIP must include an analysis of the performance disparities or gaps and a plan of action to address such gaps (Section 123.b).*

Program Improvement Plan Example

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.					
School Year 2024 Performance Levels		Target Level:	29.10	90% of Target:	26.19
EFE Level:	25.2 %	Districts in EFE that did not meet 90% of Target			
		Insert District Name Here CUSD #01 Science Academy #1000 Lueken Academy #250			
2S2	Provide an analysis of performance disparities and gaps for this indicator				
Three districts within the region failed to meet the state target as well as the 90% allowance. Further analysis shows that white students in all three districts were the only subgroup to meet the target. Special education and low-income students attained the lowest percentages within the entire EFE region, which is also reflected within these three districts.					



2S2**Plan of Action****Part A – Specific Stakeholders**

Insert list of specific stakeholders here.

- *The stakeholder list MUST include those individuals who were invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.*

Insert names of participants from the CLNS as well as other stakeholders included in the process.

Part B – Activities and Strategies

Insert list of activities and strategies here.

- *Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.*

A1. The region will provide additional professional learning for all CTE on how to embed mathematics into their curriculum.

A2. Districts will continue with before and after school tutoring for CTE students with an emphasis on mathematics. Transportation to and from will be provided for special populations students.

A3. Districts will schedule collaboration time between CTE, special education instructors and core academic instructors, including the mathematics department.

Part C – Timeline of Implementing Specific Activities through FY24

Insert timeline of specific activities here.

- *Timeline should include anticipated completion date of each of the activities and strategies identified.*

A1. In February and March 2026, professional learning opportunities will be provided.

A2. Tutoring programs will begin no later than February 1 and continue weekly throughout the FY 2026 school year.

A3. Monthly collaboration meetings will begin in January 2026.

Other Notes

Insert other notes here.

MAP assessments will be done quarterly with data review occurring during the collaboration meetings.

Submitting Your FY 2027 Annual Report and Program Improvement Plan(s)

- Download and save your files in the following format:
 - **EFE # FY27 Annual Report Part 2** (e.g., EFE 300 FY27 Annual Report)
 - **EFE # FY27 indicator # PIP** (e.g., EFE 300 FY27 1S1 PIP)
- *Note: These are fillable forms that allow a scroll option for the text boxes. If you print your report, you will not be able to view text that extends outside of the text box.*
- Submit completed report(s) to your regional principal consultant by the end of the due day.
- ISBE principal consultants will review the PIPs within 60 days of submission and provide either a letter of approval or additional recommendations and feedback.
- Implementation of the PIPs will be monitored through existing processes, such as check-in calls and level reviews.