

## **Executive Summary of the Illinois Perkins V FY 2025-28 State Plan**

### **Overview**

The federal reauthorization of the Carl D. Perkins Career and Technical Education Act -- Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018.

The Illinois State Board of Education (ISBE) and Illinois Community College Board (ICCB) developed the fiscal year 2020-24 Perkins V State Plan in collaboration with stakeholders based in part on public comment. The plan was submitted to the U.S. Department of Education (ED) on April 15, 2020, and approved by ED on May 22, 2020.

Per Section 122 of Perkins V, each state is to submit either a new plan or substantial revisions of the original approved State Plan every four years. ISBE and ICCB met at least monthly since May 2023 to work on the revisions of the State Plan in consultation with stakeholders. There were opportunities for public comment throughout the year. On February 20, 2024, the draft plan was released for the required public comment. Two comments were submitted.

### **Revisions to the State Plan**

The 2025-28 Perkins V State Plan builds upon the strong foundation laid by the previous State Plan; it places a more concerted focus on developing and implementing Career and Technical Education (CTE) activities and strategies that will aid Illinois in meeting its goals.

Changes for the 2025-28 Perkins V State Plan were made to build upon the goals identified in the initial 2020 document. What follows is a summary of the changes to the 2025-28 Perkins V State Plan.

The Perkins V State Plan is grounded upon six goals and an equity tenet through six areas – State Administration, Programs of Study, Special Populations, Preparing CTE Teachers and Faculty, Accountability, and Funding for Secondary and Postsecondary Programming.

**Equity as a Foundational Tenet: Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.**

Illinois will continue to place equity at the forefront of decisions made regarding CTE programming by prioritizing districts and regions that have fewer available local resources. So, too, ISBE will continue to develop and deliver professional learning on diversity, equity, and inclusion.

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

- ISBE and ICCB will release a joint competitive grant opportunity for secondary and postsecondary institutions by FY 2028 that will align to the College and Career Pathway endorsements and further build upon the extant partnerships between such institutions in Illinois.
- Beginning in FY 2025, ISBE and ICCB will focus on intentional support for the Illinois Department of Juvenile Justice and the Illinois Department of Corrections.

**Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.**

- ICCB will facilitate a webinar for the local CTE four-year application in FY 2025.
- ISBE and ICCB will continue to develop model programs of [study](#). This will enable school districts and community colleges to increase access to opportunities for students by developing and offering new programs of study and strengthen existing programs. There are currently 21 models available for districts and community colleges to use, or they can create their own based on these models. At least five more model programs of study will be developed by FY 2028.
- ISBE and ICCB will create a space for CTE system directors and community college Perkins administrators in FY 2026 so they can collaborate on completion of the required local needs assessment, thus supporting a seamless transition for students between secondary and postsecondary education. Currently, each school district receiving Perkins V funding and community college conduct their own local needs assessment.

**Goal 3: Increase participation in meaningful CTE early college credit.**

- ISBE and ICCB will analyze data pertaining to early college credit (e.g., dual credit participation) and use this information to provide targeted assistance and more effective resource allocation to address equity gaps. A best practices toolkit will be developed to increase dual credit opportunities in FY 2027.

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

- More technical assistance will be provided in FY 2026 to districts and community colleges on the comprehensive/local needs assessment based on the review of the needs assessment and through monitoring of programs.
- Over the next four years, ISBE and ICCB will work to ensure and support CTE programming in concert with national and statewide trends and tools, such as the use of artificial intelligence and virtual reality in programming.

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

- ISBE and ICCB will develop a “Why I Teach!” media campaign by FY 2028.
- Over the next four years, ISBE and ICCB will conduct research of promising practices for recruiting and retaining a sustainable pipeline of CTE educators.

**Goal 6: Expand access to quality work-based learning for all students.**

- By FY 2026, ISBE and ICCB will create a statewide team-based challenge showcase for districts, community colleges, and businesses to partner together to submit a team-based project. Team-based challenges, required for the receipt of a College and Career Pathway endorsement, are opportunities for students to identify a problem of practice in a specific career area and develop possible solutions for it. Team-based challenges will occur during February, which is when students, districts, community colleges, businesses, and communities observe CTE Month.
- Beginning in FY 2025, ISBE and ICCB will promote Career and Technical Student Organizations by highlighting them at state conferences to encourage more districts and community colleges to start these organizations.
- ISBE will work to more effectively identify work-based learning opportunities over the next four years and provide technical assistance to grow work-based learning. The work-based learning database will be utilized to highlight “Employer Champions,” which are businesses and industries that share opportunities for internships and apprenticeships with ISBE.
- ISBE and ICCB will promote opportunities for individuals with disabilities to engage in work-based learning over the next four years.

**Performance Level Targets for Secondary**

Illinois will measure itself against performance target levels each year from FY 2025-28. See next page. The secondary targets were revised due to the changes that have occurred in testing over the past four years of the plan. The targets are more aligned to the test scores of all high school students over the past three years of testing. ISBE also looked at better ways to collect the data for postsecondary placement. For example, the agency will procure employment numbers from the Illinois Department of Employment Security and revise data collection to include work-based learning that is embedded in courses.

Secondary Performance Indicators and Performance Levels for FFY 2024-27					
Secondary Indicators	Baseline Level SFY2024	Performance Levels			
		FFY 2024 SFY2025	FFY 2025 SFY2026	FY 2026 SFY2027	FY 2027 SFY2028
<b>1S1: Four-Year Graduation Rate:</b> The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the ESEA of 1965).	95.80	96.15	96.50	96.85	97.20
<b>1S2: Extended Graduation Rate:</b> The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(with in six years of entering high school).	95.50	95.70	95.90	96.10	96.30
<b>2S1: Academic Proficiency in Reading:</b> CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	29.64	30.84	32.04	33.24	34.44
<b>2S2: Academic Proficiency in Mathematics:</b> CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	25.64	27.14	28.64	30.14	31.64
<b>2S3: Academic Proficiency in Science:</b> CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	53.94	54.24	54.54	54.84	55.14
<b>3S1: Post-Program Placement:</b> The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	64.30	64.80	65.30	65.80	66.30
<b>4S1: Nontraditional Program:</b> The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	31.50	32.00	32.50	33.00	33.50
<b>5S2: Program Quality – Attained Postsecondary Credits:</b> The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	38.00	38.40	38.80	39.20	39.60
<b>5S3: Program Quality – Work-Based Learning:</b> The percentage of CTE concentrators graduating from high school having participated in work-based learning.	10.00	10.60	11.20	11.80	12.40

## Performance Level Targets for Postsecondary

Postsecondary Performance Indicators and Performance Levels for SFY 2024-27					
Indicators	Baseline Level (FY24)	Performance Levels			
		FFY 2024 SFY 2025	FFY 2025 SFY 2026	FFY 2026 SFY 2027	FFY 2027 SFY 2028
Postsecondary Indicators					
<b>1P1: Post-Program Placement</b> The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	70.4	70.8	71.6	72.4	72.8
<b>2P1: Earned Recognized Postsecondary Credential</b> The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	71.3	71.7	72.1	72.5	72.9
<b>3P1: Nontraditional Program Concentration</b> The percentage of CTE concentrators in Career and Technical Education programs and programs of study that lead to nontraditional fields.	10.1	10.3	10.7	11.1	11.5