



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Local Application for Secondary Education



**Illinois
State Board of
Education**

Disclaimer: The secondary Perkins grant will be completed in the Illinois State Board of Education (ISBE) IWAS Electronic Grants Management System (eGMS). It is ISBE's intent to do a consolidated application for the federal Perkins and the state Career and Technical Education Improvement (CTEI) grants. Perkins and CTEI grants will have separate budgets and assurances, but they will follow the same Local Application to guide funding decisions.

To simplify the grant format for public review, ISBE is including the sections of the grant application impacted by Perkins V – the Local Application and the Grant Accountability and Transparency Act (GATA) Exhibits.

Would a consolidated application pose any concerns for the secondary local recipients?

DRAFT

Local Application – Levels of Performance

Perkins V Performance Indicators	IL Perkins V Levels of Performance*
1S1 – Four-Year Graduation Rate	95.7%
1S2 – Six-Year (Extended) Graduation Rate	97.1%
2S1 – Academic Proficiency in Reading/Language Arts	36.3%
2S2 – Academic Proficiency in Mathematics	27.3%
2S3 – Academic Proficiency in Science	34.2%
3S1 – Postsecondary Placement	44.4%
4S1 – Nontraditional Program Enrollment	40.7%
5S2 – Program Quality: Attained Postsecondary Credits**	45.2%

Select one:

- The local recipient accepts the State determined levels of performance.
- The local recipient has received ISBE approval for negotiated local levels of performance. Upload the letter of approval on the Local Application – Uploads page.

*Should ISBE allow secondary local recipients negotiated local levels of performance?
If so, what process would allow for negotiation of local levels of performance without placing Illinois
at risk for not meeting State determined levels of performance?*

**State secondary targets will be provided during the second public comment period (mid-December 2019 – mid-February 2020). The table above provides baseline metrics for Illinois Perkins V Levels of Performance, based off a FY16-FY18 average. FY19 secondary data finalizes at the end of October 2019.*

***Illinois plans to collect data for the Program Quality Indicators 5S1 – Attained Recognized Postsecondary Credential and 5S3 – Participated in Work-Based Learning for the Illinois College and Career Ready Indicator. Collecting baseline data allows Illinois to set informed state secondary targets in the future.*

Local Application – Comprehensive Local Needs Assessment

Directions: Complete the information below to provide a summary of the Comprehensive Local Needs Assessment (CLNA).

List Required Stakeholders for Completion of CLNA:

(Prepopulated from CLNA Step 1 – Identification of Required Stakeholders)

Provide an overview of the process to complete the CLNA. This should include but not be limited to secondary and postsecondary local recipient collaboration, meeting logistics (e.g., number of meetings, acceptable input format – in-person vs. electronic), and level of stakeholder involvement.

Provide the plan for continued stakeholder consultation – Perkins V Section 134(e).

Describe strengths, areas for improvement, and challenges revealed in the following:

- A. Student performance, including subgroups and special populations
(Prepopulated from CLNA Step 2a.1.)
- B. CTE programs
 - a. meet sufficient size, scope, and quality
(Refer to CLNA Step 4a)
 - b. aligned to State, regional, or local in-demand industry sectors or occupations identified in the WIOA Illinois Unified State Plan or Local education or economic needs identified through stakeholders
(Refer to CLNA Step 3)
- C. Recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, career guidance and academic counselors, including individuals in groups underrepresented in such professions
(Refer to CLNA Step 6)
- D. Equal access to high-quality CTE courses and programs for all students, including: 1) Special population access, 2) Program design to ensure all student success, and 3) Activities in competitive, integrated settings to prepare special populations for self-sufficiency in high-skill, high-wage, or in-demand industry sectors or occupations.
(Refer to CLNA Step 2b)

Local Application – CTE Programs and Activities

Directions: Complete the requested information below regarding CTE programs to be funded throughout the Education for Employment (EFE) System in fiscal years (FY) 2021 through 2024.

Describe how the comprehensive local needs assessment (CLNA) informed the current CTE programs identified below to be funded.

Describe new programs of study that will be developed and submitted for State approval for FY21-FY24, including the year of implementation. Program Information: Current state-approved Classification of Instructional Programs (CIPs) included below. If proposing a program not currently state-approved, please refer to Federal CIPs for guidance (<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>).
(Prepopulated from CLNA 3.3)

Describe student awareness and recruitment strategies, including special populations, into CTE courses and programs.
(Prepopulated from CLNA 2b.2 and 4a.2)

Mark which CIPs the EFE will fund in FY21. For new programs of study, select the fiscal year of implementation (FY22, FY23, or FY24).

Program Title	FY21 Programs	Newly Funded (Select Year)
CIP: 01.0000 - Agriculture, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 01.0101 - Agricultural Business and Management, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 01.0201 - Agricultural Mechanization, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 01.0601 - Applied Horticulture/Horticulture Operations, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 03.0101 - Natural Resources/Conservation, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 12.0401 - Cosmetology/Cosmetologist, General.	<input type="checkbox"/>	<input type="text"/>
CIP: 12.0402 - Barbering/Barber.	<input type="checkbox"/>	<input type="text"/>
CIP: 12.0410 - Nail Technician/Specialist and Manicurist.	<input type="checkbox"/>	<input type="text"/>
CIP: 19.0709 - Child Care Provider/Assistant.	<input type="checkbox"/>	<input type="text"/>
CIP: 11.0202 - Computer Programming, Specific Applications.	<input type="checkbox"/>	<input type="text"/>
CIP: 11.0801 - Web Page, Digital/Multimedia and Information Resources Design.	<input type="checkbox"/>	<input type="text"/>
CIP: 11.0901 - Computer Systems Networking and Telecommunications.	<input type="checkbox"/>	<input type="text"/>

(All State-Approved CIPs will be listed.)

Local Application – Goals and Strategies

Directions: Based on results of the Comprehensive Local Needs Assessment (CLNA), describe the four-year performance goals and strategies to reach each goal. Local recipients must address all the local application components during the four-year application. Up to five goals may be created. For a full description of the local application components and local uses of funds, see Program Guidance on the Grant Overview page.

Describe Goal One:

Check all applicable local application components included in Goal One:

(For a full description of the local application components and local uses of funds, see Program Guidance on the Grant Overview page.)

- LWIB collaboration for career exploration and development
- LWIB collaboration for up-to-date career information
- LWIB collaboration for an organized career guidance and academic counseling system
- Improve the academic and technical skills of CTE students
- WBL opportunities and collaborative business/industry effort
- Postsecondary credit opportunities for CTE students
- Special Populations – Prepare for self-sufficiency
- Special Populations – Prepare for non-traditional fields
- Special Populations – Equal access
- Special Populations – Ensure non-discrimination
- CTE teacher and staff recruitment, preparation, retention, and training, including professional development; ensure inclusion of underrepresented groups in the teaching profession
- Address disparities or gaps in local levels of performance

Describe Goal One Strategies:

Timeline for Goal One – Provide a timeline from FY21-FY24 for expected completion of the goal and associated strategies:

Local Application – Consolidated CTE Application Uploads

Upload the information listed below as applicable to your application. Please use a clear naming system, including an Education for Employment (EFE) identifier.

- If the EFE System has received ISBE approval for negotiated local levels of performance, upload the letter outlining the ISBE-approved local levels of performance.
- Upload a completed EFE System Board of Control (BOC) Assurance form to ensure all EFE System secondary school districts and area career centers have read and agree with the Local Application. *(Form will be provided in second public comment period.)*
- If applicable, upload a completed Nonpublic School Consultation Participation Form for all nonpublic secondary schools in the EFE System. *(Form will be provided in second public comment period.)*
- If applicable, upload a completed Charter School Consultation Participation Form for all secondary charter schools authorized by the Illinois State Charter School Commission in the EFE System. *(Form will be provided in second public comment period.)*

Browse your files to locate the required document. Double-click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the area below.



The image shows a file upload interface. It consists of three main elements: a 'Choose File' button on the left, a text box in the center containing 'No file chosen', and an 'Upload' button on the right. The 'Choose File' button is highlighted with a blue border. The text box is also highlighted with a blue border. The 'Upload' button is highlighted with a blue border.

Any uploaded files will appear below. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Please note that files can be deleted only until the application is transmitted to ISBE.

Uniform Grant Agreement Exhibits

Exhibits A – Project Description

The purpose of this grant is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by:

- 1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting the Illinois Learning Standards including preparation for high skill high wage or 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 career and technical education 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 disseminating 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 development at the State and local levels; and
 - b. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- 7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- 8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of the foster care system, and homeless individuals.

Exhibit B – Deliverables or Milestones

- 1) Local Application meets all requirements of Perkins V Section 134 that covers four years from Fiscal Year (FY) 2021 through FY2024. The Education for Employment (EFE) System's Local Application must support CTE programs that are of sufficient size, scope, and quality, as defined in the Illinois State Perkins V Plan, and that:

- a. Provide career exploration and career development activities, including middle grades, before enrolling and while in a CTE program that inform future education and career plans and decisions;
 - b. Provide professional development for teachers, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals for continuous program improvement;
 - c. Provide the technical and employability skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
 - d. Support integration of academic skills and standards; and
 - e. Plan and carry out elements that support increased student achievement on performance indicators.
- 2) Final Local Report that meets the requirements of Perkins V Section 113(b)(4)(B) is due within 45 days of receiving data from the Illinois State Board of Education (ISBE).
 - 3) Final Local Report made available to student, parents, educators, and the public through a variety of formats, including electronically through the Internet, within 15 days after submitting the final report to the ISBE, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand.
 - 4) If 90 percent of an agreed upon local level of performance is not met, must submit a local program improvement plan as described in Perkins V Section 123(b).

Exhibit C – Payment

Based upon reimbursement of timely expenditure reports.

Exhibit D – Contact Information

Steve Parrott sparrott@isbe.net

217-524-4832

Exhibit E – Performance Measures

1. Perkins V Section 123 – Local Program Improvement – applies to Education for Employment (EFE) Systems (local eligible recipient) and must be followed regarding:
 - a. local evaluation of performance,
 - b. program improvement plan development and implementation,
 - c. technical assistance,
 - d. action to withhold funds,
 - e. appropriate use of withheld funds, and
 - f. prohibited performance level adjustments while under an improvement plan.
2. The EFE System meets the State determined levels of performance or if applicable, the negotiated local levels of performance for:
 - a. 1S1 – Four-Year Graduation Rate
 - b. 1S2 – Six-Year (Extended) Graduation Rate
 - c. 2S1 – Academic Proficiency in Reading/Language Arts
 - d. 2S2 – Academic Proficiency in Mathematics
 - e. 2S3 – Academic Proficiency in Science
 - f. 3S1 – Postsecondary Placement

- g. 4S1 – Nontraditional Program Enrollment
- h. 5S2 – Program Quality: Attained Postsecondary Credits

Exhibit F – Performance Standards

1. Perkins V Section 123 – Local Program Improvement – applies to Education for Employment (EFE) Systems (local eligible recipient) and must be followed regarding:
 - a. local evaluation of performance,
 - b. program improvement plan development and implementation,
 - c. technical assistance,
 - d. action to withhold funds,
 - e. appropriate use of withheld funds, and
 - f. prohibited performance level adjustments while under an improvement plan.
2. The EFE System meets 90 percent of the State determined levels of performance or if applicable, 90% of the negotiated local levels of performance for:
 - a. 1S1 – Four-Year Graduation Rate
 - b. 1S2 – Six-Year (Extended) Graduation Rate
 - c. 2S1 – Academic Proficiency in Reading/Language Arts
 - d. 2S2 – Academic Proficiency in Mathematics
 - e. 2S3 – Academic Proficiency in Science
 - f. 3S1 – Postsecondary Placement
 - g. 4S1 – Nontraditional Program Enrollment
 - h. 5S2 – Program Quality: Attained Postsecondary Credits

Exhibit G – Specific Conditions

See Notice of State Award. Grantor may remove (or reduce) a Specific Condition included in this Exhibit G by providing notice in writing to the Grantee.