

## Appendix A: Crosswalk of Illinois' State Perkins Plan to the U.S. Department of Education State Plan Guide

## Appendix A

### Crosswalk of Illinois' State Perkins Plan to the U.S. Department of Education State Plan Guide

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**EXECUTIVE ORDER**

**2019-03**

**EXECUTIVE ORDER STRENGTHENING THE STATE'S COMMITMENT TO  
WORKFORCE DEVELOPMENT AND JOB CREATION**

**WHEREAS**, the State of Illinois should prioritize revitalizing economic growth and creating economic opportunity in communities across the entire state; and

**WHEREAS**, the State of Illinois has failed to fully identify and embrace innovative strategies to focus workforce development dollars on emerging growth industries; and

**WHEREAS**, identifying and investing in growth industries, such as health care, information technology, and green technology, in growing manufacturing sectors, and in innovation to strengthen Illinois' critical agriculture industry will maximize job creation across the state and help us build a stronger economic foundation; and

**WHEREAS**, the State of Illinois should place a high priority on aligning workforce development resources across related economic development, education, and workforce-based human services programs to ensure efficient and effective investment in emerging growth industries; and

**WHEREAS**, the State of Illinois should work with employers to meet real-time shifts in market demand, using a data-driven approach and scaling best practices to ensure that resources are used effectively to train workers for industries that are hiring and position the State to attract federal funding; and

**WHEREAS**, the State of Illinois has the opportunity to position itself to attract additional federal funding by better focusing existing resources, particularly by expanding state-, local- and industry-led partnerships that create and scale work-based learning to meet in-demand occupations; and

**WHEREAS**, Illinois government must address the failures of the previous administration head-on, get back to the basics of effective governing and create a plan to move our state forward into a new day; and

**THEREFORE**, I, JB Pritzker, Governor of Illinois, by virtue of the executive authority vested in me by Article V of the Constitution of the State of Illinois, hereby order as follows:

**I. Review of Identified Targeted Growth Industries**

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing a comprehensive review of industries the Department has identified for targeted growth to determine the ongoing effectiveness of investment in those industries and to identify emerging opportunities for investment in growing industries.



## **II. Review of Effective and Efficient Investment in Targeted Industries**

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing a comprehensive review of the return on investment for targeted industries with recommendations for improving the efficiency and effectiveness of existing investment, and best practices and lessons learned for future investment in emerging growth industries.

## **III. Report on Improved Alignment of Workforce Resources for Disenfranchised Communities**

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing comprehensive recommendations for improving alignment of workforce resources for communities that have been disenfranchised, including rural and urban communities.

## **IV. Savings Clause**

Nothing in this Executive Order shall be construed to contravene any federal or State law or regulation. Nothing in this Executive Order shall affect or alter the existing statutory powers of any State agency or be construed as a reassignment or reorganization of any State agency.

## **V. Prior Executive Orders**

This Executive Order supersedes any contrary provision of any other prior Executive Order.

## **VI. Severability Clause**

If any part of this Executive Order is found to be invalid by a court of competent jurisdiction, the remaining provisions shall remain in full force and effect. The provisions of this Executive Order are severable.

## **VII. Effective Date**

This Executive Order shall take effect immediately upon its filing with the Secretary of State.

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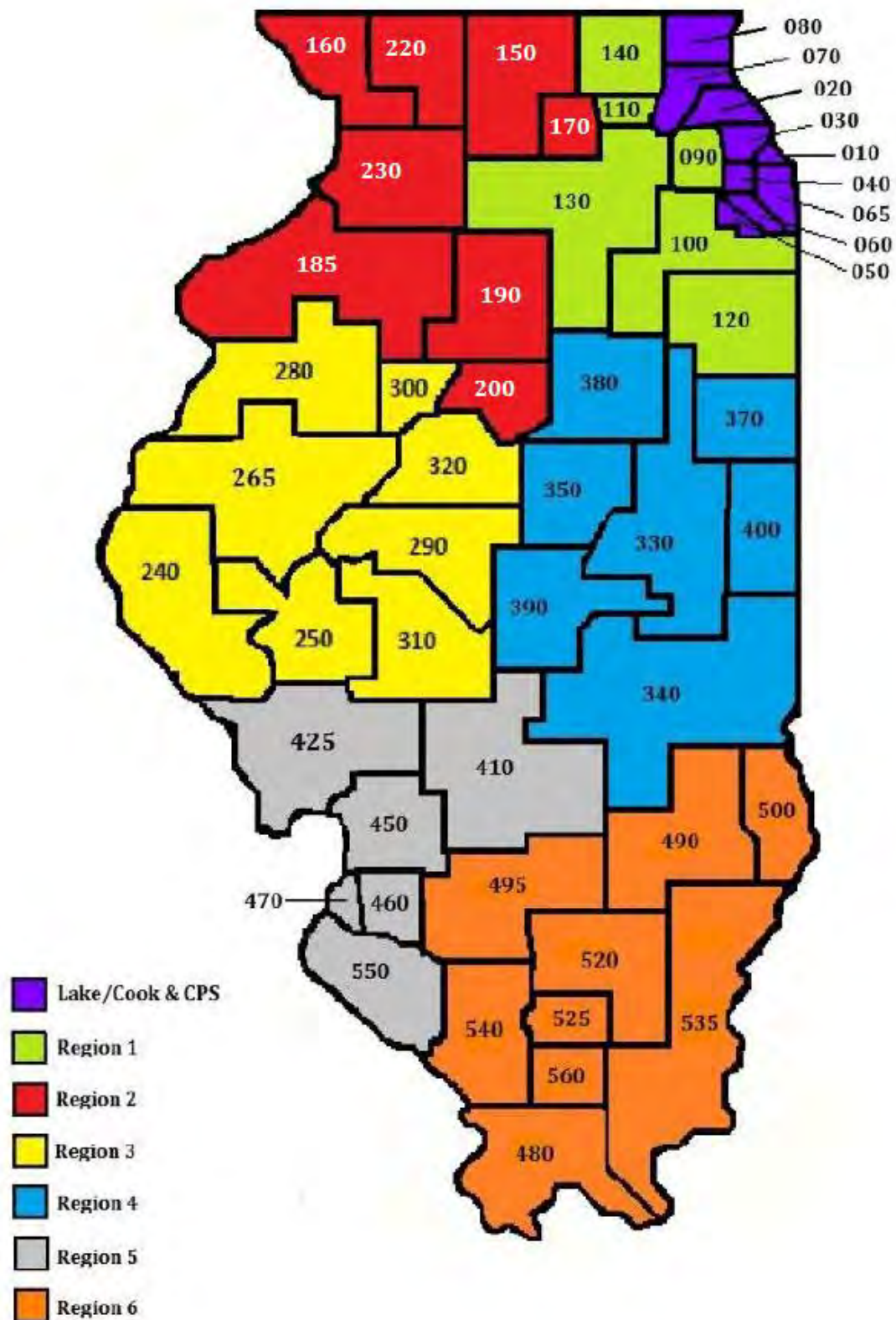
JB Pritzker, Governor

Issued by Governor: January 16, 2019

Filed with Secretary of State: \_\_\_\_\_

## Appendix C: Education for Employment System (EFE)

## EDUCATION FOR EMPLOYEE SYSTEM BOUNDARIES



In addition, the following 3 state agencies provide CTE to students receiving agency services in locations throughout the state.

EFE 570 – IL Dept. of Juvenile Justice  
 EFE 580 – Dept. of Human Services (OMH/DD)  
 EFE 590 – Dept. of Human Services (Rehab)

## Appendix D: Secondary Instructional Programs that are Currently Undergoing Evaluation



## State Fiscal Year (SFY) 2021 CIP Changes Crosswalk

During SFY 2020, ISBE conducted a review of all approved programs of study to ensure their continued relevance and alignment with state and local workforce needs and to approve additional programs to address any gaps in career pathways. The process of review included: consideration of alignment to the Illinois Department of Economic Security and the U.S. Bureau of Labor Statistics long-term employment projections for Illinois; program alignment to a high-skill, high-wage, or in-demand career pathway; and student enrollment and interest. The table below identifies the action for each instructional program as either maintain, new, or retired/discontinued. Instructional programs being retired have been provided with a suitable alternative instructional program whenever possible.

*Green = Maintain, Blue = New, Yellow = Retired/Discontinued*

Career Cluster	CIP	Action
Agriculture, Food and Natural Resources	01.0000 - Agriculture, General.	Maintain
Agriculture, Food and Natural Resources	01.0101 - Agricultural Business and Management, General.	Maintain
Agriculture, Food and Natural Resources	01.0201 - Agricultural Mechanization, General.	Maintain
Agriculture, Food and Natural Resources	01.0401 - Agricultural and Food Products Processing.	New
Agriculture, Food and Natural Resources	01.0601 - Applied Horticulture/Horticulture Operations, General.	Maintain
Agriculture, Food and Natural Resources	01.0901 - Animal Sciences, General.	New
Agriculture, Food and Natural Resources	03.0101 - Natural Resources/Conservation, General.	Maintain
Agriculture, Food and Natural Resources	15.0507 - Environmental/Environmental Engineering Technology/Technician.	New
Architecture and Construction	15.1301 - Drafting and Design Technology/Technician, General.	Maintain
Architecture and Construction	46.0000 - Construction Trades, General.	Maintain
Architecture and Construction	46.0302 - Electrician.	Maintain
Architecture and Construction	46.0401 - Building/Property Maintenance.	Maintain
Architecture and Construction	47.0201 - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	Maintain
Architecture and Construction	47.0302 - Heavy Equipment Technology/Technician.	Maintain
Architecture and Construction	46.0301 - Electrical and Power Transmission Installation/Installer, General.	Retired/Discontinued, coursework offered in 46.0302 - Electrician.
Architecture and Construction	46.0503 - Plumbing Technology/Plumber.	Retired/Discontinued, coursework offered in 46.0000 - Construction Trades, General.

Arts, Audio/Video Technology and Communications	10.0301 - Graphic Communications, General.	New
Arts, Audio/Video Technology and Communications	10.0202 - Radio and Television Broadcasting Technology/Technician.	Maintain
Arts, Audio/Video Technology and Communications	50.0406 - Commercial Photography.	Maintain
Arts, Audio/Video Technology and Communications	10.0303 - Prepress/Desktop Publishing and Digital Imaging Design.	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Arts, Audio/Video Technology and Communications	50.0102 - Digital Arts	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Arts, Audio/Video Technology and Communications	50.0402 - Commercial and Advertising Art.	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Business, Management and Administration	52.0201 - Business Administration and Management, General.	New
Business, Management and Administration	52.1001 - Human Resources Management/Personnel Administration, General	New
Business, Management and Administration	52.0401 - Administrative Assistant and Secretarial Science, General.	Retired/Discontinued, coursework offered in 52.0201 - Business Administration and Management, General.
Business, Management and Administration	52.0701 - Entrepreneurship/Entrepreneurial Studies.	Maintain
Business, Management and Administration	59.0109 - Work Experience and Career Exploration Program	Retired/Discontinued
Education and Training	13.0101 - Education, General.	Maintain
Education and Training	13.1210 - Early Childhood Education and Teaching.	Maintain
Energy	15.1701 - Energy Systems Technology/Technician.	New
Finance	52.0801 - Finance, General.	New
Finance	52.0301 - Accounting	New
Finance	52.1908 - Business and Personal/Financial Services Marketing Operations.	Retired/Discontinued, coursework offered in 52.0801 - Finance, General.
Finance	52.0302 - Accounting Technology/Technician and Bookkeeping.	Retired/Discontinued, coursework offered in 52.0301 - Accounting.
Health Science	51.0000 - Health Services/Allied Health/Health Sciences, General.	Maintain
Health Science	51.1004 - Clinical/Medical Laboratory Technician	New
Health Science	51.2605 - Physical Therapy Technician/Aide.	New

Health Science	51.0000 - Health Services/Allied Health/Health Sciences, General.	Maintain
Health Science	51.0601 - Dental Assisting/Assistant.	Maintain
Health Science	51.0703 - Health Unit Coordinator/Ward Clerk.	Maintain
Health Science	51.0713 - Medical Insurance Coding Specialist/Coder	Maintain
Health Science	51.0801 - Medical/Clinical Assistant.	Maintain
Health Science	51.0805 - Pharmacy Technician/Assistant.	Maintain
Health Science	51.0902 - Electrocardiograph Technology/Technician.	Maintain
Health Science	51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).	Maintain
Health Science	51.0913 - Athletic Training/Trainer.	Maintain
Health Science	51.1009 - Phlebotomy Technician/Phlebotomist.	Maintain
Health Science	51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide.	Maintain
Health Science	19.0501 - Foods, Nutrition, and Wellness Studies, General.	Maintain
Health Science	51.0806 - Physical Therapy Technician/Assistant.	Retired/Discontinued, coursework offered in 51.2605 - Physical Therapy Technician/Aide.
Health Science	51.0812 - Respiratory Therapy Technician/Assistant.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Health Science	51.0907 - Medical Radiologic Technology/Science - Radiation Therapist.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Health Science	51.0909 - Surgical Technology/Technologist.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Health Science	51.1005 - Clinical Laboratory Science/Medical Technology/Technologist.	Retired/Discontinued, coursework offered in 51.1004 - Clinical/Medical Laboratory Technician
Health Science	51.1803 - Ophthalmic Technician/Technologist.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Health Science	51.2308 - Physical Therapy/Therapist.	Retired/Discontinued, coursework offered in 51.2605 - Physical Therapy Technician/Aide.
Health Science	51.2602 - Home Health Aide/Home Attendant.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.

Health Science	51.2604 - Rehabilitation Aide.	Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Health Science	51.3901 - Licensed Practical/Vocational Nurse Training.	Retired/Discontinued, coursework offered in 51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide.
Health Science	51.9999 - Health Professions and Related Clinical Sciences, Other.	Retired/Discontinued, select coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.
Hospitality and Tourism	19.0601 - Housing and Human Environments, General.	New
Hospitality and Tourism	12.0500 - Cooking and Related Culinary Arts, General.	Maintain
Hospitality and Tourism	19.0604 - Facilities Planning and Management.	Maintain
Hospitality and Tourism	52.0903 - Tourism and Travel Services Management	New
Hospitality and Tourism	52.0904 - Hotel/Motel Management	New
Human Services	19.1001 - Work and Family Studies.	Changed from 19.0000 - Work and Family Studies.
Human Services	44.0701 - Social Work.	New
Human Services	44.0401 - Public Administration	New
Human Services	12.0401 - Cosmetology/Cosmetologist, General.	Maintain
Human Services	12.0402 - Barbering/Barber.	Maintain
Human Services	12.0410 - Nail Technician/Specialist and Manicurist	Maintain
Human Services	19.0202 - Family and Consumer Sciences/Human Sciences Communication.	Retired/Discontinued, coursework offered in 19.1001 - Work and Family Studies.
Human Services	19.0702 - Adult Development and Aging.	Maintain
Human Services	19.0708 - Child Care and Support Services Management.	Retired/Discontinued, coursework offered in 19.0709 - Child Care Provider/Assistant.
Human Services	19.0709 - Child Care Provider/Assistant.	Maintain
Information Technology	11.0201 - Computer Programming/ Programmer, General.	New
Information Technology	11.0202 - Computer Programming, Specific Applications.	Retired/Discontinued, coursework offered in 11.0201 - Computer Programming/ Programmer, General.
Information Technology	11.0701 - Computer Science	New
Information Technology	11.0801 - Web Page, Digital/Multimedia and Information Resources Design.	Maintain
Information Technology	11.0901 - Computer Systems Networking and Telecommunications.	Maintain

Law, Public Safety, Corrections and Security	22.0302- Legal Assistant/Paralegal.	New
Law, Public Safety, Corrections and Security	43.0109 - Security and Loss Prevention Services.	New
Law, Public Safety, Corrections and Security	22.0001 - Pre-Law Studies.	Retired/Discontinued, coursework offered in 22.0302 - Legal Assistant/Paralegal.
Law, Public Safety, Corrections and Security	43.0107 - Criminal Justice/Police Science.	Maintain
Law, Public Safety, Corrections and Security	43.0203 - Fire Science/Fire-fighting	Maintain
Manufacturing	19.0901 - Apparel and Textile, General.	New
Manufacturing	19.0902 - Apparel and Textile Manufacture.	Retired/Discontinued, coursework offered in 19.0901 - Apparel and Textile, General.
Manufacturing	47.0104 - Computer Installation and Repair Technology/Technician.	Maintain
Manufacturing	47.0409 - Parts and Warehousing Operations and Maintenance Technology/Technician	Maintain
Manufacturing	48.0501 - Machine Tool Technology/Machinist.	Maintain
Manufacturing	48.0506 - Sheet Metal Technology/Sheetworking.	Maintain
Manufacturing	48.0508 - Welding Technology/Welder.	Maintain
Manufacturing	48.0703 - Cabinetmaking and Millwork.	Maintain
Manufacturing	47.0105 - Industrial Electronics Technology/Technician.	Maintain
Manufacturing	47.0303 - Industrial Mechanics and Maintenance Technology.	Retired/Discontinued, coursework offered in 47.0105 - Industrial Electronics Technology/Technician.
Manufacturing	48.0511 - Metal Fabricator.	Retired/Discontinued, coursework offered in 48.0501 - Machine Tool Technology/ Machinist.
Marketing	52.1401 - Marketing/Marketing Management, General.	New
Marketing	19.0905 - Apparel and Textile Marketing Management.	Retired/Discontinued, coursework offered in 19.0901 - Apparel and Textile, General.
Marketing	52.1801 - Sales, Distribution, and Marketing Operations, General.	Retired/Discontinued, coursework offered in 52.1401 - Marketing/Marketing Management, General.
Science, Technology, Engineering and Mathematics	15.0000 - Engineering Technology, General.	Maintain
Transportation, Distribution, and Logistics	49.0205 - Truck and Bus Driver/Commercial Vehicle Operator and Instructor.	New

Transportation, Distribution, and Logistics	49.0209 - Forklift Operation/Operator.	New
Transportation, Distribution, and Logistics	49.0102 - Airline/Commercial/Professional Pilot and Flight Crew.	Maintain
Transportation, Distribution, and Logistics	47.0603 - Autobody/Collision and Repair Technology/Technician.	Maintain
Transportation, Distribution, and Logistics	47.0604 - Automobile/Automotive Mechanics Technology/Technician.	Maintain
Transportation, Distribution, and Logistics	47.0608 - Aircraft Powerplant Technology/Technician.	Maintain
Transportation, Distribution, and Logistics	47.0606 - Small Engine Mechanics and Repair Technology/Technician.	Retired/Discontinued, coursework offered in 47.0604 - Automobile/Automotive Mechanics Technology/Technician.

## Appendix E: ISBE Program Approval Process and Program Quality Review

# **Illinois CTE Secondary Program of Study Expectations Tool**



## INTRODUCTION

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, or Perkins V, is a federal education program that invests in secondary, postsecondary, and adult Career and Technical Education (CTE) programs in all 50 states, the District of Columbia, and the territories. Perkins is dedicated to the continuous improvement of and relevancy of CTE to meet the ever-changing needs of learners and employers, increasing learner access to high-quality CTE programs of study.

Perkins V calls for all states to define size, scope, and quality criteria for programs of study. The Illinois State Board of Education, in collaboration with the Illinois Community College Board and required stakeholders, defined size, scope, and quality in a way that elevates the program of study requirements and expectations.

The CTE Secondary Program of Study Expectations Tool is organized around nine quality components for implementation and evaluation of a Program of Study. The tool is designed to be an interactive instrument to help CTE Systems ensure they are meeting both the federal Program of Study (POS) requirements and the high standards set in Illinois. It is intended to guide CTE Systems through various expectations and quality indicators for a single POS.

## Requirements

Perkins V requires curricular alignment between secondary and postsecondary institutions through the implementation of Programs of Study. Illinois CTE Systems must offer at least one program of study that:

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

The Program of Study Expectations Tool reinforces the definitions of size, scope, and quality laid out in the Illinois State Plan for Perkins V. The Tool is organized around those definitions, including the nine quality components:

1. Development and Engagement
2. Employer-Informed Competencies and Skills
3. Academic Instruction and Supports
4. Recruitment and Access
5. Instructional Sequence
6. Work-Based Learning
7. Instructors
8. Facilities and Equipment
9. Continuous Improvement

## Continuous Quality Improvement (CQI) Applied to Programs of Study

*Why is CQI important to the implementation of Programs of Study?*

- The function of Programs of Study is to improve student access, equity, and outcomes. Once a program is developed, it should be continuously assessed for improvement.
- A continuous improvement model is integrated in how Advance CTE, the Association for Career and Technical Education (ACTE), and the Office of Career, Technical, and Adult Education (OCTAE) measure programs of study.
- CQI can enhance school reform efforts because of its focus on academic achievement outcomes for diverse learners, and other related outcomes, critical to student transition to careers and college.

## Instructions

**Using the Tool:** Each page of the tool highlights a different quality component. The user is asked to consider the specific component and associated design elements in order to make a determination of overall “Status.” The “Expectation” column demonstrates the ways the design element can be achieved. The “Acceptable Supporting Materials” column provides examples of materials that can be used to verify implementation.

The tool includes the following items:

- ❖ POS Quality Component and Description
- ❖ Associated Perkins V POS Requirements Met (from the federal law)
- ❖ Resources to Support POS Development
- ❖ Related POS Design Elements and Expectations
- ❖ Acceptable Supporting Materials
- ❖ Status

**Determining Status:** Ultimately, CTE Systems are asked to determine whether each POS complies with the various components and if the project has achieved quality status. It requires significant knowledge of the POS being analyzed, and the Illinois POS components in general.

Program of Study
Cluster: _____
Endorsement Area: _____
Program of Study with CIP: _____ _____
Date of Review: _____
Secondary Partnership Team Lead: _____
Postsecondary Partnership Team Lead: _____
Potential Credentials Earned with Program of Study: _____ _____ _____ _____
What labor market information was collected and made available? _____ _____ _____ _____

Team Members
Secondary Representatives (teachers, school counselors, administrators, support personnel): _____ _____ _____
Postsecondary Representatives (faculty, advisory professionals, administration, support personnel): _____ _____
Local Workforce Representatives: _____ _____
Parents/Students: _____ _____
Special Populations Representatives: _____ _____
Business Representatives from CTE Program Advisory Council: _____ _____
Other: _____ _____ _____

## Size Criteria

- Local recipients must implement and offer at least one state-approved CTE Program of Study in one of the nationally recognized 16 career cluster, and the state recognized energy cluster.
- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information.
- Class and program enrollment minimums and maximums should be justified by the Program of Study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment (CLNA).

How are the class and program enrollment minimums and maximums justified by the Program of Study (POS) local advisory committee?

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Are there steps that can be taken to adjust the size of the program (e.g. recruitment, entry and exit points, employer partners, etc.)?

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## Scope Criteria

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

Identify the academic standards, technical knowledge skills and employability skills incorporated into this POS

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# POS Quality Component 1: Development and Engagement

All Programs of Study 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**. An advisory committee **must meet at least annually** to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information (LMI); provide input on current industry practices; identify high-skill, high-wage, or 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.

## Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Review
- ❖ Labor Market Information
- ❖ Program of Study Models
- ❖ Advisory Committee Feedback

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. Leadership supports: <ul style="list-style-type: none"> <li>a. authentic collaborative partnerships</li> <li>b. shared decision making</li> <li>c. collaborative cultures</li> <li>d. aligned vision, mission, and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory committee is established, meets at least annually, and includes key stakeholders:               <ul style="list-style-type: none"> <li>○ Secondary and Postsecondary</li> <li>○ Business and Industry</li> <li>○ Local Workforce Boards</li> <li>○ Adult Education</li> <li>○ Community-Based Organizations</li> </ul> </li> <li>• Advisory committee reviews and supports program of study by:               <ul style="list-style-type: none"> <li>○ Reviewing labor market information (LMI)</li> <li>○ Providing input on current industry practices</li> <li>○ Identifying high-skill, high-wage, or in-demand occupations and related competencies</li> <li>○ Considering long-term industry trends and future of work</li> <li>○ Participating in the continuous improvement process</li> </ul> </li> <li>• Program needs and revisions are informed by data and evaluations conducted as part of the CLNA or Program Review or employer partner feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ Partners named (institutions and individuals)</li> <li>✓ Meeting schedule and minutes</li> <li>✓ Developed timeline for major decisions</li> <li>✓ Published vision, mission, and goals</li> <li>✓ Advisory committee members named and affiliations</li> <li>✓ Meetings scheduled</li> <li>✓ Minutes available</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EXCEEDS</li> <li><input type="checkbox"/> MEETS</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
2. Leadership establishes: <ul style="list-style-type: none"> <li>a. advisory committee</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> EXCEEDS</li> <li><input type="checkbox"/> MEETS</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

## POS Quality Component 2: Employer-Informed Competencies and Skills

Programs of Study 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, or in-demand occupations.

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Essential Employability Skills Framework
- ❖ College and Career Pathway Endorsement Framework and Technical Competencies
- ❖ Employer Feedback

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS:</p> <p>a. includes input and involvement from business, industry, and community partners</p> <p>b. is aligned with relevant educational, state, and industry standards</p> <p>c. includes multiple measures of assessments and skills</p>	<ul style="list-style-type: none"> <li>• Adoption of employer-informed technical and essential employability competencies</li> <li>• Professional development offered to faculty to support alignment to employer-informed skills and competencies</li> <li>• Regular meetings with business industry and community partners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sample lesson plans and syllabi that include alignment to employer-informed technical and essential employability competencies</li> <li>✓ Advisory council roster/meeting materials</li> <li>✓ Notes/minutes/materials from data review efforts</li> <li>✓ Locally adopted competencies and assessment methods</li> </ul>	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>

## POS Quality Component 3: Academic Instruction and Supports

Programs of Study must include **challenging academic instruction** and **student supports and interventions** to facilitate successful student progression into and through required coursework and avoid remediation to the extent possible.

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Career Pathway Dictionary
- ❖ Civil Rights Self-Assessment

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS provides:</p> <p>a. student support to assist underserved, under-represented, and special populations students to promote student success</p> <p>2. The POS assists:</p> <p>a. all learners to overcome educational gaps and barriers</p>	<ul style="list-style-type: none"> <li>• POS program planning and improvement is guided by data</li> <li>• Services offered to support underserved, underrepresented, and special populations students</li> <li>• Information and resources regarding support services disseminated to counselors and staff</li> <li>• POS partners engage in formal, purposeful reviews of past efforts and effective practices</li> <li>• Counselors and staff are engaged in identifying specific recruitment and retention strategies including those to overcome gaps in enrollment and retention identified through the CLNA or statewide program review process</li> </ul>	<ul style="list-style-type: none"> <li>✓ Notes/minutes/materials from review of past efforts and effective practices</li> <li>✓ Notes//minutes/materials from data review efforts</li> <li>✓ Notes/minutes/materials from meetings with counselors and staff delineated</li> <li>✓ Results from reviews of past efforts, including: <ul style="list-style-type: none"> <li>○ recruitment and retention strategies for special populations and underserved student populations</li> <li>○ examination of equity and outcomes data by race/ethnicity, and by special population group</li> <li>○ examination of postsecondary outcomes data by race/ethnicity and special populations group</li> </ul> </li> </ul>	<input type="checkbox"/> EXCEEDS  <input type="checkbox"/> MEETS  <input type="checkbox"/> WORKING TOWARDS
<p>3. The POS course sequence and pedagogy:</p> <p>a. reduces the need for remedial/developmental education</p> <p>b. incorporates challenging academic instruction</p>	<ul style="list-style-type: none"> <li>• Incorporation of Illinois Learning Standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lesson plan demonstrating incorporation of standards</li> </ul>	<input type="checkbox"/> EXCEEDS  <input type="checkbox"/> MEETS  <input type="checkbox"/> WORKING TOWARDS

## POS Quality Component 4: Recruitment and Access

Programs of Study must ensure **access is equitable** and **all students are able to receive supports** to persist and succeed in CTE courses.

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Special Populations Super Strategy Documents
- ❖ Civil Rights Self-Assessment
- ❖ PaCE Framework

DESIGN ELEMENTS	EXPECTACTIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. The POS: a. is accessible to all students	<ul style="list-style-type: none"> <li>Recruitment and access are guided by a recruitment and retention plan that is developed after a thorough review of student enrollment data. The review should analyze gaps in student participation and outcomes disaggregated by: <ul style="list-style-type: none"> <li>Race, color, national origin</li> <li>Sex</li> <li>Disability</li> <li>Special populations</li> </ul> </li> <li>Students have access to career exploration, academic advising, and support with transitions through the POS</li> <li>Students have access to comprehensive individualized support services, such as, but not limited to, childcare, transportation, and financial aid (where appropriate)</li> <li>POS ensures equal access to disabled and non-disabled students to CTE programs</li> <li>Recruitment materials and promotional activities should be accessible for all individuals regardless of race, color, national origin, sex, disability, or age</li> <li>Class and program enrollment minimums and maximums are justified by the POS local advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ Trainings available to advisors and other support staff</li> <li>✓ Course sequences that include transparent pre-requisite requirements</li> <li>✓ Recruitment and retention plan to address equity gaps</li> <li>✓ Recruitment and marketing materials</li> <li>✓ Advisory committee course enrollment approval process</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. Student supports: a. reduce need for remedial education b. are comprehensive in nature	<ul style="list-style-type: none"> <li>Identification process for student need</li> <li>Referrals to local partner agencies, when applicable</li> <li>Utilization of Super Strategy documents for Special Populations</li> <li>Reasonable accommodations are provided based on student need</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student supports offered</li> <li>✓ Documentation of referral process</li> <li>✓ Target populations being supported</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS



# POS Quality Component 5: Instructional Sequence

Programs of Study must provide a **non-duplicative, fully-articulated sequence of courses** from K-12 through postsecondary. There must be **multiple entry and exit points** and stackable credentials must be incorporated.

The middle school and secondary programs of study course sequence must, at minimum:

- **Provide guidance and instruction on the concept of career clusters** and support for student selection of a cluster of interest prior to cluster-specific orientation (Group 1) or introductory (Group 2) course with related career awareness activities;
- **Include an orientation (Group 1) or introductory (Group 2) course** providing a broad understanding of specific cluster or cluster grouping that applies to the program of study in which the student is enrolled and that includes **career exploration**;
- **Include a skills level (Group 3) course** developing competencies and skills needed for entry-level employment or further postsecondary education;
- **Incorporate credit transfer opportunities** and/or training for an industry-recognized credential; and
- **Include instruction and evaluation in safety** as appropriate within the curriculum.

## Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Program of Study Models
- ❖ Local Dual Credit Partnership Agreements

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. The POS: a. consists of aligned and non-duplicative secondary and postsecondary elements b. includes a coherent sequence of courses that may lead to an associate degree or higher c. includes strategic dual credit opportunities in CTE and academic courses d. incorporates credit transfer opportunities	<ul style="list-style-type: none"> <li>• Sequences are coordinated and non-duplicative across the specific high school and college (may include career exploration activities in middle school)</li> <li>• POS culminates in a postsecondary credential, certificate, or Associate degree, or higher</li> <li>• Local dual credit agreement/articulation agreement reflects the strategic dual credit opportunities in the POS</li> <li>• Evidence of alignment and efforts aimed at reducing remediation</li> <li>• Attainment and/or training for industry-recognized credential in the POS</li> </ul>	<ul style="list-style-type: none"> <li>✓ Coordinated non-duplicative sequence of courses</li> <li>✓ Dual credit agreement/list of offerings</li> <li>✓ Determination of entry and exit points within the sequence</li> <li>✓ Advisory council meeting materials, including discussions with industry partners and sequencing decisions</li> <li>✓ Documentation on how sequence is designed to reduce remediation</li> <li>✓ Student-centered materials discussing postsecondary options and career options</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. The POS allows for: a. multiple entry and exit points b. stackable credentials c. students to build and/or increase their career knowledge in order to make informed decisions	<ul style="list-style-type: none"> <li>• POS is part of a larger stackable sequence</li> <li>• Where appropriate, includes entry and exit points that accelerate opportunities for student careers</li> <li>• POS provides guidance and instruction on career clusters with related career awareness activities (prior to Group 1 or Group 2 course)</li> <li>• POS includes a Group 1 or Group 2 course which provides broad understanding of POS cluster and career exploration opportunities</li> <li>• POS includes a Group 3 course which develops competencies and skills needed for entry level employment or further postsecondary education</li> <li>• POS includes instruction and evaluation in safety</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listing of industry-recognized credentials incorporated into POS</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

Component 5 continued on next page

3. The POS is supported by: a. articulation agreements b. data-sharing agreements	<ul style="list-style-type: none"><li>• POS based on articulation; agreements are regularly reviewed and updated</li><li>• POS uses relevant local data</li><li>• Dual credit agreement</li></ul>	<ul style="list-style-type: none"><li>✓ Articulation agreements in POS</li><li>✓ Data sharing agreements in place</li><li>✓ Articulation review schedule</li><li>✓ Dual credit options in POS</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> EXCEEDS</li><li><input type="checkbox"/> MEETS</li><li><input type="checkbox"/> WORKING TOWARDS</li></ul>
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## POS Quality Component 6: Work-Based Learning

Programs of Study must include a secondary to postsecondary continuum or work-based learning and related **authentic learning** experiences that includes, at minimum, each of the following:

- **Team-based challenges and/or CTSOs; and**
- **One or more of the following:**
  - 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
  - Clinical experience

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Career Pathway Dictionary
- ❖ USDOL Apprenticeship Resources
- ❖ WBL Manual

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. WBL Opportunities: <ul style="list-style-type: none"> <li>a. include involvement from business, industry, and community-based organizations (CBS) across the WBL continuum</li> <li>b. include strategic placement of WBL opportunities that mirror the progression of competencies throughout the POS</li> <li>c. allow students to practice and enhance skills gained</li> <li>d. strengthen communication, teamwork, and critical thinking skills</li> <li>e. include assessment of acquired knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• POS Advisory Committee includes key business/industry partners</li> <li>• Employers provided with ample information on WBL policies to better support students participating in WBL opportunities</li> <li>• External WBL opportunities include a student placement agreement</li> <li>• WBL experiences aligned to POS technical competencies and essential skills</li> <li>• Occur in authentic working environments</li> <li>• One or more of the following:               <ul style="list-style-type: none"> <li>○ Internships</li> <li>○ Supervised agricultural experience</li> <li>○ Paid work experience</li> <li>○ On-the-job training</li> <li>○ Incumbent worker training</li> <li>○ Transitional jobs</li> <li>○ Apprenticeships</li> <li>○ Student-led-enterprise</li> <li>○ Remote work for a client/employer</li> <li>○ School-based enterprise</li> <li>○ Cooperative education</li> <li>○ Research-based internships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Advisory council roster/meeting materials</li> <li>✓ WBL evaluation and feedback templates aligned to technical competencies and essential skills</li> <li>✓ Student placement agreement</li> <li>✓ Documentation of WBL provided</li> <li>✓ Assessment methods</li> <li>✓ USDOL Registered Apprenticeship Certification</li> </ul>	<input type="checkbox"/> EXCEEDS  <input type="checkbox"/> MEETS  <input type="checkbox"/> WORKING TOWARDS

Component 6 continued on next page

<p>2. The POS <u><b>MUST INCLUDE, AT MINIMUM, ONE OF THE FOLLOWING:</b></u></p> <p>a. opportunity for students to work in groups to solve a real-word problem or work-simulation project under the advice or design of an industry partner</p> <p>b. a CTSO which are organized extracurricular collaboration of students, educators, and industry partners within a field working together to strengthen knowledge and skills of students through industry-recognized experiences</p>	<ul style="list-style-type: none"> <li>• At least one team-based challenge opportunity aligned to POS</li> <li>• Significant interaction with industry partner which includes opportunity for feedback and reflection</li> <li>• Team-based challenges based on real-word problem or work-simulation project</li> <li>• Team-based challenges that include student tea collaboration</li> <li>• CTSO membership and engagement activities in a Nationally or State recognized career and technical student organizations (CTSO)</li> <li>• Student participation in a regional or state level conference or competition sponsored by CTSO (in-person or virtual)</li> </ul>	<ul style="list-style-type: none"> <li>✓ TBC feedback assessment template</li> <li>✓ TBC planning checklist for appropriate POS area or alternative TBC overview document</li> <li>✓ CTSO conference registration materials</li> <li>✓ CTSO judges remarks for competitive events</li> <li>✓ CTSO meeting calendar</li> <li>✓ CTSO charter</li> </ul>	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>
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## POS Quality Component 7: Instructors

Instructors within Programs of Study are **qualified, collaborate with industry professionals, and engage in applicable professional learning.**

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Dual Credit Quality Act
- ❖ ISBE CTE Licensing and Endorsements Guidance
- ❖ ISBE CTE Program Matrices

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. Instructors engage in professional learning opportunities that are coordinated with: <ul style="list-style-type: none"> <li>a. secondary, postsecondary, and business/industry partners</li> <li>b. CLNA</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is coordinated with others local reform initiatives/school improvement plans</li> <li>• Professional development is comprehensive and continuous</li> <li>• Outcome of CLNA utilized for planning and development</li> <li>• Supports program improvement or expansion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evidence of connections between professional development and local reform initiatives/school improvement plans</li> <li>✓ Evidence that a professional development plan is based on outcomes of the CLNA</li> <li>✓ Professional development materials/curricula/attendance</li> <li>✓ Best practices compilations</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. Professional development opportunities are designed to: <ul style="list-style-type: none"> <li>a. improve the quality of instruction</li> <li>b. maximize resources</li> <li>c. share promising practices</li> <li>d. support collaboration between secondary, postsecondary, and adult educators to encourage alignment and integration</li> </ul>	<ul style="list-style-type: none"> <li>• Best practices from local, regional, state and national sources is shared with instructors</li> <li>• Hands-on application with tools to impact the classroom</li> <li>• Implementation of professional development strategies and/or best practices</li> </ul>		<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
3. Instructors collaborate with business and industry professionals	<ul style="list-style-type: none"> <li>• At least one POS instructors is included on advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ Advisory committee members and affiliations</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
4. Instructors meet all qualifications in compliance with ISBE rules and, when applicable, the Dual Credit Quality Act	<ul style="list-style-type: none"> <li>• CTE instructor has appropriate license to instruct courses within the POS</li> </ul>	<ul style="list-style-type: none"> <li>✓ ISCS Teacher licensures and course report</li> <li>✓ Dual Credit Agreement, if applicable</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

## POS Quality Component 8: Facilities and Equipment

Programs of Study are offered in **appropriate and accessible facilities** that use **industry standard technology and equipment**.

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Section 605 of the Rehabilitation Act of 1974
- ❖ Title II of the Americans with Disabilities Act of 2010
- ❖ Civil Rights Self-Assessment

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS is offered in a facility that:</p> <ul style="list-style-type: none"> <li>a. adheres to accessibility standards</li> <li>b. provides equal access to all students</li> <li>c. is comparable in nature for all students, and students with all abilities and disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development on elements of accessibility such as program accessibility and facility accessibility (ADA)</li> <li>• Designated Coordinator for Section 504 and Title II (ADA)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional development materials/curricula/attendance</li> <li>✓ Civil Rights Self-Assessment</li> <li>✓ List of applicable training completed by the coordinator</li> <li>✓ Name and job description of coordinator for Section 504 and Title II</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EXCEEDS</li> <li><input type="checkbox"/> MEETS</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
<p>2. Facilities, equipment, and technology used support the student learning objectives of the POS and match that of the local industry</p>	<ul style="list-style-type: none"> <li>• Consultation with business and industry to ensure facility and equipment alignment to industry standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ List of equipment and technology purchased with CTE funding for POS</li> <li>✓ Advisory council meetings minutes/materials including: <ul style="list-style-type: none"> <li>○ facility and equipment review process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EXCEEDS</li> <li><input type="checkbox"/> MEETS</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

## POS Quality Component 9: Continuous Improvement

Programs of Study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

### Resources to Support Program of Study Development, Improvement, and Evaluation:

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review

DESIGN ELEMENTS	EXPECTACTIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. Programmatic activities are evaluated using multiple forms of assessment and measurement	<ul style="list-style-type: none"> <li>Multiple assessment measures are utilized for program planning and improvement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Notes/minutes/materials from data review efforts</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. Data is used to: <ul style="list-style-type: none"> <li>a. inform a culture of program improvement</li> <li>b. foster local improvement and regional development</li> <li>c. inform program development and implementation with labor market data</li> </ul> 3. A data collection system is developed with the capacity to: <ul style="list-style-type: none"> <li>a. collect longitudinal data</li> <li>b. collect reliable and valid data at each educational level</li> <li>c. provide disaggregated and cohort-based gap analysis on different student groups</li> <li>d. assist partnerships to set specific performance targets and establish measurable goals</li> </ul>	<ul style="list-style-type: none"> <li>Data is collected and used for planning and program improvement</li> <li>LMI is used for POS planning</li> <li>Perkins performance data is reviewed</li> <li>Longitudinal data is collected and used for POS planning and program improvement</li> <li>Data is used to perform gap analysis</li> <li>Disaggregated data is reviewed to assess the pipeline of recruitment and participation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Notes/minutes/materials from LMI review efforts</li> <li>✓ Longitudinal data system procedures</li> <li>✓ Gap analysis materials</li> <li>✓ Notes/meetings from Perkins data meetings</li> </ul>	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

## ADDITIONAL RESOURCES

- ❖ [Career Pathways Dictionary](#)
- ❖ [Secondary Civil Rights Self-Assessment](#)
- ❖ [Dual Credit Quality Act](#)
- ❖ [Essential Employability Skills Framework](#)
- ❖ [Super Strategies for Special Populations](#)
- ❖ [PaCE Framework](#)
- ❖ [Illinois CTE Model Programs of Study and Program Matrices](#)
- ❖ [Cross-Sector Essential Employability Competencies](#)
- ❖ [Agriculture, Food and Natural Resources Technical Competencies](#) 
- ❖ [Arts and Communications Technical Competencies](#) 
- ❖ [Finance and Business Services Technical Competencies](#) 
- ❖ [Health Sciences and Technology Technical Competencies](#) 
- ❖ [Human and Public Services Technical Competencies](#) 
- ❖ [Information Technology Technical Competencies](#) 
- ❖ [Manufacturing, Engineering, Technology, and Trades Technical Competencies](#) 
- ❖ [Section 504 of the Rehabilitation Act of 1973](#)
- ❖ [Title II of the Americans with Disabilities Act of 2010](#)



## Appendix F: ICCB Program Approval Process

# **ILLINOIS COMMUNITY COLLEGE BOARD**

## **PROGRAM APPROVAL MANUAL**



**July 2023**



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## INTRODUCTION

The *Illinois Public Community College Act* requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). ICCB is also responsible for the appropriate classification of all new courses, changes to existing courses and changes to existing curricula, as well as approval of program-related services offered by the colleges. The purpose of the *Program Approval Manual* is to assist community college staff in following ICCB procedures that govern offering these programs, courses, and related services.

Definitions of Common Terms. Terms used in this manual are defined below.

- **Associate Degrees, Certificates and Courses** - Administrative Rules Section 1501.301 includes broad definitions for all baccalaureate/transfer degrees, AAS degrees and Certificates, and courses. Section 1501.302 includes definitions for degree credit hour ranges and general education credit hour requirements.
- **Baccalaureate/Transfer** - Refers to programs, such as the Associate in Arts (A.A.) or Sciences (A.S.), which provide individuals with two years of education in a prescribed general curriculum that will offer the opportunity for transfer into a baccalaureate program at a four-year college or university. Courses are credit-bearing for students and may transfer as program requirements or electives.
- **Career and Technical Education (CTE)** - Refers to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.
- **Classification of Instructional Programs (CIP)** – CIP codes, have been developed by the U.S. Department of Education (USDOE)-National Center for Education Statistics (NCES) to help states identify the content of a wide range of academic and career and technical instructional programs offered at the secondary and postsecondary levels. Every approved credit program (e.g. A.A.S. degree or Career Certificate) offered by a community college has a 6-digit CIP code assigned to it, i.e. 48.0508 Welding Technology. Programs are assigned CIP codes by community college staff and are approved by ICCB staff. These codes help:
  - 1) categorize instructional offerings consistently statewide;
  - 2) track student enrollments and completions at the program level, and;
  - 3) connect secondary offerings with postsecondary offerings.
- **Cooperative Agreements:** Cooperative agreements between community colleges and other higher education institutions outside of the community college's district are subject to ICCB approval (see ICCB Rule 1501.307). This applies to new units of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency for which an existing arrangement *does not* already exist.
- **CAREER Agreement:** the *Comprehensive Agreement Regarding the Expansion of Educational Resources*, commonly referred to as the **CAREER** Agreement allows students to attend programs in neighboring districts if the home district does not offer the desired program. Currently, all 39 Community College Districts, and all 48 Community Colleges, participate in the CAREER Agreement.
- **Funding Category** - Groupings of courses based on instructional intent, and identified by the PCS Code, which are reimbursed by credit hour according to a defined rate. There are six (6) ICCB Funding Categories. The funding category is determined based on the PCS/CIP code combination. See the ICCB Funding Category Table in the Course Section of this Manual for more information.

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- **Generic Course List** – The composite listing/database of all categories of courses offered by community colleges in Illinois. Each generic course is assigned a unique PCS/CIP number (Generic Course Code) which determines the funding category for an institution's specific course.
- **Illinois Articulation Initiative (IAI)**: To facilitate transfer from one participating college or university to another in order to complete a baccalaureate degree.
- **ICCB Course Master File** – The computerized listing of courses classified for each college. The college's credit hour claim is processed against the Course Master File.
- **ICCB Curriculum Master File** – The computerized listing of curricula approved by the ICCB for offering at each community college in Illinois, designated by college-selected prefix and number. Student data are submitted by curriculum prefix and number and matched to the Curriculum Master File.
- **iTransfer.org**: A web site developed through IAI that provides information on transferring from one post-secondary institution to another within the State of Illinois. <http://itransfer.org/>
- **PCS** – Program Classification System (PCS) is a two-digit number used for identifying both instructional programs and other functions of the college. For example, PCS 1.1 refers to Baccalaureate/Transfer programming and courses, PCS 1.2 refers to CTE, PCS 1.4 refers to Developmental or Remedial Education, PCS 1.6 Vocational Skills, PCS 1.7 and 1.8 refer to Adult Education and PCS 1.9 ESL.
- **Syllabus** – A document prepared and maintained for each course offered by the college that contains specific written objectives, description of the course, a topical outline, and method of student evaluation.
- **Unit Cost** – The amount of money spent both directly and indirectly, by the college to generate a single credit hour. This can be obtained from the annual ICCB *Unit Cost Report*.
- **Unit of Instruction** – A curriculum program consisting of a sequence of courses which, when successfully completed, earns the student an associate degree or a certificate.
- **Vocational Skills** - Courses that prepare individuals for entry-level short-term employment, or provide an upgrade to existing employment skills. Vocational skills courses are not credit-bearing for the student but are classified for credit hour reimbursement funding.

**QUICK LIST: ICCB COURSE AND CURRICULUM FORMS**

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NOTES: Course forms are no longer accepted in paper format. These requests are submitted via ICCIS. The information requested in these forms is reflected in the ICCIS submission. \*\*BULK (Volume) requests are submitted via ICCIS.

For a file of fillable forms, separate from this Manual, contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## ICCB Administrative Rules Related to Programs and Courses

Individuals who are responsible for the development, implementation and/or review of instructional programs should be familiar with the following sections of the [Administrative Rules of the Illinois Community College Board](#).

### Section 1501.301 Definition of Term

### Section 1501.302 Units of Instruction, Research, and Public Service

- a) Approval of New Units of Instruction
- c) Withdrawal
- d) Reasonable and Moderate Extensions
- f) Inactivation
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- h) Discontinuation of Programs

### Section 1501.303 Program Requirements

- b) Degrees and Certificates
- d) Review and Evaluation of Programs
- e) Academic Calendar
- f) Preparation of Professional Staff
- g) Library
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### Section 1501.304 Statewide and Regional Planning

### Section 1501.307 Cooperative Agreements and Contracts

- a) Cooperative Agreements of Instruction
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### Section 1501.309 Course Classification and Applicability

- a) Course Classification
- b) Course Credit Hour Determination
- c) Course Syllabus
- d) Course Applicability to Approved Units of Instruction
- e) Special Upper-Division Courses
- f) Independent Study
- g) Internships
- h) Courses Approved as Repeatable

### Section 1501.310 Acceptance of Private Business Vocational School Credits

### Section 1501.311 Credit for Prior Learning

### Section 1501.313 Dual Credit

### Section 1501.402 Admission of Students

### Section 1501.505 Student Tuition

### Section 1501.507 Credit Hour Claims

- b) Course requirements



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OTHER RESOURCES

Several resources are useful in the development, implementation, and review of instructional programs. These include:

- [Administrative Rules](#) of the *Illinois Community College Board*, published by the ICCB
- [Classification of Instruction Programs](#) published by the U.S. Department of Education-National Center for Education Statistics and updated once every 10 years. Categories of program descriptions used nationwide for consistent classification of curricula.
- [Data and Characteristics of the Illinois Public Community College System](#), published by the ICCB.
- [Reports & Publications of the ICCB Research & Policy Studies Division](#).
- [Generic Course List - Look up](#), database of broad course categories maintained by the ICCB and updated to parallel the CIP list as needed.
- [Illinois Public Community College Act](#).
- [Illinois Community College System Performance Reports](#), published by the ICCB annually. There are a variety of reports on system-wide data available.
- *Management Information System Manual*, published by the ICCB. *Contact Jay Brooks of the ICCB Research & Policy Studies Staff at (618) 942-7460 for this manual.*
- [ICCB Program Review Manual 2017-2021](#), published by the ICCB.
- [Recognition Manual](#) for the *Illinois Public Community College Districts, Fiscal Years 2016-2020*, published by the ICCB.
- [Unit Cost Report for the Public Community Colleges of Illinois](#), published by the ICCB each January for the preceding fiscal year.

# Section I - CURRICULA

## Curricula

Various Illinois agencies and organizations impact the ICCB policies and procedures noted in this manual and, likewise, impact community college programs. Two of these agencies play a primary role in approval of community college instructional programs.

- **The Illinois Board of Higher Education (IBHE)** - The Illinois Board of Higher Education, the state's coordinating agency for higher education, is responsible for approving new colleges, college branches and permanent new units of instruction, research, and public service for all Illinois public universities and community colleges; for developing a statewide master plan for higher education; and for recommending to the Governor and the General Assembly the annual state budget requests for higher education. The ICCB coordinates program approval for degrees with the IBHE.
- **The Illinois State Board of Education (ISBE)** – The Illinois State Board of Education is the administrative entity for the federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). ISBE and ICCB work in collaboration to administer Perkins V to the secondary and postsecondary education systems. Specifically, ISBE and ICCB collaboratively approve CTE Programs of Study, which are required by the Act to receive funding.

Other state agencies play a complementary role for community colleges developing instructional programs.

- **The Illinois Department of Finance & Professional Regulation (IDFPR)** – The Illinois Department of Finance & Professional Regulation is responsible for maintaining standards of competence by license holders in order to protect the public. Numerous professional and occupational groups and licenses are regulated by IDFPR. Instructional programs in these fields offered by community colleges should meet corresponding IDFPR licensing standards.
- **The Illinois Department of Employment Security (IDES)** – The Illinois Department of Employment Security provides detailed long- and short-term occupational and industry employment projections, entry- and experienced-level wage data, career information, and skills information for the State of Illinois. Much of this information is available at the statewide level or at various regional or local levels (such as for community college districts). The ICCB encourages community colleges to use this information in planning, developing, and reviewing career and technical programs.
- **The Illinois Department of Commerce and Economic Opportunity (IDCEO)** – The Illinois Department of Commerce and Economic Opportunity encourages statewide economic development by cultivating industry-based, high skill, high need programming that will foster a well-trained workforce. Through the Office of Employment and Training, youth, adults and dislocated workers who are eligible for training assistance under Title I of the Workforce Innovation and Opportunity Act (WIOA) are identified and recommended for educational programs. The agency also works closely with community college business and industry centers to establish strong community-employer connections.

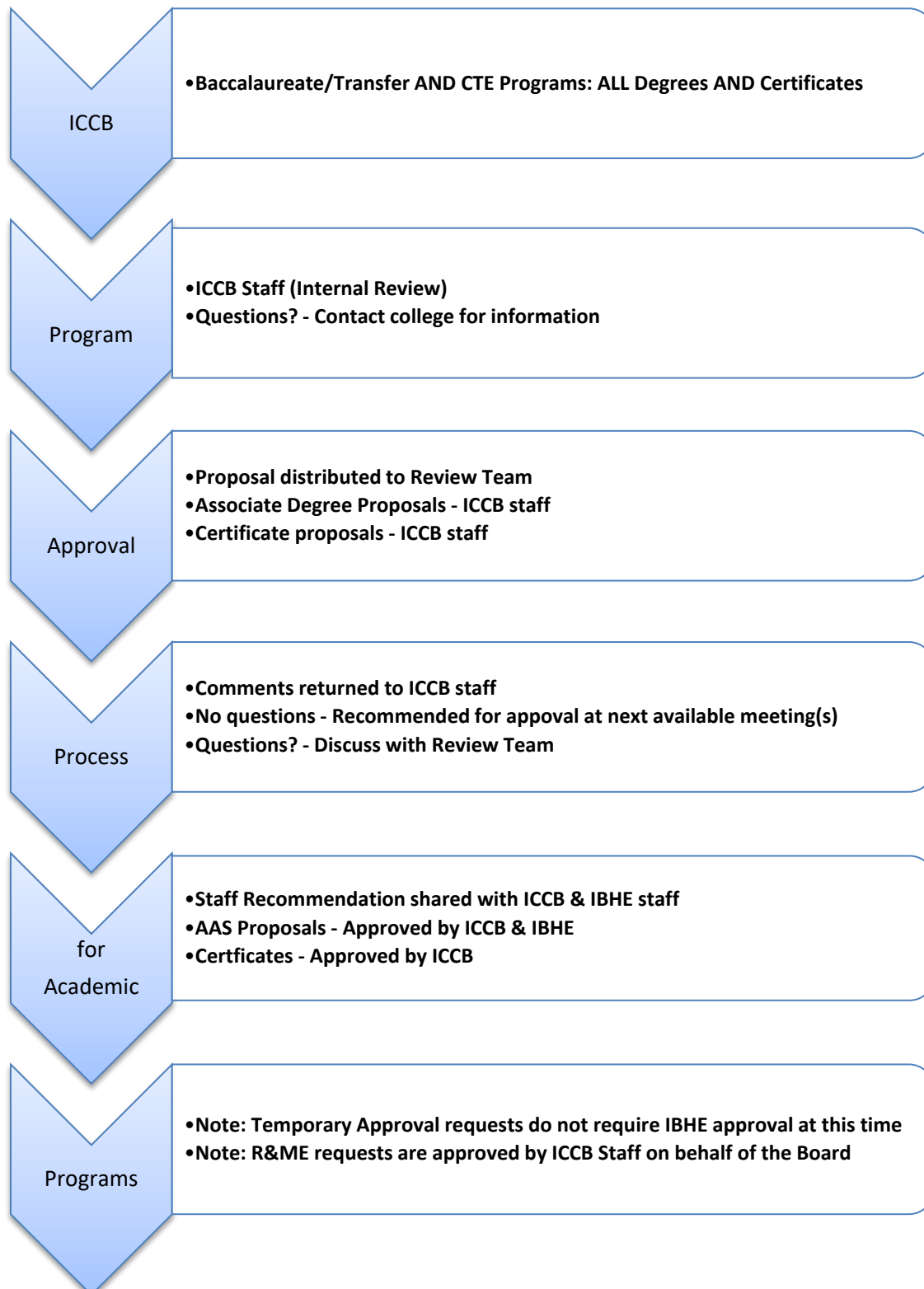
**Program Approval Manual****July 2023****Approval Application Guide – QUICK REFERENCE**

The ICCB is responsible for approving all curricula to be offered by the colleges. This includes baccalaureate/transfer programs such as the Associate in Arts or Associate in Science degrees, as well as career and technical education programs such as the Associate in Applied Science degrees and Career and Technical Education (CTE) Certificates. Each of these programs requires a specific application be submitted to ICCB staff for review and a recommendation made to the ICCB for final approval.

The following chart briefly describes various program types and the appropriate application form for each. More detailed information/instructions regarding the application process for each program is provided later in this section.

<b>CURRICULUM</b>	<b>APPLICATION FORM</b>
<b>AA/AS Degrees:</b> The Associate in Arts (AA) and Associate in Science (AS), and Associate in Arts & Science (AA&S) degrees are prescribed curricula intended to transfer to baccalaureate degree programs. The AA focuses on the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base. The AS focuses on baccalaureate degree programs in one of the mathematical, biological, or physical science fields or one of the professional fields with these disciplines as a base. The AA&S is a combination of elements from the AA and AS degrees.	N/A: AA/AS degrees are already approved at every Illinois public community college
<b>AFA Degree:</b> The Associate in Fine Arts (AFA) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, art education, music, or music education. A Reasonable and Moderate Extension may be applied for if the initial (parent) program includes less than four options.	Form 20B Form 21FA
<b>AES Degree:</b> The Associate in Engineering Science (AES) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.	Form 20B
<b>AGS Degree:</b> The Associate in General Studies (AGS) degree focuses on a prescribed curriculum individually designed by a college-appointed advisor to meet a student's educational objectives that cannot be met by other degrees offered by the college.	Form 20B
<b>GECC Credential:</b> The General Education Core Curriculum (GECC) Credential may be awarded to a student upon completion of 37-41 credit hours across five academic disciplines which satisfy the General Education Core Curriculum of the Illinois Articulation Initiative (IAI).	Form 21GECC
<b>AAS Degrees and CTE Certificates:</b> Associate in Applied Science (AAS) degrees and career and technical education certificates prepare individuals for employment or advancement in various occupational specialties.	Form 20, 20T Form 21, 21S

**Approval Process – Quick Reference**



## CHAPTER 1: BACCALAUREATE/TRANSFER EDUCATION

## Baccalaureate/Transfer Degree Approval

Associate in Fine Arts (AFA), Associate in Engineering Science (AES), or Associate in General Studies (AGS)

### INSTRUCTIONS

Community Colleges are required to submit requests to offer new degree programs to the ICCB for review and approval. **The curriculum approval application should be completed in its entirety, with electronic copy (MS Word format, or MS Word and PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Application Timeline.** Applications may be submitted any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB and IBHE. The Board considers new program requests at each meeting.

**Application.** To apply for approval of an AFA, an AES, or an AGS, submit Form 20B, along with appropriate attachments, including the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". The program should be consistent with the program models developed by the Illinois Articulation Initiative state articulation panels and the program model contained in this section. If a major also provides additional information with an associated specialized degree, that information is available on the iTransfer.org website: <http://ittransfer.org/courses/majors/> and select the appropriate major.

**NOTE:** The signature boxes must remain on the cover page of the application.

**NOTES:**

**For AFA only:** If the original application for an AFA is for fewer than four options, a college may pursue adding one or more options at a later date by submitting a completed "Reasonable and Moderate Extension Request for an Associate in Fine Arts (AFA) Degree" Form 21FA.

**For AGS only:** The Associate in General Studies degree (sometimes called the Associate in Liberal Studies) is a degree that is customized to meet the unique needs of students with objectives that are different than those of the transfer degrees or the occupational degrees. This degree is designed with a college counselor to meet a student's objectives such as obtaining a two-year liberal education, obtaining a degree to meet employment needs not possible through other programs and enhancing opportunities for individuals who have completed a certificate program. While the degree is very flexible, the college must have appropriate structures and procedures in place to ensure that the degree meets the objectives for which it is designed and ensure that the appropriate courses are selected to complete the degree.

**For AFA and AES only:**

**Program Assessment-** *The following information must be included within the application:*

1. How is this program unique? (Program goals and student learning outcomes can be listed to differentiate this program from other programs offered by the college.)
2. How will students be assessed prior to graduation? (Briefly state the multiple qualitative and quantitative measures that will be used.)

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3. What means of feedback will the college use in order to determine program quality and success of graduates? (Input from various stakeholders, program review outcomes, student follow-up results, etc.)
4. How will students and program assessment lead to *Continuous Quality Improvement (CQI)* of the college? (How will assessment ultimately improve the curriculum, instruction, and student learning?)

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20B cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .



Illinois Community College Board  
APPLICATION FOR ASSOCIATE IN FINE ARTS, ENGINEERING SCIENCE, OR GENERAL STUDIES

<b>COLLEGE NAME</b>		<b>5-DIGIT COLLEGE NO.</b>	
<b>TITLE OF PROPOSED NEW UNIT</b> Choose an item.			
<b>DEGREE TYPE</b> :Choose an item.	<b>PCS/CIP CODE:</b> Choose an item.	<b>NUMBER OF CREDIT HOURS:</b>	

Please attach the following items in duplicate:

1. **Admissions:** An admissions statement as it will appear in the college catalog showing that state standards for admissions to all transfer programs (PA 86-0954) are being met.
  - a. **AFA:** Advise students that most senior institutions require a portfolio review.
  - b. **AES:** Include information concerning the rigor of the curriculum and the recommendation that students have an additional math course beyond the standard three units earned in high school.
  - c. **AGS:** Include admissions requirements of the degree.
2. **Students Served:** A description of the type of students to be served.
3. **Catalog Description:** Include a complete catalog description of the program.
4. **Feasibility: define the degree purpose target population, and overall need.**
5. **Curriculum:**
  - a. **AFA and AES:** 1) List the proposed degree requirements, including general education and courses in the major. 2) If the degree will be awarded in both music and art, describe the requirements separately. 3) If the degree will be awarded for engineering, list specialties that will be offered (chemical engineering, computer & electrical engineering, etc.) and courses pertinent to each.
  - b. **AGS:** Please indicate how the curriculum will be structured to ensure that it is designed to meet the student's needs that cannot be met by other degrees offered by the college, such as the need for a two-year transferable degree, the need for an associate degree to enhance employment opportunities in areas for which a general associate degree is more desirable than a specific occupational program, and the need for a general associate degree to enhance opportunities for individuals who have completed a specific certificate program. Describe the proposed degree requirements, including general education, occupational and transfer courses, and total credit hours.
6. **Courses:** New courses or modifications to existing courses must be submitted through ICCIS once all appropriate ICCB/IBHE approvals have been granted.
  - a. **AFA and AES:** 1) Provide syllabi for all major courses. 2) Provide evidence of articulation for all courses included in degree per [ICCB Administrative Rules](#).
  - b. **AGS:** Describe the policies for acceptance of credit in transfer and awarding of credit for noncredit or non-collegiate activity.
7. **Credit Hour Justification:** Include a justification for a degree which exceeds 60 credit hours.
8. **Faculty: For AFA and AES programs only,** 1) Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, professional experience, and licenses held. 2) Indicate how faculty are evaluated.
9. **Cost/Facilities/Equipment:** 1) Describe the facilities (laboratories, equipment, and software), number and adequacy of studios and major equipment/instruments, and relevant library holdings available to support the proposed program. 2) Indicate what additional resources will be required to offer the degree. 3.) Provide a three year budget breakdown of overall costs.
10. **Form 22** completed in duplicate for each option.

<b>VERIFICATION</b>	
<b>SIGNED</b>	
	College Official Responsible
	DATE

ICCB USE ONLY: Reviewed by	ON
ICCB Approval Date:	IBHE Approval Date:

**Please note: Signature Box must remain on front page of Application Form.**

Form 21FA

Illinois Community College Board  
**Reasonable and Moderate Extension Request for an AFA Degree**

<b>COLLEGE NAME:</b>		<b>5-DIGIT COLLEGE NUMBER:</b>	
<b>CONTACT PERSON:</b>		<b>PHONE:</b>	
<b>EMAIL:</b>		<b>FAX:</b>	
<b>PROPOSED REASONABLE AND MODERATE EXTENSION TITLE:</b>			
<b>CREDIT HOURS:</b>			
<b>EXISTING /PARENT PROGRAM TITLE:</b>			
<b>PREFIX:</b>		<b>NUMBER:</b>	

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Admissions:** Provide verification that admissions requirements meet state standards for admissions to all transfer programs (PA 860954). List information as it will appear in the college catalog.
2. **Curriculum:** Provide the proposed catalog description of the program. List the proposed degree requirements, including general education and courses in the major. Include rationale for requested Extension/option under the existing program.
3. **Facilities/Equipment:** Describe the number and adequacy of studios and major equipment/instruments (Including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
4. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
5. **Courses:** Provide three copies of evidence of articulation for all major courses per ICCB rules. Provide course syllabi/documentation for all NEW courses.
6. **Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via ICCIS once the proposed extension receives approval.

VERIFICATION		
<b>Date of Board of Trustees Approval for Programs listed above:</b>		
<b>SIGNED</b>		
	<i>Required-</i> Chief Administrative Officer Signature	<i>Date</i>

<b>ICCB USE ONLY:</b>		
REVIEWED BY:		Date:
APPROVED BY:		Date:

**Please note: ICCB Use only Box must remain on front page of Application Form.**

**Reasonable and Moderate Extension Request (Form 21FA)  
Instructions**

A Reasonable and Moderate Extension of the Associate in Fine Arts (AFA) degree to create another option may be applied for if the initial (parent) program includes less than four options. Those options include:

- |                                |              |
|--------------------------------|--------------|
| • AFA Music Performance option | CIP: 50.0901 |
| • AFA Music Education option   | CIP: 13.1312 |
| • AFA Art/Studio Art option    | CIP: 50.0701 |
| • AFA Art Education option     | CIP: 13.1302 |
| • AFA Theater option           | CIP: 50.0505 |

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

**Application.** Complete the Form 21FA as indicated. The existing/parent program is the Associate in Fine Arts degrees that was originally submitted when the college initially obtained approval of this degree. (List only one option.) Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File".

**NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21FA cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## GENERAL EDUCATION CORE CURRICULUM (GECC) CREDENTIAL

The General Education Core Curriculum (GECC) Credential is an award provided by a community college for completion of the 37-41 credit hours which satisfy the GECC of the Illinois Articulation Initiative (IAI). The GECC Credential may be submitted for approval using the Form 21GECC as a Reasonable and Moderate Extension to the Associate in Arts degree. The Credential provides community colleges with a pathway to acknowledge the milestone of completion for students who are in transfer programs. The credential is defined in Administrative Rule 23 Ill Adm Code 1501.301 and ICCB Administrative Rules Section 1501.309d)2).

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

**Application.** Complete the Form 21GECC as indicated. The existing/parent program is the Associate in Arts degree. The PCS/CIP, Parent Program Title, and Degree Type have been provided. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File".

**NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21GECC cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

Illinois Community College Board  
**Application for Reasonable and Moderate Extension**

<b>COLLEGE NAME:</b>		<b>5-DIGIT COLLEGE NUMBER:</b>	
<b>CONTACT PERSON:</b>		<b>PHONE:</b>	
<b>EMAIL:</b>		<b>FAX:</b>	
<b>PROPOSED REASONABLE AND MODERATE EXTENSION TITLE:</b> General Education Core Curriculum (GECC) Credential			
<b>CREDIT HOURS:</b>	<b>Degree Type: 53</b>	<b>PCS/CIP: 1.1/24.0101</b>	
<b>EXISTING PARENT PROGRAM TITLE:</b> Associate in Arts degree			
<b>Parent PREFIX:</b>	<b>Parent NUMBER:</b>		

Please **attach** the following items:

1. **Admissions:** Describe admissions requirements of the program, demonstrating that state standards for admission to all transfer programs (PA 86-0954) are being met.
2. **Catalog Description:** Provide a description of the program as it will appear in the college catalog. Description must include a statement indicating clearly to students this credential represents completion of the General Education Core Curriculum (GECC) as a part of a transferrable degree and is not a workforce certificate nor industry-recognized credential.
3. **Curriculum:** In accordance with Section 1501.301 and 309 of the ICCB System Rules, a General Education Core Curriculum (GECC) credential may be awarded to a student upon completion of 37-41 credit hours across five academic disciplines which satisfy the General Education Core Curriculum of the Illinois Articulation Initiative (IAI). Indicate the specific courses/credit hours in each academic discipline required. Provide a description of how the college will verify curricular requirements are being met and students have completed all necessary GECC requirements.
4. **Courses:** Complete the attached Course Documentation Table, providing information on the courses which will fulfill the requirements to be awarded the GECC credential.
5. **Information for the ICCB Curriculum Master File:** Provide a completed, signed and dated Form 22 (in duplicate) with this application.

VERIFICATION		
<b>SIGNED</b>		
	Required- Chief Administrative Officer Signature	Date

<b>ICCB USE ONLY:</b>		
<b>REVIEWED BY:</b>		Date:
<b>APPROVED BY:</b>		Date:

Please note: Signature Box must remain on front page of Application Form.

**Form 21GECC Course Documentation Table**

**Community College:**

*Please provide information for each course which meets the requirements for fulfilling the General Education Core Curriculum.*

**GECC Courses**

Course Prefix	Course Number	Course Title	Credit Hours	IAI Code
---------------	---------------	--------------	--------------	----------

Communications

Humanities & Fine Arts

Mathematics

Physical & Life Sciences

Social & Behavioral Sciences

**NOTE:** This table is for reference purposes only. Contact ICCB Academic Affairs staff for a copy of the table/spreadsheet in MS Excel format.

## CHAPTER 2: CAREER AND TECHNICAL EDUCATION

## Career and Technical Education Program Approval

**Career and Technical Education (CTE)**, according to the Illinois Community College Board Administrative Rules, can be described as a prescribed sequence of courses, a curriculum, which prepares students for employment in a specific field. CTE offers students the opportunity to earn a college-credit level credential, update a skill set, and/or continue their education to the baccalaureate level. Community Colleges in Illinois offer hundreds of educational programs in career and technical fields. Developing these programs according to ICCB Rules and Policies, outlined in this section, ensure the highest program quality and best educational opportunities for our students.

### Review and Approval of Career and Technical Education (CTE) Curriculum

All new CTE curricula must be approved by the Illinois Community College Board. Associate in Applied Science (A.A.S.) degree programs require approval by the Illinois Board of Higher Education as well. Appropriate staff will review the application and inform the college whether the proposed program will be recommended for approval or if further information is needed before a recommendation can be made (see flow chart).

#### Application Review Process

Complete the appropriate CTE Approval Application and submit two (2) copies to ICCB – one hard copy and one electronic copy. The electronic copy, in MS Word format, can be emailed to the appropriate Academic Affairs Staff. See Instructions. The review process used for *new unit* requests varies according to the type of curriculum proposed and the category of approval requested. The following describes:

- (A) the CTE program categories of approval that may be requested; and
- (B) descriptions of the review process utilized for each type of CTE curriculum

#### Career & Technical Education Curriculum Approval Categories

There are three categories of CTE curriculum approval: Permanent, Temporary, and Reasonable & Moderate Extensions. The categories of approval utilize different application forms and criteria. CTE curriculum approval may be requested as follows:

1. **Permanent Approval** may be requested for **any A.A.S. degree or Certificate** by submitting a **Form 20**.
2. **Temporary Approval** may be requested for **any A.A.S. degree or Certificate that meets the following criteria** by submitting a **Form 20T**:
  - (1) addresses emerging occupations, or
  - (2) meets immediate and temporary needs in the community.
3. **Reasonable & Moderate Extension (R&ME) Approval** is a permanent approval and may be requested for **any A.A.S. or Certificate that is an option or subset of an existing, permanently approved curriculum**. R&ME programs *can not* be developed from a Parent program will Temporary Approval. More detailed guidelines regarding application criteria for an R&ME are provided later in this section.

#### Review Processes

1. **Associate in Applied Science Degree (A.A.S.):** An application for a new A.A.S. degree is reviewed by a team of ICCB staff. Information is shared with IBHE staff. The college may be asked to provide the review team with additional information. The review team develops a consensus recommendation that is presented to the ICCB for permanent and temporary approval, and to the IBHE if/when permanent approval is requested.
2. **Certificates:** An application for a new Certificate is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff will develop a recommendation to be presented to the ICCB for



approval. If the proposed certificate is less than 30 semester credit hours, the Executive Director of ICCB may approve the Certificate on behalf of the Board.

- 3. Reasonable & Moderate Extensions (A.A.S. degrees or Certificates):** An application for an R&ME is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff acceptance of the R&ME will be made once all materials are complete and requests for clarification/ additional information have been satisfied. R&ME requests *do not* require ICCB board action.

#### CTE Approval Applications

Applications for approval should be submitted to ICCB staff as follows: one electronic copy (MS Word or pdf format) emailed to ICCB Academic Affairs Staff. See Instructions. Applications can be found in **CHAPTER 2: CAREER AND TECHNICAL EDUCATION**. Questions regarding the completion of the application(s) can be directed to ICCB Academic Affairs staff.

#### Application Time Lines

- To provide maximum flexibility to colleges in program development and implementation, applications for CTE curriculum approval may be submitted for consideration at any time and may be recommended for action at any ICCB meeting during the year. A.A.S. degree programs for which permanent approval is requested require ICCB and IBHE approval. All Certificate programs and A.A.S. degree programs for which temporary approval is requested require ICCB approval only.
- For applications that are complete and require little or no revisions or clarifications, the time required for ICCB staff to review the proposal, seek comment from staff at IBHE, and make a recommendation for Board action should range from six weeks for requests for temporary approval to eight weeks for requests for permanent approval. Recommendations are not final until the ICCB or its designees (and IBHE, if applicable) have acted upon them.
- For Associate in Applied Science degree programs that require approval by both ICCB and IBHE, recommendations must be taken to the ICCB first, followed by a recommendation to the IBHE.

NOTE: While staff will make every effort to process applications according to these time estimates, keep in mind that if additional information and/or discussion are needed during the review OR if Board agenda timelines prohibit our recommendations to a given meeting, the proposed program may not be recommended to the Board for action within this time frame. It is advisable to submit applications as far in advance of the proposed implementation date as feasible. Staff will make every attempt to respond to the program request within 30 to 45 days.

In general, the ICCB cannot guarantee board approval for any programs by the fall semester for applications submitted after March 31<sup>st</sup> of each year. The ICCB cannot guarantee board approval for programs by the spring semester for applications submitted after October 31<sup>th</sup> of each year. *This timeline varies according to the ICCB/IBHE meeting schedule and internal agenda deadlines and meeting these deadlines does not guarantee Board approval for your intended implementation semester.*

**Board Meeting dates can be found on the ICCB and IBHE websites as follows:**

**ICCB**                    <https://www.iccb.org/iccb/board-information/board-meetings/>

**IBHE**                    <https://www.ibhe.org/calendar.html>

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	

**CURRICULUM INFORMATION**

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District		Regional		Statewide	
PROPOSED IMPLEMENTATION DATE:						

SUBMISSION INCLUDES:	
	Part A: Feasibility, Curriculum Quality and Cost Analysis
	Part B: Supportive Documentation and Data

<i>This curriculum was approved by the college Board of Trustees on:</i>	Date:	
State approval is hereby requested:		
Signature	Required- Chief Administrative Officer	Date

ICCB USE ONLY:			
ICCB APPROVAL DATE:	AAS:	<29 ch Cert:	30+ ch Cert:
IBHE APPROVAL DATE for AAS:			

**Please note: ICCB Use only Box must remain on front page of Application Form.**

**APPLICATION FOR PERMANENT APPROVAL  
CAREER & TECHNICAL EDUCATION CURRICULUM**

**INSTRUCTIONS**

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. **The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction

[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Application.** Complete the Form 20 as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File".

**NOTE:** The signature boxes must remain on the cover page of the application.

NOTES for Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and Certificate programs, the college should submit a **single** application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

**Application Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB, and potentially the IBHE. The Board considers new program requests at each meeting.

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20 cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards, if necessary. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION**  
**PART A: Feasibility, Curriculum Quality and Cost Analysis**

**FEASIBILITY**

**1. Labor Market Need.** Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.

**a. Program purpose:** Briefly describe the employment goal for completers of the program. (i.e. “....to provide entry-level employment training or support the pursuance of advancement opportunities”.) If more than one program is included in the application, delineate the purpose for each program.

**b. Target population.** Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.

**c. Related occupations.** Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster/Pathway(s) and specify cluster). See [CTE Career Clusters](#) or [Illinois Programs of Study](#) for more information on Career Clusters and Programs of Study in Illinois. Complete the **Occupational Chart** (Part B).

**d. Supply-Demand Information.** Append in Part B labor market information from current sources (i.e., the Illinois Department of Employment Security) which represent projected demand/job openings versus existing supply/completers in related programs in *your district and/or neighboring districts as appropriate*. For comparison purposes you may want to include statewide data and/or regional data. Regional proposals should include data reflective of all districts to be served. Complete the **Enrollment Chart** (Part B).

**e. Alternate Documentation.** If labor market data is not applicable (such as with some new and emerging occupations), or not available (such as for your district) provide alternate documentation of program need. This might include survey data, local classified /online advertisements for related occupations, or job outlook information from reputable sources. Append to Part B of this application. See ICCB’s “Labor Market Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval” for more information. [Appendix B - Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval](#)

**f. Planning and Collaboration.** Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.

**1. Educational & Workforce Partnerships.** Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners.

**2. Employer Partners.** Complete the Employer Partner Chart by listing all employer partners and their locations (Part B). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Additionally, employer partners may be engaged in the work-based learning component of the program and where successful students may obtain available employment.

**3. Employer Input.** Describe how employers were engaged. Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.

**g. Addressing Issues of Equity.** Describe institutional-level plans to close equity gaps as it pertains to students and the proposed program(s).

**1. Institutional Plan.** Describe the institution's plan, as it relates to the proposed program(s), for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, low-income students or students from other underrepresented/underserved backgrounds.

**2. Support Services.** Describe the institutions and/or program-specific student support services to ensure equitable access and success for all students enrolled in the proposed program(s).

**3. Evidence-based Practices.** What evidence-based best practices has the college identified and will deploy to ensure equitable completion of programs and/or credentials.

**4. Data Collection.** Has your college established a target for (disaggregated) enrollment? How are you monitoring progress and collecting information to assess completion of credentials and programs to ensure equitable outcomes?

**h. Related Offerings:** Describe what similar programs are being offered by your institution and other training providers within your district. Include information on neighboring districts or border state providers as appropriate.

**i. Regional Programs:** If the college is seeking "regional" designation for the proposed program, define the "region" to be served, describe how the college will ensure the region is adequately served by the program, (i.e. via distance learning, online education or campus branches) and include separate letters from each of the colleges within the defined region indicating their support for the proposed program at your college.

**2. Need Summary.** Provide a brief summary of your findings which support the need to develop and offer the proposed program(s) within your district. Include any additional information not already reported that illustrates demand for the program(s).

### **CURRICULUM QUALITY**

**1. Curriculum Information.** All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.

**a. Curriculum:** Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum *for each*.

**1) Catalog description.** Provide a description of the program(s) as it will appear in the college's catalog.

**2) Curriculum.** Complete a Curriculum Chart (Part B) for each program.

**b. Educational alignment:** Describe how the proposed program(s) illustrate a Program of Study. See ICCB's Programs of Study website for more information: [Illinois Programs of Study](#).

**1) Academic/Curricular Alignment.** Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines?

**2) Rationale.** If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours. This

may include supportive documentation from curricular design, licensure/accrediting bodies, workforce partners, etc...

- 3) **Relationship to existing curricula at the college:** Indicate how this program(s) may provide educational laddering opportunities between short- and long-term certificates and degree curricula.
- 4) **Articulation.** Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs). If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.
- 5) **Academic & Technical Skill Requirements.** Describe how the college ensures that the proposed curricula will provide needed education and skills for the occupation and will meet program objectives by addressing the following:
  - a. **Academic Entry Skills:** Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge Instruction).
  - b. **General Education:** Describe how the general education requirements support the technical skill requirements of the CTE program. Do each of the courses in Math, Communication, Science, etc. support the level of technical skill required to complete the program and obtain employment?
  - c. **Technical Skills:** Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?
  - d. **Employability Skills:** Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers.
- 6) **Career Development.** Describe how career information, resume building and employment search activities are incorporated into the curriculum.
- 7) **Course Syllabi.** Append in Part B the appropriate ICCB course syllabi/documentation for new courses or any existing courses that are being modified significantly for the proposed curricula. Course addition and/or modification requests should be submitted via ICCIS once the proposed program receives approval.

**c. Work-Based Learning.** Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. See the Career Pathway Dictionary for the full continuum of work-based learning and employer engagement strategies, including specific definitions. Describe how work-based learning will be incorporated into the curricula. Append to Part B a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.

**d. Accreditation for Programs.** Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students

or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?)

**e. Assessment of Student Learning:** Describe how the college plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.

- 1) Student Learning Objectives.** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of each program related to:
  - the general education component of the curriculum, and
  - the career and technical education component of the curriculum.
- 2) Assessment of Student Learning Objectives.** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the college will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

**f. Continuous Quality Improvement.**

- 1)** Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant.
- 2)** Describe how the college will use Assessment of Student Learning information/data to improve the curricula.

**2. Unique or noteworthy features of the program.** Describe how the proposed program(s) stands apart from other programs similar in nature. Include information on instructional delivery method(s). (i.e., classroom only, online only, hybrid, distance learning).

**3. Faculty Requirements.** Describe the minimum/required qualifications for faculty, including educational/professional/work experience/teaching qualifications; the number of new and existing full- and part-time faculty required to support the proposed program; and how the institution plans to address issues of equity among faculty as it relates to the proposed program(s).

**a. Faculty Qualifications.** Complete the **Faculty Qualifications Chart** (Part B).

**b. Faculty Needs.** Complete the **Faculty Needs Chart** (Part B)

**c. Professional Development of Faculty.** Describe how the institution will provide professional development opportunities for faculty (e.g. to remain updated with relevant industry knowledge, to better understand working with students of color/cultural sensitivity, etc.)?

**d. Addressing Issues of Equity.** Describe the institution's plan, as it relates to the proposed program, to attract and retain a diverse faculty, staff, and administration (e.g. exposure may include through clinical experiences, to community leaders in relevant programs, etc.)?

**4. Academic Control.** Describe how the college will maintain academic control over the program, including student admissions, faculty, and program content and quality.

**a. Internal Oversight.** Indicate what department and staff at the institution are responsible for maintaining the academic integrity of the program.

**b. Contractual/Cooperative Agreements.** Append to Part B

**COST ANALYSIS**

Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.

- 1. Source of Funds.** Specify the source of funds the college will use to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources. Indicate how this program(s) will share resources (i.e. faculty, facilities, etc...) with existing programs. Include grant resources and amounts (i.e. Postsecondary Perkins, \$5,000 for program development; or USDOL Grant, \$10,000 for equipment).

**NOTE for Perkins funded CTE programs:** In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must meet or be working towards fulfilling the federal and state requirements of a Program of Study. Applicants should include a statement as to whether they have completed (or are in progress to complete) the Perkins Programs of Study process for relevant programs.

**See the policy notice Appendix C: Using Perkins funding to Support New and Existing CTE Programs attached to this Manual for more information.**

- 2. Equipment.** If necessary, append to Part B
- 3. Facilities.** Verify the college has adequate facilities (i.e. classroom or laboratory space) to implement and support the program. Include plans for utilizing facilities through partners (i.e. local businesses, labor councils, community organizations, etc...) to deliver the program accordingly. Also describe any new costs associated with renovation or development of facilities.
- 4. Finance.** Complete the **Finance Chart** (Part B)

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION**  
**PART B: Supportive Documentation and Data**

This part of the application is designed to document the program-to-occupational demand connection, the college's projected enrollment, proposed curricular structure, faculty requirements, and fiscal support.

**OCCUPATIONAL DEMAND**

- 1. a) Labor Market Data.** Append any occupational or industry projections data that supports the need for the proposed program(s).

<b>1. b) Occupational Chart.</b> List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.		
Soc Job Codes & Titles * Other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)



**Program Approval Manual**  
**July 2023**

\* SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES [Illinois Dept. of Employment Security website](https://www.ides.state.il.us/).

\*\* Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

<b>1. c) Enrollment Chart.</b> Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application).			
	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:			
Part-Time Enrollments:			
Completions:			

NOTE: Provide a separate Enrollment Chart for **EACH program** if submitting multiple programs in one application.

<b>1. f) Employer Partnerships.</b> List all employer partners and locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Add rows as necessary.	
<b>Employer</b>	<b>Location (City/State)</b>

**2. b) Curriculum Sequence.** Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the college's catalog.

**2. c) Contractual/Cooperative Agreements.** Append to Part B a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.

**CURRICULUM STRUCTURE**

<b>2 a) Curriculum Chart.</b> List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "*" courses with pre-requisites; <i>Italicize</i> transferrable courses. <b>BOLD</b> new courses.					
<b>Program Title:</b>					
	<b>Course Prefix/#</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
General Education Courses ( <i>required</i> coursework). Specify Courses.					
<b>Total</b>					
Career and Technical Education (CTE) Courses ( <i>required</i> coursework)					
<b>Total</b>					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
<b>Total</b>					
CTE Electives					
<b>Total</b>					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					

NOTE: Provide a separate Curriculum Chart for **EACH** program if submitting multiple programs in one application.

### FACULTY REQUIREMENTS

**3. a) Faculty Qualifications.** Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

**3. b) Faculty Needs.** Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty						
# of Existing Faculty						

### FISCAL SUPPORT

**4. a) Equipment.** If necessary, append to Part B a list of new (new to the institution or program) equipment to be purchased, shared, or leased to implement the curriculum. Include donations of equipment.

<b>4. b) Finance Chart.</b> Identify projected new direct costs to establish the program over the next three years.			
	First Year	Second Year	Third Year
Faculty Costs	\$		
Administrator Costs			
Other Personnel costs (specify positions)			
Equipment Costs (append list)			
Library/LRC Costs			
Facility Costs*			
Other (specify)			
<b>TOTAL NEW COSTS</b>	\$	\$	\$

Illinois Community College Board

Application for Temporary Approval Career & Technical Education Curriculum

COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	

**CURRICULUM INFORMATION**

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District		Regional		Statewide	
PROPOSED IMPLEMENTATION DATE:						
Temporary Approval Requested For:	1 YEAR:		2 YEARS:		3 YEARS:	

<b>VERIFICATION</b>	
This curriculum was approved by the college Board of Trustees on:	Date: <input type="text"/>

Temporary approval is hereby requested:		
	Required- Chief Administrative Officer Signature	Date

<b>ICCB USE ONLY:</b>			
ICCB TEMP APPROVAL DATE:	AAS:	<29 ch Cert:	30+ ch Cert:
Permanent APPROVAL must be requested by:			

*Please note: ICCB Use only Box must remain on front page of Application Form.*

**APPLICATION FOR TEMPORARY APPROVAL**  
**CAREER & TECHNICAL EDUCATION CURRICULUM**  
**INSTRUCTIONS**

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. The *temporary curriculum approval application* includes submission of following:

***Narrative on Rationale, Curriculum Quality and Program Expectations.*** This application is designed to:

- 1) demonstrate the college has an immediate need for an educational program in this field,
- 2) demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals, and
- 3) verify the college has developed realistic outcomes for the program.

**Application.** Complete the Form 20T as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File".

**NOTE:** The signature boxes must remain on the cover page of the application.

NOTES for Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and Certificate programs, the college should submit a **single** application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

**Application Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB. The Board considers new program requests at each meeting.

**The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction

[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20T cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval date. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

**APPLICATION FOR TEMPORARY APPROVAL  
CAREER & TECHNICAL EDUCATION CURRICULUM**

**1. Rationale.** Demonstrate the college has an immediate need for an educational program in this field.

**a. Program purpose:** Briefly describe the employment goal for completers of the program. (i.e. “...to provide entry-level employment training or support the pursuance of advancement opportunities”). If more than one program is included in the application, delineate the purpose for each program.

**b. Target population.** Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.

**c. Related occupations.** Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster(s)). See the [Career Clusters](#) or the [Illinois Programs of Study](#) links for more information on Career Clusters and Programs of Study in Illinois.

**d. Reason(s) the college is requesting temporary approval** for this program and the objectives of the program during the period of temporary approval. (i.e. to meet the urgent training need of a specific employer(s), or to monitor the need for this level of skill training over several years)

**2. Curriculum Quality.** Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals.

**a. Curriculum:** Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum for each.

**1) Catalog description.** Provide a description of the program(s) as it will appear in the college’s catalog.

**2) Curriculum.** Complete a Curriculum Chart for *each* program.

**b. Educational alignment:** Describe how the proposed program(s) illustrate a Program of Study. See ICCB’s [Illinois Programs of Study](#) website for more information.

**1) Academic/Curricular Alignment.** Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines?

**2) Relationship to existing curricula at the college:** Indicate how this program(s) may provide educational ladder opportunities between short- and long-term certificates and degree curricula.

**3) Articulation.** Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs) for students. If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.

**4) Rationale.** If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours.

- 5) **Academic & Technical Skill Requirements.** Describe how the college ensures that the proposed curriculum will provide needed education and skills for the occupation and will meet program objectives by addressing the following:

(a) **Academic Entry Skills:** Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate developmental remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge instruction.)

(b) **Technical Skills:** Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?)

(c) **Employability Skills:** Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers.

- 6) **Course Syllabi.** Describe how the program includes academic and CTE content in a coordinated and non-duplicative progression of knowledge and skills. Append in Part B the course syllabi/documentation for new courses or any existing courses that are being modified significantly for the proposed curriculum. Course addition and/or modification requests should be submitted via ICCIS once the proposed program receives approval.

c. **Work-Based Learning.** Describe how work-based learning will be incorporated into the curriculum. Append a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.

d. **Planning and Collaboration.** Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.

1. **Educational & Workforce Partnerships.** Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners.
2. **Employer Partners.** Complete the Employer Partner Chart by listing all employer partners and their locations (Part B). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Additionally, employer partners may be engaged in the work-based learning component of the program and where successful students may obtain available employment.
3. **Employer Input.** Describe how employers were engaged. Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.

e. **Addressing Issues of Equity.** Describe institutional-level plans to close equity gaps as it pertains to students and the proposed program(s).

1. **Institutional Plan.** Describe the institution's plan, as it relates to the proposed program(s), for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, low-income students or students from other underrepresented/underserved backgrounds.

- 2. Support Services.** Describe the institutions and/or program-specific student support services to ensure equitable access and success for all students enrolled in the proposed program(s).
- 3. Evidence-based Practices.** What evidence-based best practices has the college identified and will deploy to ensure equitable completion of programs and/or credentials.
- 4. Data Collection.** Has your college established a target for (disaggregated) enrollment? How are you monitoring progress and collecting information to assess completion of credentials and programs to ensure equitable outcomes?

**f. Accreditation for Programs.** Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?)

**g. Faculty Requirements.** Describe the minimum/required qualifications for faculty, including educational/professional/work experience/teaching qualifications; the number of new and existing full- and part-time faculty required to support the proposed program; and how the institution plans to address issues of equity among faculty as it relates to the proposed program(s).

- 1) Faculty Qualifications.** Complete the **Faculty Qualifications Chart** (Part B).
- 2) Faculty Needs.** Complete the **Faculty Needs Chart** (Part B)
- 3) Professional Development of Faculty.** Describe how the institution will provide professional development opportunities for faculty (e.g. to remain updated with relevant industry knowledge, to better understand working with students of color/cultural sensitivity, etc.)?
- 4) Addressing Issues of Equity.** Describe the institutions plan, as it relates to the proposed program, to attract and retain a diverse faculty, staff, and administration (e.g. exposure may include through clinical experiences, to community leaders in relevant programs, etc.)?

**h. Assessment of Student Learning:** Describe how the college plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.

- 1) Student Learning Objectives.** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of the program related to:
  - the general education component of the curriculum, and
  - the career and technical education component of the curriculum.

**2) Assessment of Student Learning Objectives.** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the college will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

**i. Program Improvement.** Describe how the college will use this information to practice continuous quality improvement of the curriculum. Include information on educational, business and community partners that participate in the improvement process.

**j. Unique or noteworthy features of the program.** Describe how the proposed program(s) stands apart from other programs similar in nature.



**3. Program Expectations.** Verify the college has developed realistic outcomes for the program.

**a. Benchmarks:** List benchmarks, including enrollment, completions, job placement/promotions, and any other measures the college deems appropriate, that can be used in evaluating whether the program is achieving the stated objectives at the end of the period of temporary approval. The college will be asked to provide actual figures towards which benchmark data will be compared before permanent approval will be considered. This comparison will be used along with other information to determine if the program should receive permanent approval. *Use the sample Program Data Chart as needed, append rows/columns as appropriate to include your institution's measures.*

**b. Alternatives for Students:** State the alternatives that the college will provide for students who enroll in the proposed program to ensure that they will be able to attain their educational goals in the event that permanent approval is not received.

**CURRICULUM STRUCTURE**

**2.a.2) Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "\*" courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

<b>Program Title:</b>					
	<b>Course Prefix/#</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
General Education Courses ( <i>required</i> coursework). Specify courses.					
<b>Total</b>					
Career and Technical Education Courses ( <i>required</i> coursework)					
<b>Total</b>					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
<b>Total</b>					
CTE Electives					
<b>Total</b>					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					

NOTE: Provide a separate Curriculum Chart for **EACH program** if submitting multiple programs in one application.

### EMPLOYER PARTNERS

**2)d.2) Employer Partnerships.** List all employer partners and locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Add rows as necessary.

Employer	Location (City/State)

### FACULTY REQUIREMENTS

**2.f.1) Faculty Qualifications.** Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

**2.f. 2) Faculty Needs.** Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty						
# of Existing Faculty						

### PROGRAM DATA CHART

**3.a. Benchmarks.** Provide project benchmarks for the program: including enrollment, completions, job placement etc... over the temporary approval period requested.

	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:			
Completions (#/%):			
Job Placements (#/%):			

NOTE: Provide a separate Program Data Chart for **EACH program** if submitting multiple programs in one application.

**GUIDELINES FOR PERMANENT APPROVAL OR  
DISCONTINUATION OF PROGRAMS WITH TEMPORARY APPROVAL**

- A. Permanent program approval for programs with temporary approval will be considered, due no later than September 1<sup>st</sup> during the year temporary approval expires. Colleges may, however submit their request for permanent approval at any time. At such time, the college will be asked to indicate whether it will 1) seek permanent approval for the program, or 2) discontinue the program. **NOTE:** Please **do not** submit the Form 20P with your college's Program Review Submission. Instructions on submission are described below.
- B. If permanent approval is sought, the college will be asked to provide a completed Form 20P(add). ICCB staff will review the application and make a recommendation to both the ICCB and, when appropriate, the IBHE for permanent approval.
- C. If permanent approval is not recommended for a program, ICCB staff will work with college staff to (1) provide a plan for improvement and timeline for a follow-up permanent approval request or (2) direct the college to implement the alternatives for students that were included in the request for temporary approval and to close the program as soon as those alternatives will allow.
- D. If the college does not wish to seek permanent approval for the program, it will be asked to provide a completed Form 20P(discontinue) including a rationale for the decision and specific information about the alternatives available to students currently enrolled in the program.

**Application:** Complete the Form 20P (add) or Form 20P (discontinue) as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** The signature boxes must remain on the cover page of the application.

**Application Submission:** The permanent approval application (Form 20P add or discontinue) should be completed in its entirety, with one electronic copy (MS Word format or PDF) emailed to ICCB staff.

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20P (Add) cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Approval documentation for the Form 20P (Discontinue) will include a copy of the dated Form 20P, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

Form 20P (add)

Illinois Community College Board

Request for Permanent Approval for a CTE Program with Temporary Approval

COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	
PROGRAM TITLE:			
Curriculum Prefix and Number			

PLEASE ATTACH THE FOLLOWING ITEMS:

- 1. Program Objectives:** Provide a catalog description for the program. Also, identify the original program objectives and describe how the program objectives are being met.
- 2. Benchmarks:** Provide the following data for the program to date: enrollments, completions, job placement rate and other benchmarks if applicable. The actual data should be related to projections included in the application for temporary approval and, in cases where there are wide discrepancies between actual and projected data, an explanation should be included. Complete the Benchmark Data Chart.
- 3. Curriculum:** Provide a copy of the curriculum sequence and indicate any changes that have been made during the period of temporary approval and why. Include a rationale for credit hours over 60ch (for degrees) and over 30ch (for certificates). Complete the Curriculum Chart.
- 4. Employer partners:** List all employer partners and their locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program.
- 5. Faculty:** Describe the faculty required to support the program, and required faculty qualifications. Complete the Faculty Needs and Qualifications Charts.
- 6. Addressing Issues of Equity:** Describe institutional-level plans to close equity gaps as it pertains to students and the proposed program(s).
- 7. Finance:** Describe new costs associated with the implementation and operation of the program during the temporary period. Complete the Finance Chart with existing figures.
- 8. Program Strengths/Weaknesses:** Describe the strengths and/or weaknesses of the program that were identified as a result of your review of the period of temporary approval.
- 9. Recommendations:** Describe recommendations for program improvement that were identified as a result of your review of the period of temporary approval.
- 10. Information for Curriculum Master File:** Completed Form 22 for the proposed new permanent curriculum.

VERIFICATION	
Permanent ICCB approval is requested:	
	Required - Chief Administrative Officer Signature      Date
ICCB USE ONLY:	
ICCB APPROVAL DATE:	
IBHE APPROVAL DATE for (AAS only):	

Please note: Signature Box must remain on front page of Application Form.

## BENCHMARK DATA

<b>2. Benchmark Data Chart.</b> Provide an estimate of enrollments, completions and placements over the temporary period.						
	First Year		Second Year		Third Year	
	Projected	Actual	Projected	Actual	Projected	Actual
Full-Time Enrollments:						
Part-Time Enrollments:						
Completions:						
Placements:						

NOTE: Provide a separate Chart for **EACH program** if submitting multiple programs in one application.

## CURRICULUM STRUCTURE (See Full Chart below)

### EMPLOYER PARTNERS

<b>4. Employer Partnerships.</b> List all employer partners and locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Add rows as necessary.	
Employer	Location (City/State)

### FACULTY REQUIREMENTS

<b>5a. Faculty Needs.</b> Cite the number of faculty, including new and existing faculty that the program requires for operation.						
	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty						
# of Existing Faculty						

<b>5b. Faculty Qualifications.</b> Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).				
Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

**FINANCE**

<b>6. Finance Chart.</b> Identify costs to operate the program during the temporary period.			
	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Personnel Costs (faculty, admin & related support)			
Equipment Costs (append list)			
Other (specify)			
<b>TOTAL COSTS</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

**NOTE for Perkins funded CTE programs:** In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must meet or be working towards fulfilling the federal and state requirements of a Program of Study. Applicants should include a statement as to whether they have completed (or are in progress to complete) the Perkins Programs of Study process for relevant programs.

**See the policy notice Appendix C: Using Perkins funding to Support New and Existing CTE Programs attached to this Manual for more information.**

**CURRICULUM****3. Curriculum Chart. Program Title:**

	Course Prefix/#	Course Title	Credit Hours	Lecture Hours	Lab Hours
General Education Courses ( <i>required</i> coursework). Specify courses.					
Total					
Career and Technical Education Courses ( <i>required</i> coursework)					
Total					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
Total					
CTE Electives					
Total					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					



Illinois Community College Board

Notification of Intent to Discontinue a CTE Program with Temporary Approval

COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	
Program Title:			
Curriculum Prefix and Number			
Credit hours :		PCS/CIP code:	

VERIFICATION	
It is the intent of the college to discontinue the above-named program	
Required - Chief Administrative Officer Signature	Date

PLEASE ATTACH THE FOLLOWING ITEMS:

1. **Rationale for Program Discontinuation:** Provide a brief rationale for the decision to discontinue the program and indicate the final academic term during which the college expects to offer the program.
2. **Alternatives for Students:** Indicate how many students are currently enrolled in the program and describe the alternatives they will be offered to ensure that they will be able to attain their educational goals.
3. **Information for Curriculum Master File:**  
Completed Form 22 (in duplicate) to inactivate or withdraw the curriculum.

<b>ICCB USE ONLY:</b>	
Reviewed By:	Date:
Accepted By:	Date:

**Please note: Signature Box must remain on front page of Application Form.**

Illinois Community College Board

**Application for Reactivation of a Career & Technical Education Curriculum**

*(for a curriculum inactive more than 1 year and less than 10 years)*

<b>COLLEGE NAME:</b>		<b>5-DIGIT COLLEGE NUMBER:</b>	
<b>CONTACT PERSON:</b>		<b>PHONE:</b>	
<b>EMAIL:</b>			
<b>CURRICULUM INFORMATION</b>			
<b>Program Title:</b>		<b>Credit Hours:</b>	
		<b>CIP Code:</b>	

<b>INACTIVATION DATE:</b>	
<b>PROPOSED IMPLEMENTATION DATE:</b>	

**PLEASE ATTACH THE FOLLOWING ITEMS:**

- 1. Rationale for reactivation and program purpose:** Provide a description of the rationale for reinstating this program and what the purpose of the program will be.
- 2. Catalog description:** Provide a description of the program as it will appear in the college's catalog.
- 3. Curriculum:** Provide a copy of the curriculum. If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours.
- 4. Labor market need:** Provide labor market data/information that supports the need for this program, and an estimate of program enrollments.
- 5. Employer partners:** List all employer partners and their locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program.
- 6. Resources:** Provide a description of the fiscal, facilities, equipment, and faculty resources in place to adequately support the reinstatement of this program.
- 7. Accreditation:** Provide evidence of any outside program accreditation that would be necessary by other agencies, professional or regulatory entities to offer this program.

VERIFICATION	
<b>State approval for reactivation of the attached curriculum is hereby requested by the college's Chief Academic Officer on:</b>	
Signature	Date
<i>Required- Chief Administrative Officer</i>	
<b>ICCB USE ONLY:</b>	
REVIEWED BY:	Date:
APPROVED BY:	Date:

**Please note: Signature Box must remain on front page of Application Form.**

## APPLICATION FOR REACTIVATION OF A CAREER & TECHNICAL EDUCATION CURRICULUM

### INSTRUCTIONS

Community Colleges are required to submit requests to reactivate degrees and certificate programs that have been inactive to the ICCB for review and approval. ***Please note the following:***

**FOR CURRICULUM THAT HAS BEEN INACTIVE/WITHDRAWN LESS THAN ONE (1) YEAR FROM THE EFFECTIVE DATE:**

- Colleges may submit a direct request for reactivation through ICCIS by submitting a Reactivate proposal.

**FOR CURRICULUM THAT HAS BEEN INACTIVE/WITHDRAWN MORE THAN ONE (1) YEAR BUT LESS THAN THREE (3) YEARS FROM THE EFFECTIVE DATE:**

- Colleges must submit the signed/dated Form 20R cover page AND responses to questions: 1, 2, 3, and 7.

**FOR CURRICULUM THAT HAS BEEN INACTIVE/WITHDRAWN MORE THAN THREE (3) YEARS BUT LESS THAN 10 YEARS FROM THE EFFECTIVE DATE:**

- Colleges must submit the signed/dated Form 20R cover page AND responses to ALL QUESTIONS.

**FOR CURRICULUM THAT HAS BEEN INACTIVE/WITHDRAWN MORE THAN 10 YEARS FROM THE EFFECTIVE DATE:**

- Colleges must submit a new Form 20 application to ICCB. See Form 20 Application for Approval of new Career & Technical Education Program in this Manual.

**NOTE:** The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Application.** Complete the Form 20R as indicated. Templates for providing information on the curriculum, labor market information, enrollments/completions, faculty needs/qualifications, and fiscal resources can be used as appropriate. **NOTE:** The signature boxes must remain on the cover page of the application.

**Application Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by the Executive Director of the ICCB upon recommendation of ICCB Staff.

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20R cover page and an approval letter from our Executive Director to the College President indicating the approval date of the reactivation. Once approval documentation has been received by the college, a Form 22 submission (Reactivate) through ICCIS should be submitted for updating the status of the curriculum on the Curriculum Master File. **NOTE:** The effective date of the program's reactivation should match the approval date in the approval letter from ICCB. Attach a copy of the approval documentation to the ICCIS Reactivation proposal submission.

Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

### APPLICATION FOR REACTIVATION OF A CAREER & TECHNICAL EDUCATION CURRICULUM

Following are template charts that can be used to provide the requested information in the narrative response of the application.

#### **CURRICULUM STRUCTURE**

<b>3. Curriculum Chart.</b> List general education, career and technical education, work-based learning, and elective courses within the proposed program.					
<b>Program Title:</b>					
	<b>Course Prefix/#</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
General Education Courses ( <i>required</i> coursework). Specify Courses.					
<b>Total</b>					
Career and Technical Education (CTE) Courses ( <i>required</i> coursework)					
<b>Total</b>					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
<b>Total</b>					
CTE Electives					
<b>Total</b>					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					

## **OCCUPATIONAL DEMAND**

**4. a) Labor Market Data.** Append any occupational or industry projections data that supports the need for the proposed program(s).

<b>4. b) Occupational Chart.</b> List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.		
Soc Job Codes & Titles * Other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)

\* SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES [Illinois Dept. of Employment Security website](https://www.ides.state.il.us/).

\*\* Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

<b>4. c) Enrollment Chart.</b> Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program.			
	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:			
Completions:			

## **EMPLOYER PARTNERS**

<b>5. Employer Partnerships.</b> List all employer partners and locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Add rows as necessary.	
Employer	Location (City/State)

# **FACULTY REQUIREMENTS**

<b>6. a) Faculty Qualifications.</b> Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).				
Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

<b>6. b) Faculty Needs.</b> Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.						
	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty						
# of Existing Faculty						

# **FISCAL SUPPORT**

<b>6. c) Finance Chart.</b> Identify projected new direct costs to offer the program over the next three years.			
	First Year	Second Year	Third Year
Faculty Costs	\$		
Administrator Costs			
Other Personnel costs (specify positions)			
Equipment Costs (append list)			
Library/LRC Costs			
Facility Costs			
Other (specify)			
<b>TOTAL NEW COSTS</b>	\$	\$	\$

Illinois Community College Board

Application for Permanent Approval of an ILCCO Online Curriculum

RECEIVING COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	

TEACHING COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
Curriculum Prefix and Number:			

RECEIVING COLLEGE CURRICULUM INFORMATION					
AAS TITLE:		CREDIT HOURS:		PCS/CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		PCS/CIP CODE:	

PROPOSED IMPLEMENTATION DATE:	
-------------------------------	--

<b>Receiving College MUST complete</b>	
This curriculum was approved by the college Board of Trustees on:	<b>Date:</b> <input type="text"/>

State approval is hereby requested:		
	Required- Chief Administrative Officer Signature	Date

<b>ICCB USE ONLY:</b>			
ICCB APPROVAL DATE:	AAS:	<29ch Cert:	30+ch Cert:

Please note: ICCB Use only Box must remain on front page of Application Form.

APPLICATION FOR PERMANENT APPROVAL  
Of AN ILCCO ONLINE CURRICULUM

INSTRUCTIONS

The Form 20-Online (OL) is only to be used when an institution (receiving college) is seeking approval to offer an online program (not a single course) currently approved at another institution (teaching college) through Illinois Community Colleges Online. The receiving college may already be approved for and offer the requested program but is making the request because it is not currently offered online. If the receiving college does not currently offer the program, should the college decide to develop the program, it would then be required to complete the full Form 20 application process. The requesting college is not seeking approval for online delivery. Colleges are *not required to seek separate approval to deliver curriculum via an online* format. This application will be reviewed by ICCB staff to ensure the receiving college's request meets the minimum criteria for approval to offer a new unit of instruction within their district.

**Application. Complete the Form 20-OL as indicated.** Include the Form 22-OL "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** The signature boxes must remain on the cover page of the application.

NOTES on Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and certificate programs, the college can submit a single application that reflects all programs. (For example, a hospitality management AAS and certificate would use a single application.) Submit a separate Chart C: Curriculum for each program.

**Application Submission:** The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.

**Please send applications via to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20OL cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).



### ONLINE CURRICULUM APPROVAL APPLICATION

1. **CURRICULUM DESCRIPTION.** Provide a description addressing:
  - a. The program's purpose and a catalog description.
  - b. The type of jobs for which it would train graduates (e.g., job titles, occupations, clusters of occupations, cross-functional positions, emerging occupations)
  - c. The target population; e.g., current employees and/or persons desiring career entry.
  - d. Complete Chart C: Curriculum using the Receiving College's specific course-level information.
4. **PROGRAM NEED.** Provide a brief description of the college's rationale for offering or developing this program in an online format. This section may include examples of student interest and/or local labor market need for the program within the college's district.
3. **ACADEMIC CONTROL:** Provide a copy of the cooperative agreement between the Receiving College and the Teaching College. (See *Administrative Rules of the ICCB* Section 1501.307)
4. **FORMS:** Provide the appropriate Form 22-OL and related Form 11-OL(s) for updating the Receiving College's Curriculum and Course Master Files.

## **CURRICULUM STRUCTURE**

**1. Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk (\*) courses with pre-requisites; *Italicize* transferrable courses.

**BOLD** new courses.

Program Title:

	<b>Course Prefix/#</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Lecture Contact Hours</b>	<b>Lab Contact Hours</b>
General Education Courses ( <i>required</i> coursework). Specify Courses.					
<b>Total</b>					
Career and Technical Education Courses ( <i>required</i> coursework)					
<b>Total</b>					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
<b>Total</b>					
CTE Electives					
<b>Total</b>					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					

*Reasonable and Moderate Extension Request (Form 21/21S) Criteria*

ICCB rules permit two types of reasonable and moderate extensions, with appropriate forms for each, and require acceptance by ICCB staff:

**1. Creation of New Certificates or Degrees via R&M E (Form 21)**

**New certificates or degrees** may be created through the reasonable and moderate extension process when the new program is closely related to an existing program(s). This process allows the college to create the new program from an existing "parent program", following parameters in ICCB Rule 150I.302(d)2 d and e. New certificates or degrees created as options or subsets of existing programs require the Form 21, "Reasonable and Moderate Extension Request".

a) **AAS or Certificate Options:** AAS or certificate options are programs that are very similar to their parent program and in the same general occupational field, but include coursework that focuses on a given specialty. An option may be created by primarily using courses in the parent program or cluster of closely related curricula; and new or different courses as needed, provided that **no more than 15 credit hours are different in AAS options or no more than nine (9) credit hours are different in certificates of 30 semester hours or more.**

For example:

- **AAS option:** If a college currently offers an Office and Administrative Technology AAS, it may be used as a parent program to create an Office and Administrative Technology/Legal Option AAS. The college would primarily use courses in the parent program and could also use up to 15 different credit hours not currently in the parent program if needed to provide the legal secretary instruction.

b) **Subsets/creating certificates from larger certificates or degrees:** New certificate programs may also be created as subsets of existing AAS degrees and certificates. The new certificate may be created by primarily using courses in the parent AAS or certificate program or a cluster of closely related curricula; e.g., from the same four-digit CIP code and, in some cases, a few different courses as needed, provided that **no more than nine (9) credit hours are different in certificates of 30 semester hours or more and no more than six (6) credit hours are different in certificates of less than 30 semester credit hours.**

For example:

- **New certificates of 30 semester credit hours or more:** If a college has an AAS degree in Office and Administrative Technology and a certificate in microcomputer/software applications, it could create a 35 semester credit hour certificate in information processing. The college would primarily use courses in the AAS and certificate, but may use up to nine (9) different credit hours in the new certificate; for example, to provide additional instruction on information processing. Both of these existing programs serve as the parent program, with the program that is the source of the bulk of the credit hours being cited as the parent program on the Form 21.
- **New certificate of less than 30 semester credit hours:** If a college has a 45 credit hour certificate in Business Management, it could be used as the parent program to create a 25 credit hour certificate in small business management. This certificate would primarily consist of existing required courses in the Business Management certificate and could use up to six (6) different credit hours; for example, to provide instruction on entrepreneurship. Up to one-half of the credit hours can be used as electives.

**NOTES:**

- A college **CAN NOT** create a new certificate or degree that is larger than its parent program, e.g. creating an AAS from a certificate, nor an AAS degree/degree option that is larger in credit hours than its parent program.
- A college **CAN NOT** create a new certificate or degree via the RM&E process using a parent with *temporary* approval.
- A college **CAN NOT** create a new certificate or degree using Parent curriculum that has an Inactive or Withdrawn status.

**2. Creation of New short-term certificates (Form 21S)**

A college may create a new Short-term Certificates of less than nine (9) semester credit hours of new courses in a two-digit CIP category in which the college has previous approval to offer one or more programs. This requires completion and acceptance of the Form 21S “Reasonable and Moderate Extension: Short-Term Certificate”. In this approval scenario, the existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the same two-digit CIP code in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP **51.1009**), the parent program could be the Nursing AAS degree (CIP **51.3801**).

**Illinois Community College Board**  
**Application for Reasonable and Moderate Extension**

<b>COLLEGE NAME:</b>		<b>5-DIGIT COLLEGE NUMBER:</b>	
<b>CONTACT PERSON:</b>		<b>PHONE:</b>	
<b>EMAIL:</b>		<b>FAX:</b>	
<b>PROPOSED REASONABLE AND MODERATE EXTENSION TITLE:</b>			
<b>CREDIT HOURS:</b>			
<b>EXISTING /PARENT PROGRAM TITLE:</b>			
<b>Parent PREFIX</b>		<b>Parent NUMBER</b>	

**PLEASE ATTACH THE FOLLOWING ITEMS:**

- 1. Employment objectives/program purpose:** Provide for *both* the parent and the proposed extension.
- 2. Catalog description:** Provide a description of the program as it will appear in the college's catalog.
- 3. Curriculum:** Provide a copy of the term-by-term sequence of courses for both the parent and the proposed extension. If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours. Include course information for each new course included in the proposed program.
- 4. Educational alignment:** Describe how the proposed extension illustrates a Program of Study. Provide the Career Cluster for the proposed Extension and the existing Parent program. See [ICCB's Programs of Study](#) website for more information.
- 5. Approval/accreditation:** Provide a description of accreditation requirements/procedures if this extension requires approval or review by other agencies or professional or regulatory entities.
- 6. Labor market need:** Provide information including employment projections and completer data (as applicable from surrounding districts) supporting need for the proposed reasonable and moderate extension, or alternative labor market data as available.
- 7. Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via ICCIS once the proposed extension receives approval.

VERIFICATION		
<b>SIGNED</b>		
	<i>Required-</i> Chief Administrative Officer Signature	<i>Date</i>

<b>ICCB USE ONLY:</b>		
REVIEWED BY:		Date:
APPROVED BY:		Date:

***Please note: ICCB Use only Box must remain on front page of Application Form.***

Reasonable and Moderate Extension Request (Form 21)  
Instructions

**Application.** Complete the Form 21 as indicated. The existing/parent program that is to be cited on the Form 21 is the AAS degree or certificate from which the reasonable and moderate extension is being created. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The R&ME curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or PDF) to emailed ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction

[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21 cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

**Notes on Reasonable & Moderate Extension (RME) Criteria:**

Please refer to ICCB's System Rules Section 1501.302 d)2) for the credit hour differences allowed in the development of RME degrees and certificates.

An RME is allowable based on the relationship the proposed extension has with the original parent program. This relationship is determined by commonality between the two programs including associations such as CIP code, program purpose, and credit hours. To summarize the criteria for an RME from System Rules, in a proposed RME the following criteria must be met:

- In an A.A.S. degree, no more than 15 credit hours of different coursework is allowed;
- In a Certificate of 30 credit hours or more, no more than 9 credit hours of different coursework is allowed;
- In a Certificate between 9-29 credit hours, no more than 6 credit hours of different coursework is allowed.
- For Certificates less than 9 credit hours, refer to the Form 21S application instructions.
- No proposed RME degree or Certificate can be larger in credit hours than the original parent program.

Please note: "Different" coursework is *not limited to* new coursework. Different refers to credit hours/coursework not specifically required in the general education, CTE component, or elective options within the parent program.

Illinois Community College Board

**Application for Reasonable and Moderate Extension – Short Term Certificate**  
(FOR CERTIFICATES LESS THAN 9 CREDIT HOURS Only)

COLLEGE NAME:			5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:			PHONE:	
EMAIL:			FAX:	
<b>CURRICULUM INFORMATION</b>				
NEW R&ME PROGRAM TITLE:				
CREDIT HOURS:		PCS/CIP CODE:	Degree Type: 35	
EXISTING /PARENT PROGRAM TITLE:				
Parent PREFIX:		Parent NUMBER:		

**PLEASE ATTACH THE FOLLOWING ITEMS:**

- Description:** Provide a brief catalog description of the new short-term certificate program.
- Labor Market Need:** Provide labor market data, or alternate information, that demonstrates the immediate need for an educational program in this field.
- Curriculum:** Provide a copy of the curriculum for the new short-term program. Asterisk (\*) any new courses. Provide the Career Cluster for the proposed Extension and the existing Parent program. Include course information for each new course included in the proposed program.
- Approval/accreditation:** Provide a description of accreditation requirements/procedures if this extension requires approval or review by other agencies or professional or regulatory entities.
- Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via ICCIS once the proposed extension receives approval.
- Information for ICCB Master Files.** Completed Form 22 (in duplicate) for the proposed new curriculum

<b>VERIFICATION</b>		
SIGNED		
	Required- Chief Administrative Officer Signature	Date

<b>ICCB USE ONLY:</b>		
REVIEWED BY:		Date:
APPROVED BY:		Date:

**Please note: ICCB Use only Box must remain on front page of Application Form.**

### Reasonable and Moderate Extension: Short-Term Certificate Request (Form 21S) Instructions

**Application.** Complete the Form 21S as indicated. The existing/parent program that is to be cited on the Form 21S is the AAS degree or Certificate from which the Reasonable and Moderate Extension is being created. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File".

**NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

NOTES for the Form 21S: The existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the **same two-digit CIP code** in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP 51.1009), the parent program could be the Nursing AAS degree (CIP 51.3801).

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The R&ME curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21S cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).



Illinois Community College Board

Request for Approval of Private Business and Vocational School (PBVS) Program  
for Transfer and Acceptance by an Illinois Community College

Due July 1

PBVS NAME:			
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	
TITLE:			

CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
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VERIFICATION	
SIGNED	
	<i>Required- Chief Administrative Officer Signature</i>
	<i>Date</i>

ICCB USE ONLY:			
REVIEWED BY:		Date:	
APPROVED BY:		Date:	

*Please note: Signature Box must remain on front page of Application Form.*

**Application for Approval of Private Business and Vocational School (PBVS) Programs  
for Transfer and Acceptance by Illinois Community Colleges**

With the implementation of the Career & Workforce Transitions Act in 2018, the Illinois Community College Board (ICCB) is mandated to review and approve Private Business and Vocational Schools (PBVS) as institutions from which credits in specified program areas may be accepted for transfer by Illinois Community Colleges, in accordance with the law.

As such, a Private Business & Vocational School within a given community college district may seek ICCB approval for specific curriculum of their offering to transfer towards completion of specified curriculum at the community college. Any PBVS seeking ICCB approval must submit a completed Form 20PBVS in its entirety by July 1<sup>st</sup> of each year for possible consideration for students to transfer credits in the Fall term. Instructions for completing the application and a timeline for review/approval is describe below.

**Application.** Complete the Form 20PBVS as indicated. PBVS are required to submit requests for approval of each proposed program eligible for transfer and acceptance.

**Application Timeline.** Applications must be submitted by July 1<sup>st</sup> each year for possible consideration for students to transfer credits in the Fall term. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or PDF) emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate PBVS and College institutional staff by email. Approval documentation will include a copy of the dated Form 20PBVS cover page and a letter from the Executive Director of ICCB indicating the Board Approval date. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## FORM 20PBVS INSTRUCTIONS

Attach the following items to the Form 20PBVS:

1. **Program Goals and Objectives:**
  - a. Briefly describe the career and technical education or workforce preparation goals for completers of the program.
  - b. Identify the program objectives and provide evidence that the objectives are being met. Include quantitative and qualitative information to support the program's performance as appropriate.
2. **Academic Control:** Describe how the institution will maintain academic control over the program, including student admissions, faculty, and program content and quality.
  - a. **Internal Oversight:** Indicate what department and staff are responsible for maintaining the academic integrity of the program.
  - b. **Contractual/Cooperative Agreements:** Append a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program, if appropriate. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.
3. **Curriculum:**
  - a. **Catalog Description:** Provide a catalog description for the program as it appears in the PBVS's catalog.
  - b. **Curriculum Chart:** Complete a Curriculum Chart for the program.
  - c. **Syllabi:** Attach an instructor syllabus for each course that is part of the PBVS program of study.
  - d. **Curriculum Sequence:** Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the catalog.
  - e. **Standards/Credentials:** Include what skill standards have been set in this occupation or what professional credentialing (licensure, certification, registration, etc...) is available to students and through what agency/entity and how the program prepares students to meet entry-level job requirements.
  - f. **Diversity:** Describe how you plan to recruit and retain minorities, individuals with disabilities, non-traditional students or other students defined as "special populations" in this program.
  - g. **Student Transition:** Describe how the program curricula are aligned with community college coursework/curricula to ensure a smooth transition for students.
4. **Faculty Qualifications:** Complete the Faculty Qualifications Chart
5. **Program Needs:**
  - a. **Employment Requirements:** Describe how a student's completion of the program will satisfy employment requirements in the occupational field.
  - b. **Labor Market Data:** Append any occupational or industry projections data that supports the need for the proposed program.
  - c. **Occupational Chart:** Complete the Occupational Chart.
  - d. **Job Placement:** Provide current job placement numbers for the completers of the program.
6. **Assessment and Evaluation:** Describe how the PBVS plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.
  - a. **Student Learning Objectives:** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of each program.

- b. **Assessment of Student Learning Objectives:** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the institution will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).
7. **Accreditation:** Provide evidence verifying that the institution is in good standing during the period of its national accreditation from an accreditor approved by the U.S. Department of Education. Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the institution completed to obtain that approval/accreditation?)
8. **Approval Certificate:** Attach a copy of the institution's Permit of Approval Certificate from the Illinois Board of Higher Education.

**3. Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "\*" courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

<b>Program Title:</b>					
	<b>Course Prefix/#</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
General Education Courses ( <i>required</i> coursework). Specify Courses.					
<b>Total</b>					
Career and Technical Education (CTE) Courses ( <i>required</i> coursework)					
<b>Total</b>					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
<b>Total</b>					
CTE Electives					
<b>Total</b>					
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>					

**4. Faculty Qualifications.** Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Welding Instructor Certification to teach Welding).

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

**5. Occupational Chart.** List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.

Soc Job Codes & Titles Other Job titles if alternate date also submitted	Annual Openings	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)

## EXTENSION OF COURSES OR CURRICULA OUT OF STATE

ICCB Rule 1501.312d specifies that all out-of-state extensions operated by the college must obtain ICCB approval. Extensions are sites used by the college to offer instruction. Extensions may be operated for district residents or for out-of-state students. At the end of each fiscal year, the college must submit a report to the ICCB on the operation of each out-of-state extension. **Requests for ICCB approval of out-of-state extensions shall be submitted on Form 18A, and the annual report on out-of-state extensions shall be submitted on Form 18R.**

**Please direct all application and other related questions to Tricia Broughton.**

**NOTE:** Travel or field trips that supplement a course offered at the college do not constitute a separate extension and, hence, do not require ICCB approval. Instruction offered out of state through contract with an out-of-state community college, college, or university is not included under section 1501.307h and does not require Form 18A or Form 18R. Also, colleges that offer courses that are developed and approved by the Illinois Consortium for International Studies and Programs (ICISP) do not need to submit Form 18A or Form 184R for those courses.

**Application for Approval to Extend Courses/Curricula Out of State - Form 18A.** The initial request for approval of an out-of-state extension may be submitted at any time. A separate Form 18A shall be submitted for each out-of-state extension.

Out-of-state extensions may be for out-of-state students or for in-district residents. Extensions for in-district residents may use local and state funds; however, extensions for out-of-state students must verify that no state or local tax funds are used.

A limited amount of space is provided on the form for data regarding both curricula (in to) and courses (only) which are to be extended (append additional pages as needed). Complete the section(s) appropriate for your college.

A copy of the Form 18A will be returned to the college following action by the ICCB.

**Please send applications in MS Word or PDF format via email to:**

Tricia Broughton, Director for Curriculum & Instruction

[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Annual Report on Courses/Curricula Extended Out of State - Form 18R.** Each college granted an out-of-state extension must submit an annual report on Form 18R by July 15 following the end of the fiscal year. There is a limited amount of space on the form to report information on either curricula (in to) or courses (only) extended (append additional pages as needed). A separate report (Form 18R) must be submitted for each out-of-state extension.

Illinois Community College Board

APPLICATION FOR APPROVAL TO EXTEND COURSES/CURRICULA OUT OF STATE

College Name:	College Number:
Locale to which existing courses or approved curricula are to be extended: (Please submit a separate application for each locale.)	
Contact Person	
Chief Administrative Officer Signature	Date
Telephone Number	

Extension was \_\_\_\_\_ by the Illinois Community College Board on \_\_\_\_\_.  
Approved/Denied Date

1. Curricula to be extended (in to):			
PCS #	<u>Curriculum Prefix Number, and Title</u>	Term(s) Curriculum Will Be Offered	Expected Curriculum Enrollment (Annual Unduplicated Headcount)
Please provide a catalog copy of each curriculum			

2. Courses (only) to be extended:			
PCS #	<u>Course Prefix Number, and Title</u>	Term(s) Course Will Be Offered	Expected Midterm Enrollment
Please provide a catalog description of each course			



**Program Approval Manual**  
**July 2023**

Form 18A (continued)

Page two

3.	Describe the rationale for the requested extension. How will the extension enhance the mission of the community college, and the educational and employment opportunities of the students?
4.	Describe how the college will ensure quality instruction and support services at the extension.
5.	Describe how the college plans to utilize its present faculty and staff at the extension.
6.	Describe how the extension will be financed. Include projected revenues and expenditures. If the extension is for out-of-state students, provide evidence that no state or local tax funds will be used to support the extension.
7.	If the extension is for out-of-state students, submit a letter of request and/or contract under which the extension is to be offered (i.e specific training being requested by a specific employer).

Illinois Community College Board

ANNUAL REPORT ON COURSES/CURRICULA EXTENDED OUT OF STATE

(Due July 15)

Fiscal Year 20__
------------------

College Name	College Number
--------------	----------------

Location of the out-of-state extension: (Provide a separate report for each locale.)
---

Contact Person	Telephone Number
----------------	------------------

1. Curricula Extended (in to):

PCS #	<u>Curriculum Prefix Number, and Title for Each Curriculum</u>	Term Offered	Expected Curriculum Enrollment (Annual Unduplicated Headcount)

2. Courses (only) To Be Extended:

PCS #	<u>Course Prefix Number, and Title for each course</u>	Term Offered	Course Midterm Enrollment

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Form 18R (continued)

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3.	Estimated Revenue Generated by the Extension:  Tuition ICCB Grants* Contractual Other  TOTAL ESTIMATED REVENUE
4.	Estimated Cost of Operating the Extension:  Salaries for Instructors Operations and Maintenance Travel Costs All Other Direct and Indirect Cost  TOTAL ESTIMATED COST
5.	How many of the full-time faculty at your college taught at the extension?
6.	How many of the full-time administrators at your college made trips to the extension?
7.	How did the extension benefit the college and/or its students?

\*Estimated ICCB grants should be calculated by using the credit hours generated for state funding and the rates in effect for the past fiscal year.

## CHAPTER 3: THE ICCB CURRICULUM MASTER FILE & CIP LIST

### **Curriculum Master File**

The ICCB Curriculum Master File is the official record of approved curricula for each college. Before offering a new curriculum, colleges are required to obtain ICCB approval via a Form 20 or Form 21. The ICCB Form 22 is used to add a new curriculum; inactivate, reactivate, or withdraw an existing curriculum; and make changes to an existing curriculum on the Curriculum Master File (e.g., title, credit hours, etc.). New curriculum additions are submitted with a New Program Application in hard copy format. Changes to existing curricula, including inactivation or withdrawal, are submitted electronically via ICCIS, the Illinois Community College Information System. **Requests for changes to curricula should be submitted at least 30 days in advance of the date the changes are expected to take effect.**

Since student enrollment and completion data submitted by each college are run against the college's ICCB Curriculum Master File, it is VITAL that the information on file be accurate and that the ICCB Curriculum Master File match the college's curriculum information.

Authorized Users can retrieve a current curriculum master file for their institution through ICCIS. Curriculum master file lists may also be requested by contacting ICCB Information Technology staff at (217) 785-0123 or [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). The headings/descriptions for each field on the Curriculum Master File are indicated on the following page.

### **CIP List**

ICCB staff use the Standard Classification of Instruction Programs (CIP) to classify all instructional programs. All programs are assigned a CIP code for tracking student enrollment, completion, and placement and transition data. Questions regarding assignment of CIP codes should be directed to ICCB Academic Affairs staff. The ICCB Modified CIP List can be found in: [Appendix A](#) of this manual.

### **ICCIS**

The Illinois Community College Information System, ICCIS, is a web-based application ICCB uses as a tool which allows colleges to submit specific types of requests online for staff review and approval. The section on Curriculum Additions/Withdrawals/Changes provides more detail on which curricular submissions can be submitted through ICCIS. Each college is allowed 1-4 ICCIS authorized users. These are individuals responsible for entering the appropriate curricular/course information into the system and submitting it for ICCB review/approval. Those individuals must be added to ICCIS as an authorized user before they can access and submit college-specific information.

The ICCB ICCIS site can be found at <http://iccbdsrv.iccb.org/iccis/>.

See the below introductory screen shots for reference.

A series of ICCIS Training Videos are available on the ICCB Website. Videos cover the following content:

Video #1 – Introduction to ICCIS

Video #2 – Settings & Master File sections

Video #3 – Course section

Video #4 – Curriculum section

Video #5 – Track & BULK sections



Illinois Community College Board  
**Course and Curriculum**

Login

Welcome! Please log in.

Username:

Password:

Login



Illinois Community College Board

Logout

**Course and Curriculum**

Home

Welcome, Tricia (Process Administrator)

**MENU**

Course

Curriculum

Track

Bulk

Settings

**Illinois Community College Information System**

Welcome to the Illinois Community College Information System (ICCIS) Course and Curriculum website. This site allows ICCB and college administrators to search and manage course and curriculum records. Please select an option from the menu to get started.

Please refer to instructions for submitting the necessary Course and Curriculum proposals through ICCIS on pages 77-81 (for curricular proposals) and pages 89-96 (for course proposals) of this Manual.

NOTE: Paper forms provided in this Manual are for contextual reference only, unless otherwise noted. ICCB does not require the submission of a paper form to add, withdraw, modify or reuse courses, nor to modify, inactivate or withdraw curricula. **Paper forms are only always required to add new curricula as submitted with the appropriate new program application.**

If you have issues with ICCIS, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

NOTE: Authorized Users are limited to 4 individuals per district/institution.

## SAMPLE OF MASTER FILE LISTINGS

Following is an example of what a Curriculum Master File listing would look like if requested by your institution from ICCB. Each of the fields in the record has been labeled and a description of the field provided below.

Colleges should retrieve an updated Curriculum Master File from ICCB on a regular basis. Utilize ICCIS or contact ICCB IT staff at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us) for this information.

### CURRICULUM MASTER FILE RECORD (ACTIVE)

DMED	5210	DIGITAL MEDIA COMMUNICATIONS	12	11080103	62.0	06012016	A54001	1500401		
↑	↑	↑	↑	↑	↑	↑	↑	↑		
Curriculum Prefix	Curriculum #	Curriculum Title	PCS	CIP	Degree Type	Coop, region or state Credit hours	Effective Date	Status	District / College #	CIP pre-2010

### Description of Columns on the ICCB CURRICULUM MASTER FILE

**PREFIX/NUMBER:** The individual nine-digit alpha/numeric code assigned by the college to each curriculum (prefix maximum is five digits, number maximum is four digits.)

**TITLE:** The approved title of the college's curriculum (maximum of 50 characters)

**PCS:** The ICCB Program Classification System code (two digits)

- 1.0 = General Associate Degrees (AGE, ALS, AGS)
- 1.1 =Baccalaureate/Transfer
- 1.2 = Occupational/Technical Instruction
- 1.4 = Remedial Education
- 1.5 = General Studies
- 1.6 = Vocational Skills
- 1.7 = Adult Basic Skills
- 1.8 = Adult Secondary Education
- 1.9 = English as a Second Language

**CIP CODE:** Classification of Instructional Program Code (national coding system). Six digits are used to denote specific discipline or occupational areas.

**DEG:** Designation for specific degree types

- 01 = AA (Associate in Arts) (1.1)
- 02 = AS (Associate in Science) (1.1)
- 03 = AAS (Associate in Applied Science) (1.2)
- 04 = AGS, ALS, and AGE (General Associate Degree) (1.0)
- 05 = A&S (Associate in Arts and Science) (1.1)
- 11 = Developmental Skills or Basic Skills (1.4, 1.7, 1.8, 1.9)
- 18 = Vocational Skills (1.6) (for coding purposes only)
- 19 = Course Enrollee Classification Categories (1.1, 1.2)
- 20 = Occupational Certificate of 30 to 50 semester hours (1.2)
- 30 = Occupational Certificate of 9 to 29 semester hours (1.2)
- 35 = Occupational Certificate of less than 9 semester hours (1.2)
- 40 = Certificate in General Studies of 30 semester hours or less (1.5)
- 50 = AFA (Associate in Fine Arts) (1.1)
- 51 = AES (Associate in Engineering Science) (1.1)
- 53 = GECC Credential (1.1)

**HRS:** Minimum number of credit hours required for completing the curriculum (*Four digits-one decimal place*)

**COOP:** Curriculum approved subject to a cooperative agreement only C5 = Illinois proprietary institution agreement C6 = Out-of-state institution agreement C7 = Department of Corrections agreement (for programs approved for delivery at correctional facilities only)

**RS:** Curriculum approved to be offered on a regional or statewide basis. R = Regional S = Statewide

**Change Date:** Date curriculum took effect in its present form (mm/dd/yyyy)

**S:** Status of curriculum (Active, Withdrawn, or Inactive)

**SCH:** Five-digit college number



**FORM 22 INSTRUCTIONS  
CURRICULUM ADDITION/WITHDRAWAL/CHANGE  
TO THE CURRICULUM MASTER FILE**

In order for a college to add a new program to its list of offerings, remove (inactivate or withdraw) an existing program from its list of offerings, or make a change to an existing program on its list of offerings, a Form 22 must be submitted to ICCB for staff review and approval.

Most curricular modifications & deletions are submitted using ICCIS, the web-based tool ICCB currently uses for online submission of various modifications/deletions. If you have issues with ICCIS, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

**Directions on Curriculum Form Submission through ICCIS**

**Additions of NEW PROGRAMS: PAPER FORM SUBMISSION ONLY** - Submit 1 paper copy of the Form 22 along with the appropriate program application. Once approved, the Form 22 will be processed (information updated on your Curriculum Master) and a copy emailed to your institution's course/curriculum contact.

**To Add a New Curriculum (paper submission of Form 22 only):**

- Check "Add" in the upper box.
- Complete all items *except* the current prefix and number.
- Indicate the minimum credit hours for completion by entering the number with a decimal point. (999.9)
- List the title (as approved by the ICCB on the Form 20/Form 21). It should not exceed 50 characters.
- Indicate if the program is going to be offered at a Department of Corrections (DOC) facility only.

**Inactivation/Withdraw and Modifications to Existing Programs:** Submit the electronic version of the Form 22 via ICCIS, following the instructions below as applicable. *Any modification to a program requires ICCB notification within 30 days of the effective date of the change. ICCB Staff retain the authority to request additional information regarding any curricular change requested.*

**To Inactivate/Withdraw a Curriculum (electronic submission via ICCIS):**

- Go to Curriculum.
- Select Withdraw or Inactivate.
- Select the appropriate Curriculum prefix and number. At the top of the page, the Proposal Type will indicate "Withdrawal" or "Inactivate":
- Indicate the effective date which will be the date the curriculum becomes inactive/withdrawn and new students are no longer admitted to the program.
- Select Submit.
- NOTE: If you are withdrawing a curriculum, the courses must be re-assigned to another active curriculum.
- If more than 10 curricula are being withdrawn, submit this request via the BULK proposal process in ICCIS. See the VOLUME CHANGES TO COURSE/CURRICULUM MASTER FILE Section of this Manual.

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To **Change the Prefix or Number** of an Existing Curriculum (electronic submission via ICCIS):

- Go to Curriculum.
- Select Modify.
- Select the appropriate Curriculum prefix and number for the program you want to change. At the top of the page, the Proposal Type will indicate "Modify":
- Select the Curriculum prefix and/or number you want to change this program to. If you are creating a new prefix or number, select "New" at the top of the drop down menu for prefix, then enter the new information.
- Indicate the effective date for this change to take place.
- Select Submit.

To Make **Other Changes (i.e. Title, Credit hours, CIP Code)** to an Existing Curriculum (electronic submission via ICCIS):

- Go to Curriculum.
- Select Modify.
- Select the appropriate Curriculum prefix and number for the program you want to change. At the top of the page, the Proposal Type will indicate "Modify".
- Enter, or select from the drop down menu, the new information to be changed for this program.
- Indicate the effective date for this change to take place.
- Select Submit.

For **Volume Changes to Curricula (10 or more)**: See the VOLUME CHANGES TO COURSE/CURRICULUM MASTER FILE Section of this Manual.

To **Reactivate an Existing Curriculum**:

Reactivation of an existing inactivated or withdrawn curriculum must meet the criteria outlined in Administrative Rules Section 1501.302 g). Using this Rule as a guide, the college should complete and submit a Form 20R  
Reactivation of an Inactivated/Withdrawn Career & Technical Education Curriculum.

Curriculum which has been inactivated/withdrawn **for one year or less** (from the effective date), can be requested for reactivation via direct submission through ICCIS. See instructions below.

Curriculum which has been inactivated/withdrawn **for more than one year but less than three years** (from the effective date), can be reinstated by submitting the appropriate information on the Form 20R.

Curriculum that has been inactivated/withdrawn **more than three years but less than 10 years** (from the effective date), can be reinstated by submitting a completed Form 20R.

Curriculum that has been inactivated/withdrawn **more than 10 years** (from the effective date) must be submitted for approval as a new unit of instruction using the Form 20 Application for Approval of new Career & Technical Education Program in this Manual.

Once the reactivation request has been approved, ICCB staff will notify the college via an approval letter. The college may then submit a reactivation proposal through ICCIS, attaching the approval letter and a copy of the reactivated curriculum.

**To Submit a proposal to Reactivate an Existing Curriculum (electronic submission via ICCIS):**

- Go to Curriculum.
- Select Reactivate.
- Select the appropriate Curriculum prefix and number for the program you want to reactivate. At the top of the page, the Proposal Type will indicate "Reactivate".
- Enter, or select from the drop down menu, the new information to be changed for this program.
- Indicate the effective date for this change to take place. Be sure this date matches the date issued on the approval letter.
- Attach a copy of the Approval Letter and Reactivated Curriculum.
- Select Submit.

Request Timeline. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the information provided is unclear or incomplete. All requests must be reviewed, recommended and approved by the Executive Director, on behalf of the Board. Reactivation requests do not require action at a scheduled ICCB meeting.

**The Form 20R curriculum reactivation request should be completed in its entirety, with one electronic copy emailed to ICCB staff.**

**Please send applications via email to:**

Tricia Broughton, Director for Curriculum & Instruction  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

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**July 2023**

Form 22

**Illinois Community College Board**  
**CURRICULUM ADDITION/WITHDRAW/CHANGE**  
**TO THE CURRICULUM MASTER FILE**

<b>COLLEGE NAME:</b>						<b>5-DIGIT COLLEGE NUMBER:</b>			
<b>Curriculum Action Desired</b>									
<b>Add</b>		<b>Prefix/Number Change</b>		<b>Other Change</b>		<b>Inactivate</b>		<b>Reactivate</b>	<b>Withdraw</b>
<b>CURRENT CURRICULUM PREFIX</b>						<b>CURRENT CURRICULUM #</b>			
<b>NEW CURRICULUM PREFIX</b>						<b>NEW CURRICULUM #</b>		Dept. of Corr. (DOC)	
<b>CURRICULUM TITLE:</b>						<i>"Is curriculum offered only in an online format?"</i>		<b>Yes</b>	<b>No</b>
<i>(title cannot exceed 50 characters including spaces and punctuation)</i>									
<b>CURRICULUM PCS/CIP</b>				<b>MINIMUM CREDIT HOURS</b>					
		<i>Please note: If the college is revising the total number of credit hours for this curriculum indicate whether this revision changes the requirements for program completion. Such changes may be subject to ICCB approval.</i>							
<b>EFFECTIVE DATE:</b>									
<b>SIGNATURE:</b>						<b>DATE:</b>			
<i>College Official Responsible</i>									
<b>Degree or Certificate Type:</b>									
01 - AA (Associate in Arts) 1.1		20 - Occupational Certificate of 30 to 50 semester hours 1.2							
02 - AS (Associate in Science) 1.1		30 - Occupational Certificate of 9 to 29 semester hours 1.2							
03 - AAS ( Associate in Applied Science) 1.2		35 - Occupational Certificate of less than 9 semester hours 1.2							
04 - AGS, ALS and AGE (General Studies Degree) 1.0		50 - AFA (Associate in Fine Arts) 1.1							
11 - Developmental Studies or Basic Skills (1.4, 1.7 , 1.8 and 1.9)		51 - AES Associate in Engineering Science) 1.1							
18/19 - Shell Curricula (1.6 course enrollees) / (1.1,1.2 course enrollees)		53 - GECC (General Education Core Curriculum Credential) 1.1							
<b>ICCB Use Only: STATUS</b>		A -Active		W - Withdraw		I- Inactivate		Update Code:	
<b>APPROVAL METHOD:</b>		N-NEW		T-TEMP		P-PRMT		E-EXT	
								R & M Curriculum: PRE:	
								NUM:	
<i>Temporary Approval Date:</i>				<i>Program Review Date:</i>				<i>Co-op Code:</i>	
<i>Permanent Approval Date:</i>									
<b>Processed by:</b>		<b>On:</b>				<b>Record Updated By</b>		<b>on</b>	

Illinois Community College Board

ONLINE CURRICULUM FORM  
TO UPDATE THE CURRICULUM MASTER FILE

Submit Two Forms

Complete this form only when you have submitted the Form 20-OL application for an Online Curriculum Approval Application.

RECEIVING (to) COLLEGE NAME:		5-DIGIT RECEIVING COLLEGE NUMBER:	
TEACHING (from) COLLEGE NAME:		5-DIGIT TEACHING COLLEGE NUMBER:	
Teaching College Curriculum Prefix and Number:			
Teaching College Curriculum Title:			
<i>(title cannot exceed 36 characters including spaces and punctuation)</i>			
PCS/CIP Code:			

(TO) RECEIVING COLLEGE CURRICULUM TITLE:	
Receiving College Curriculum Prefix and Number:	

EFFECTIVE DATE:			
Curriculum Action Desired:	<input checked="" type="radio"/> Add		<input type="radio"/> Withdraw

Signature:		
	Required- Chief Administrative Officer	Date

ICCB USE ONLY:	
Record updated by:	On:

## CHAPTER 4: OTHER CURRICULAR CONSIDERATIONS

## OTHER CURRICULAR CONSIDERATIONS

### **Appeal Process**

If ICCB staff does not recommend approval of a new curriculum, the college may appeal the decision by notifying the ICCB Executive Director in writing. In cases where IBHE approval is required, but not recommended, the college may appeal the decision by notifying the IBHE Executive Director in writing, with a copy to the ICCB.

### **Higher Learning Commission (HLC) Program Approval**

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

The HLC requires approval for community college academic and CTE programs that are Title IV eligible. HLC approval covers program design, not curricular design. This policy applies to all new Degree and Certificate programs (16 semester credit hours or greater). Exceptions to this policy include new Degree and Certificate programs that include 50 percent or more of its coursework from previously approved programs. This would include any new programs eligible for ICCB approval through the Reasonable & Moderate Extension process.

Following is a link to HLC's website page which describes what requirements may apply to changes in certain categories:

<https://www.hlcommission.org/Accreditation/changes-requiring-approval-or-notification.html>

ICCB approval, and IBHE approval where appropriate, ***is required before*** you submit to HLC for approval. Please be aware of Board approval timelines, including the college's Board of Trustees, the ICCB, and the IBHE, as well as HLC approval when planning programs and establishing goals for implementation.

### **The CAREER Agreement**

Different from a Cooperative Agreement between a Community College and another institution of higher learning, the *Comprehensive Agreement Regarding the Expansion of Educational Resources*, commonly referred to as the **CAREER** agreement was approved by the ICCB in 2016. Currently, all 48 community colleges participate in the agreement. A listing of institutions and sections of the agreement can be found using the following link:

<https://www.iccb.org/cte/wp-content/uploads/2017/02/CAREER-AGREEMENT.pdf>

### **Approval of Cooperative Agreements for Instruction**

Cooperative agreements between community colleges and other higher education institutions are subject to ICCB approval (see ICCB Rule 1501.307).

This applies to new units of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency for which an existing arrangement *does not* already exist. These are agreements made between specific institutions that go beyond the terms of the System-wide CAREER Agreement.

**Application Submission:** Typically, cooperative agreements are approved at the same time a new unit request is submitted. ICCB staff review the application and work with the college to address any questions or concerns. The agreement would be approved along with the proposed related program.

Agreements made outside of a new unit request should be submitted to ICCB Staff for review and recommendation to the Board for approval. Agreements should be submitted at least eight weeks in advance of the ICCB meeting at which action could be taken. The proposed Cooperative Agreement should be submitted to ICCB Academic Affairs Staff, one electronic copy (MS Word or PDF format is acceptable), via email for consideration.

#### **Please send agreements via email to:**

Tricia Broughton, Director for Curriculum & Instruction

[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

NOTE: ICCB approval is *not* needed for:

- agreements with secondary schools;
- agreements between community colleges and other institutions within the same higher education regional consortium, including in-district agreements and inter-district agreements, as such agreements within the consortium were approved by action of the ICCB at its June 1995 meeting.
- modifications of existing agreements, including to add programs.
- extension of credit courses into another community college district (permission of that district is required)



### **Program Review**

Program review was established in 1983 by the Illinois Community College Board. It is a primary accountability effort which has been individualized at each campus. Colleges have the latitude to establish their own process within certain parameters. These are listed below along with report submission requirements.

ICCB Rule 1501.303 d) Review & Evaluation of Program requirements:

- 1) Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
- 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
- 3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
- 4) The five-year schedule of program review is determined through a combination of several factors as identified by ICCB.
- 5) The ICCB may request the college to include special reviews of programs that have been identified as a result of state-level analyses, legislative resolutions, or IBHE policy studies by notifying the college of this request prior to January 1 of the year the special review is to be conducted.
- 6) Each college shall keep on file for ICCB recognition purposes a copy of its current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
- 6) Each college shall submit to the ICCB, by September 1<sup>st</sup> each year, a summary report of its previous year's program review results and a copy of its current five-year schedule of program reviews in a format designated by the ICCB. If a college cannot meet this deadline, a written request for an extension shall be submitted to approval from ICCB.

An Illinois Community College Board publication, [Community College Program Review Manual FY 2022-2026](#) provides more detailed information on program review requirements. It includes features of successful program evaluation systems; sources of need, quality, and cost data; and suggested indicators.

Any questions regarding Program Review should be directed to [Natasha Allan](#).

## Section II - COURSES

## COURSE APPROVAL

All courses, for which the college seeks credit hour reimbursement (state funding), must be classified for the appropriate funding and approved by ICCB. This includes both credit and non-credit courses as follows:

PCS 1.1 Baccalaureate/Transfer  
PCS 1.2 Career & Technical Education  
PCS 1.4 Developmental/Remedial  
PCS 1.6 Vocational Skills  
PCS 1.7 Adult Basic Education  
PCS 1.8 Adult Secondary Education  
PCS 1.9 English as a Second Language

New courses of any type, modifications to existing courses of any type, and withdrawal of existing courses must be submitted, via ICCIS, for ICCB Staff review. ICCIS, the Illinois Community College Information System, is the web-based tool ICCB currently uses for online submission of various additions/deletions/modifications. If you have issues with ICCIS, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

Requests to add new courses should be made ***no later than 30 days*** following the offering of the course or ***up to a calendar year prior*** to offering the course. **Exception:** New courses assigned to a new program can not be submitted for approval and to be updated onto the Course Master File until after the new program has been approved by all appropriate Boards. New Courses attached to new programs should be submitted for review only with the new program approval application.

Requests to modify an existing course should be made ***no later than 30 days*** following the offering of the course or ***up to a calendar year prior*** to offering the course.

Requests to withdraw an existing course should be made ***no later than 30 days*** following the last offering of the course or ***up to a calendar year prior*** to its last offering.

When completing the course addition or modification request in ICCIS (which mirrors information required on the Form 11 and Form 12), be sure to include all information before saving/submitting the course. Missing or incorrect information may result in an error with your submission. **BE SURE TO DOUBLE CHECK THE EFFECTIVE DATE OF YOUR SUBMISSION.** Corrections to an effective date ***can not*** be made through ICCIS. You must contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) for assistance with an effective date correction.

Once a course request has been submitted through ICCIS, ICCB staff will review and either approve or request more information. *ICCB Staff have 30 days to review all requests.*

Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

## FUNDING CATEGORIES

All courses offered by a community college for which credit hour reimbursement (state funding) is requested must be approved in an appropriate Funding Category. There are six (6) Funding Categories as follows:

Funding Category 1	Baccalaureate/Transfer (PCS 1.0, 1.1)
Funding Category 2	Business & Service Occupational & Vocational (PCS 1.2, 1.6)
Funding Category 3	Technical Occupational & Vocational (PCS 1.2, 1.6)
Funding Category 4	Health Occupational & Vocational (PCS 1.2, 1.6)
Funding Category 5	Remedial/Developmental (PCS 1.4)
Funding Category 6	Adult Education (Basic & Secondary), and ESL (PCS 1.7, 1.8, 1.9)

The Funding Category for a course is determined by the PCS / CIP (Generic Course Code) combination. During course review, ICCB staff will verify the college has selected an appropriate PCS/CIP combination for the proposed content. If acceptable, the course may be approved for reimbursement. If unacceptable, staff have the authority to seek additional information regarding the PCS/CIP request or to make the appropriate change.

More information regarding specific PCS/CIPs in each of the Funding Categories, contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## THE GENERIC COURSE LIST

When courses are submitted to the ICCB, staff checks the accuracy of information, including the PCS and CIP code assignment, since this affects the credit hour reimbursements claimed by each college. Staff use The *Generic Course List*, which is based on the Standard Classification of Instruction Programs (CIP), to ensure that all similar courses are classified the same by the ICCB. In most cases the course categories/codes included in the Generic Course List mirror those included in the ICCB Modified CIP List for use with program classification. However, there are often minor differences meaning college staff should always refer to the *Generic Course List* when determining the proposed CIP code for a new course.

A searchable list of Generic Course Codes and their descriptions is available on the ICCB Website at using the following link:

<http://iccbdsrv.iccb.org/generic/genericlookup.cfm>

## THE ICCB COURSE MASTER FILE

The ICCB Course Master File is the official record of approved courses for each college. Before offering a new course, colleges are required to obtain ICCB approval. The list contains pertinent data, such as the course prefix and number, course title, PCS/CIP number, credit hours, lecture/lab hours, course effective and ending date(s), variable/repeatable status, and curriculum assignment. **Requests for changes to courses should be submitted at least 30 days in advance of the date the changes are expected to take effect.**

Since the college's term-by-term credit hour reimbursement claim is run against the college's ICCB Course Master File, it is VITAL that the information on file be accurate and that the ICCB Course Master File match the college's information.

Authorized Users can retrieve a current course master file for their institution through ICCIS. Course master file lists may also be requested by contacting ICCB Information Technology staff at (217) 785-0123 or [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). The headings/descriptions for each field on the Course Master File are indicated on the following page.

## SAMPLE OF MASTER FILE LISTINGS

Following are examples of what a Course Master File listing would look like if requested by your institution from ICCB. Each of the fields in the record has been labeled and a description of the field provided below.

Colleges should request an updated Course Master File from ICCB on a regular basis. Utilize ICCIS or contact ICCB IT staff at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us) for this information.

### COURSE MASTER FILE RECORD (Active)

DMED	150	INTERACTIVE DIGITAL MEDIA	12110801	DMED	52100N	3.00	2.00	2.00	A08012003	354001				
↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑				
Course Prefix	Course #	Curriculum Title	PCS	Generic Course Code (CIP)	Curriculum Prefix	Curriculum #	Variable Repeats	Credit Hours	Lecture	Status Lab	Begin Date	No End Date	Funding Category	District #

### COURSE MASTER FILE RECORD (Withdrawn)

DMED	160	WEB SERVER ADMINISTRATION	12110901	DMED	52100N	3.00	2.00	2.00	W08012003	01012016	354001					
↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑					
Course Prefix	Course #	Curriculum Title	PCS	Generic Course Code (CIP)	Curriculum Prefix	Curriculum #	Repeats	Variable	Credit Hours	Lecture	Status	Lab	Begin Date	End Date	Funding Category	District #

## **Description of Columns on the ICCB COURSE MASTER FILE**

**Pref/Numb:** The individual nine-digit alpha/numeric code assigned to each course (becomes the course identifier). The Prefix is limited to five characters and the number is limited to four.

**Title:** The approved title of the college's course (maximum of 50 characters, so some include abbreviations)

**PCS:** The ICCB Program Classification System code (two digits)

- 1.1 = Baccalaureate/Transfer/General Academic
- 1.2 = Occupational/Technical Instruction
- 1.3 = Noncredit courses
- 1.4 = Remedial Education
- 1.5 = General Studies
- 1.6 = Vocational Skills
- 1.7 = Adult Basic Education
- 1.8 = Adult Secondary Education
- 1.9 = English as a Second Language

**CIP CODE:** Classification of Instructional Programs Code (national coding system). Six digits are used to denote discipline or occupational areas.

**Curriculum Prefix:** College curriculum prefix and number to which the course (Note: only one curriculum ID is recorded)

**Curriculum Number:** College curriculum number to which the course belongs.

**Repeat:** The number of times a course can be repeated for credit. The maximum that can be entered is three repeats (one digit). \*\* See notes below.

**VARIABLE:** Notes whether a course is being offered for variable credit hours (one digit). See CR HR for listing

**LECT:** The number of hours of lecture/discussion per week in a semester/quarter (four digits--two decimal places). (Must be listed in increments of one-half (.50) or whole (1.00) credit hours.

**Lab:** The number of hours of lab/clinical instruction per week in a semester/quarter (four digits--two decimal places). Must be listed in increments of one-half (.50) or whole (1.00) credit hours

**STATUS:** Status of a course (Active, Withdrawn, or Nonfunded) (One character)

**BEGIN:** Beginning date; i.e., the date on which the course in this form became effective (mm/dd/yyyy)

**End:** Ending date; i.e., the date on which the course in this form was withdrawn or became inactive (mm/dd/yyyy)

**Fund:** ICCB funding category (machine-generated by PCS/CIP combination) (one digit)

**School:** District number (three digits) and college number (01 for all single-college districts)

**FORM 11 INSTRUCTIONS**  
**COURSE ADDITION/WITHDRAWAL/REUSE ON COURSE MASTER FILE**

In order for a college to add a new course to its list of offerings, remove (withdraw) an existing course from its list of offerings, or reuse a previously withdrawn course a Form 11 must be submitted to ICCB for staff review and approval. **Paper Course Forms are not required to be submitted to ICCB. The Forms included in this Manual are visual representations of the information required in the proposal submitted electronically, through ICCIS. The electronic version of the Form 11 is available for submission as a proposal through ICCIS. The information requested on the hard copy Form 11 is mirrored in the information required for electronic submission.**

Following is a description of each field for which information is requested on the Form 11. Directions on submitting the electronic version of the Form 11 through ICCIS are also provided.

**Course Prefix, Number and Title:** This information is unique to your college. Each institution has its own method(s) for determining how courses are identified. ICCB uses this information to store information about each approved course on the ICCB Course Master File. The Prefix can be up to 5 characters in length, the Number can be up to 4 characters in length, the Title must be abbreviated at 50 characters.

**Course Contact hour to Credit Hour calculations and verification:** Information on determining the amount of credit hours a given course should be offered for can be found in the ICCB Administrative Rules Section 1501.309 Course Classification and Applicability. This Section defines the required number of instructional contact hours per credit hour awarded. Contact hour to credit hour calculations are based on minimum requirements, using a 50-60 minute contact hour, over a 15-16 week semester.

Contact hour to credit hour requirements are as follows:

**Lecture-oriented courses:** 15 contact hours per 1 credit hour. (i.e. 45 contact hours = 3 credit hours)

**Laboratory, Clinical Laboratory or Clinical Practicum courses:** 30-60 contact hours per 1 credit hour. (i.e. 90 contact hours = 3 credit hours)

**Internship or On-the-Job Training courses:** 75-149 contact hours per 1 credit hour. (i.e. 225 contact hours = 3 credit hours)

NOTES: Instructional contact hour information should be included in the course syllabus, which should be attached to the Course Form/submission via ICCIS.

**Curriculum Prefix and Number:** This information is unique to your college. Each course must be assigned to an approved Active curriculum at your institution. The Curriculum Prefix and Number provided should match an approved Active curriculum on the ICCB Curriculum Master File. The PCS code for the course should, in most cases, match the PCS of the curriculum. Course submissions where this does not occur will be taken into consideration, however the college may be asked to provide justification for structure, evidence of transferability, curriculum layout, and evidence of faculty qualifications satisfying ICCB rules.

**Course Effective Date:** The day prior to the first day of the course for which apportionment is desired. Forms must be received within 30 days (before or after) of the effective date.

**Times repeat:** The number of times the course can be repeated. A course can be taken once, repeated 1-3 times. The first time a student enrolls is not counted as part of the repeat number. A course can be repeated for a maximum of three times. Courses will be approved for repeatable status only if the course meets the requirements established in ICCB Rule 1501.309h. ***Justification for repeatable status for a specific course must be included with the submission of the Form 11 through ICCIS. This is also required for courses being modified from 0 to 1-3 repeats.*** The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB must indicate the number of such credits that will apply to degree or certificate

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completion for a single course or a combination of the course as repeated. Courses that may be repeatable are those in which the content varies from term-to-term or from student-to-student (e.g., independent study, special topics, internships, courses needed to maintain certification and licensure, adult basic and secondary education, and remedial/developmental courses).

NOTE on Special Topics Courses: No topic/issue/seminar can be offered more than twice within 3 years.

**\*\* Notes on Repeatability:** Section 1501.309 h) of the ICCB Administrative Rules outlines requirements for courses to be approved as repeatable. Subsection h)2) outlines options specifically for vocational skills courses which must be retaken by law for persons employed in a related occupation to maintain employment. These courses may be approved for repeatability beyond the limits described in Subsection h)1)A). If you have a course that meets this criteria, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) for information on requesting a waiver to the course repeatability rule limit. Colleges must request and receive approval from ICCB to waive this Administrative Rule **prior to** submitting a proposal for repeatability beyond the regular limit.

**Variable courses:** The maximum amount of credit allowable to earn. If a course is being requested as variable credit 0.5 – 3.0ch, 3.0 would be entered into this field. This includes independent study, internship, or special topics courses whose subject matter and number of credit hours may vary from section-to-section, term-to-term, or student-to-student. The syllabus must show the increments of credit for which the course can be taken. For courses other than internship, independent study, and special topics courses, it is often easier to offer each increment or module as a separate course. The method of determining the amount of credit for each section, term, or student must be specified in the catalog and on the syllabus. ***Justification for variable credit must be must be included with the submission of the Form 11 through ICCIS.*** This is also required for courses being modified from non-variable to Variable credit. The college's catalog, the course syllabus and the course classification form requesting approval of variable credit by the ICCB must show the increments of credit for which the course can be taken and must indicate the number of such credits that will apply towards degree or certificate completion for the single course or a combination of the course at variable credit hours. The ICCB Course Master File will list the maximum hours for the course.

Note on Special Topics Courses: No topic/issue/seminar can be offered more than twice within 3 years.

*Please note staff have 30 days to process all requests.*



## Directions for Course Proposal Submission through ICCIS

### To Add a New Course (electronic submission via ICCIS):

- Go to Course.
- Select Add. Proposal Type will indicate “New”.
- Enter all information as required/select from the drop down menu as appropriate. If Course Prefix is new (not already available in the drop down menu), select “New” and enter the new course prefix information.
- Indicate the effective date which will be the date the course will be offered.
- Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Select Submit.

### To Withdraw a Course (electronic submission via ICCIS):

- Go to Course.
- Select Withdraw.
- Select the appropriate Course prefix and number. At the top of the page, the Proposal Type will indicate “Withdraw”.
- Indicate the effective date which will be the date the course becomes withdrawn and no longer offered.
- Note: You can not attach documents to a course withdrawal proposal.
- Select Submit.

### To Reuse a Course (electronic submission via ICCIS):

- Go to Course.
- Select Reuse.
- Select the appropriate Course prefix and number. At the top of the page, the Proposal Type will indicate “Reuse”.
- Make any appropriate changes to the course information. If changing Repeat or Variable status, include proper rationale. Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Indicate the effective date which will be the date the course becomes active again.
- Select Submit.

### To Modify an Existing Course (electronic submission via ICCIS):

- Go to Course.
- Select Modify.
- Select Prefix/Number of the course to be modified.
- Enter, or select from the drop down menu, the new information to be changed for this program. If changing Repeat or Variable status, include proper rationale. Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Indicate the effective date for this change to take place.
- Select Submit.

### To Add a New ILCCO Course (electronic submission via ICCIS):

- Go to Course.
- Select ILCCO. Proposal Type will indicate “ILCCO”.
- Select the Teaching School (the community college offering the course); then Select the Course Prefix/# from the Teaching School. Select Next.
- All current information for the course from the Teaching School will automatically populate. If your college wants to localize the course prefix/#, change the information in those fields as appropriate.
- Indicate the effective date which will be the date the course will be offered.
- Select Submit.

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For All Course Submissions

Attach the necessary **additional forms** as appropriate to submit via ICCIS:

- [Form 13: Evidence of Articulation for Baccalaureate/Transfer course](#) (PCS 1.1) consideration (3 currently signed/dated Form 13s are required)
- Approval Statement for Vocational Skills course (PCS 1.6) consideration as apart of a Workforce Literacy program. This includes courses that are a part of a Bridge, ICAPS/IET, ESLTP, or Secretary of State Workplace Skills Enhancement Program.
- [Adult Education New Course Submission Form](#)
- [Adult Education Course Modification Form](#)

Adult Education Forms and related CIPs can be found in the [Adult Ed Provider Manual](#) on the ICCB Website.

**Illinois Community College Board**  
**COURSE ADDITION/WITHDRAW/REUSE**  
*(submitted via ICCIS-this form for reference ONLY)*

<b>COLLEGE NAME:</b>				<b>5-DIGIT COLLEGE NUMBER:</b>			
Course Action Desired:	ADD (complete sections A & B)		Withdraw (complete section A only)		Reuse (complete sections A & B )		
<b>A</b>	<b>COURSE PREFIX:</b>			<b>COURSE NUMBER:</b>			
<b>COURSE TITLE:</b>				<b>PCS/CIP:</b>			
<i>Title cannot exceed 36 characters, including spaces &amp; punctuation</i>				Consider for Adult Education Funding If yes, attach Form 11C - Required	yes		no
				Documentation for transfer course articulation is attached (please check)			

COURSE ENDING DATE: (FOR WITHDRAWAL)			
COURSE DESCRIPTION AS IT WILL APPEAR IN THE COLLEGE CATALOG: <i>(please insert description in box below)</i>			
<b>CURRICULUM PREFIX:</b>		<b>CURRICULUM NUMBER:</b>	
		5-digit college #: <i>(For multi districts only)</i>	
<b>B</b>	<b>STUDENTS THE COURSE IS EXPECTED TO SERVE:</b>		
TIMES REPEAT (0 to 3):		VARIABLE (N or V):	
<i>(Attach justification for course repetition and variable credit hours)</i>			
CREDIT HOURS:		LECTURE HOURS:	
		LAB HOURS:	
		<b>EFFECTIVE DATE:</b>	

<b>SIGNED:</b>		
	CHIEF ADMINISTRATIVE OFFICER	DATE

ICCB USE ONLY:	CIRCLE STATUS:	A-ACTIVE	W-WITHDRAWN	N-APPROVED/NONFUNDED
INDICATE UPDATE TYPE:	A-ADD	W-WITHDRAW	Q-REUSE	OTHER
Processed by:	On:	Record Updated By	On:	

Form 11B (Formerly the Volume Course Withdrawal Form)  
Form 12A (Formerly the Volume Course Modification Form)

Illinois Community College Board  
VOLUME CHANGES  
TO THE COURSE/CURRICULUM MASTER FILE

ICCIS allows users to submit volume changes (to more than 10 course/curricula) via the BULK proposal process. ICCIS provides a change-specific template, in MS Excel spreadsheet format, for users to submit these requests. Users are required to submit a separate proposal with the spreadsheet (in the appropriate template format) attached for each change being requested. ***Neither paper Form 11Bs, 12As, nor separate MS Excel spreadsheets containing this information, need to be submitted to ICCB staff any longer. Requests for volume changes to courses/curricula should only be made by submitting electronically through ICCIS.***

To Make Volume Changes to existing Course/Curricula (electronic submission via ICCIS BULK proposal process):

- Go to BULK.
- Select Course or Curriculum.
- Select the Update (change being requested) Type. The types of changes allowed are dependent upon selection of course or curriculum. You are only allowed to make ONE CHANGE per request.
- Indicate the number of total records being changed.
- Attach the appropriate MS Excel spreadsheet. Templates for change-specific requests are available from the BULK proposal page in ICCIS. Guidelines for error-free submission are also available on this page.
- Select Submit.
- Once the BULK request has processed, it will appear under TRACK as either “Completed” or “Failed”. If the proposal shows “Failed”, click “View Details” for information on which specific records were not processed. Once appropriate corrections to the record(s) are made, the proposal can be re-submitted. For questions, contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

*Please note staff have 30 days to process all requests.*

**Illinois Community College Board**  
**ILCCO COURSE ADDITION**  
*(submitted via ICCIS-this form for reference ONLY)*

Requests for ILCCO course additions must be submitted for approval within 30 days (before or after) of the effective date. The electronic version of the Form 110L is available for submission through ICCIS. The information requested on the hard copy Form 110L is mirrored in the information required for electronic submission. It is important that ILCCO course addition requests follow the same internal processes at your college as courses which are not being offered online. This will help ensure that your college receives the credit hour reimbursements to which it is entitled.

<b>Receiving College Name</b>	<b>Receiving College 5-Digit College Number</b>
-------------------------------	---

<b>(From) Teaching College Name</b>		<b>Teaching College 5-Digit College Number</b>	
<b>Teaching College Course Title</b>		<b>Teaching College IAI Code, if applicable</b>	
<b>Teaching College Course Prefix</b>	<b>Teaching College Course Number</b>	<b>PCS Code</b>	<b>CIP Code</b>

<b>(To) Receiving College Course Title</b>		<b>Effective Date</b>	
(Title cannot exceed 36 characters, including spaces & punctuation)		(Effective Date is the day prior to the first day the course is offered to students)	
<b>Receiving College Course Prefix</b>	<b>Receiving College Course Number</b>	<b>Course Action Desired:</b> <input type="checkbox"/> A-Add. To be used if the course prefix/number combination is new at your institution. <input type="checkbox"/> R-Reuse. To be used if the course prefix/number combination has already been used for another course and is now withdrawn.	

<b>(From) Teaching College Name</b>		<b>Teaching College 5-Digit College Number</b>	
<b>Teaching College Course Title</b>		<b>Teaching College IAI Code, if applicable</b>	
<b>Teaching College Course Prefix</b>	<b>Teaching College Course Number</b>	<b>PCS Code</b>	<b>CIP Code</b>

<b>(To) Receiving College Course Title</b>		<b>Effective Date</b>	
(Title cannot exceed 36 characters, including spaces & punctuation)		(Effective Date is the day prior to the first day the course is offered to students)	
<b>Receiving College Course Prefix</b>	<b>Receiving College Course Number</b>	<b>Course Action Desired:</b> <input type="checkbox"/> A-Add. To be used if the course prefix/number combination is new at your institution. <input type="checkbox"/> R-Reuse. To be used if the course prefix/number combination has already been used for another course and is now withdrawn.	

<b>ICCB USE ONLY:</b>	<b>Record Updated by</b>	<b>ON</b>
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**Illinois Community College Board**  
**COURSE MASTER FILE CHANGES**  
*(submitted via ICCIS-this form for reference ONLY)*

<b>COLLEGE NAME</b>			<b>5-DIGIT COLLEGE NO.</b>							
<b>Complete for ALL Courses: Current Information</b>			<b>Complete Only Items to be changed: Information</b>							
PCS code	Course Prefix	Course No	Course Prefix	Course#	Title (limit to 50 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit hours	Lecture hours	Lab hours	Effective Date:		
PCS code	Course Prefix	Course No	Course Prefix	Course#	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit hours	Lecture hours	Lab hours	Effective Date:		
PCS code	Course Prefix	Course No	Course Prefix	Course#	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit hours	Lecture hours	Lab hours	Effective Date:		
<b>SIGNED BY</b>					<b>DATE</b>			<b>ICCB USE ONLY</b>	<b>UPDATED BY:</b>	<b>ON</b>
College Official Responsible										

## TRANSFER COURSE ARTICULATION

ICCB Rule, Section 1501.309(d)(1)states:

Lower-Division Baccalaureate Courses. Courses designed to meet lower division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:

- a. at least three Illinois public universities, or
- b. at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
- c. one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.

**Therefore, courses that are approved for the Illinois Articulation Initiative (IAI) need no further documentation of articulation.**

**For courses that are offered as part of a transfer program (AA or AS) that are not IAI-approved,** community colleges are required to keep current (within the last five years) articulation documents on file and available upon request from the ICCB.

Colleges have the following four options for articulating transfer courses:

1. Secure approval of a course from an IAI general education or baccalaureate major advisory committee indicating it is articulated statewide.
2. Articulate the course with three Illinois public universities by obtaining three signed Form 13's.
3. Articulate the course with the three baccalaureate degree-granting colleges/universities to which a majority of the community college's students transfer. This option can include private and/or out-of-state colleges and universities. When using this option, the college should verify that a majority of its students transfer to the three colleges and universities where the course was articulated.
4. Articulate the course with one or more baccalaureate degree-granting colleges/universities to which a majority of the college's students in the field for which the course is required transfer. This can be used for fields like agriculture from which a majority of the students transfer to one university. When using this option, the college should verify that a majority of its students in a particular field transfer to the college/university where the course was articulated.

To facilitate articulation of courses with colleges and universities, a special course articulation form (Form 13) developed by the Transfer Coordinators of Illinois Colleges and Universities is included on the next page. Suggested guidelines for completing course articulation requests are available.

### Form 13: ARTICULATION REQUEST

Today's Date:		Return By Date:	
---------------	--	-----------------	--

FROM:		To:	
	Community College		University

#### **COMMUNITY COLLEGE SECTION**

Course Title:					PCS Code:				
Course Prefix:		Course Number		Credit hours		Lecture		Lab	

Check one: *This is:*

<input type="checkbox"/>	A proposed course. Effective date of first class:	
<input type="checkbox"/>	An established course.	
<input type="checkbox"/>	A revised course. Effective date of change:	
Explain nature of the change(s):		

**Transferology SECTION** (List universities and obtain copies of current tables)

Existing course: Evidence of articulation available on Transferology	University:	
University:	University:	

Return completed form to:

Name:	
E-mail:	

#### **SENIOR INSTITUTION SECTION**

Please answer the following

1. This course will be accepted as transfer credit.	Yes:		No:	
2. If accepted, it will articulate as: (choose one):				

<input type="checkbox"/>	Direct Equivalent to:	
<input type="checkbox"/>	If not evaluated as a direct equivalent, what could be changed to make this equivalent?	
<input type="checkbox"/>		
<input type="checkbox"/>	Major/Department Elective Please identify major or department:	
<input type="checkbox"/>	General Elective	

3. This course will apply to general education requirements.

<input type="checkbox"/>	Yes. If so, identify the general education area(s) for which this course will apply:
<input type="checkbox"/>	
<input type="checkbox"/>	No.

4. Indicate effective date (term/year)	
5. Comments or questions:	

APPROVED BY:	Date:
Official Transfer Coordinator, Senior Institution	Email:



## **ARTICULATION REQUEST**

The Articulation Request Form (Form 13) represents a request for evidence of articulation of a course between a community college and a senior institution. The directory of Transfer Coordinators of Illinois Colleges and Universities identifies those individuals responsible for course articulation including the completion of this request. The form and procedures have been developed and approved by the Transfer Coordinators in cooperation with the Illinois Community College Board and the Illinois Board of Higher Education.

### **FORM 13 INSTRUCTIONS**

**For the community college:** The Articulation Request form should be submitted well in advance of the date the course will be used. Complete the community college section and attach the following:

A detailed course syllabus which includes the following:

- a. college name
- b. date syllabus and supportive materials were prepared
- c. course catalog description with course number, prefix, credit hours, and contact hours(lecture/lab)
- d. course prerequisite(s)
- e. objectives of the course
- f. student learning outcomes
- g. weekly or daily topical outline including a topical outline of laboratory experiences, if appropriate
- h. method(s) of evaluation
- i. text(s) used

When appropriate, note:

- a. required reading lists
- b. lab information (e.g., topics covered and a brief description of desired outcomes)
- c. delivery system if nontraditional
- d. required writing

Completed articulation agreements should be on file by the time the college submits the course addition forms to the ICCB.

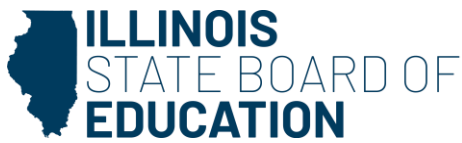
**For the senior institution:** The senior institutions are to complete the appropriate section and return the Form 13 to the community college transfer coordinator as soon as possible.

#### **Notes:**

- The Form 13 must be physically or digitally signed. Typed signatures are not appropriate on this documentation.
- Form 13s must be updated every five years.
- Three Form 13s must be submitted with each new baccalaureate/transfer (PCS 1.1) course requested. The Form 13s are submitted as an attachment to a New Course Addition request the college submits to ICCB for approval via ICCIS.
- Three Form 13s must be submitted with any course changing to PCS Code 1.1. For example, a PCS 1.2 Agriculture course being modified to a PCS 1.1 course. The Form 13s are submitted as an attachment to a Course Modification request the college submits to ICCB for approval via ICCIS.
- Form 13s may also be requested to show evidence of articulation in other ICCB program accountability and compliance initiatives, such as Program Review and Recognition.

***KEEP YOUR FORM 13S UPDATED***

## Appendix G: Secondary Local Needs Assessment and CLNA Templates; Secondary Comprehensive Needs Assessment



# ***CTE and Innovation***

## ***Comprehensive Local Needs Assessment (CLNA) Paper Application***

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. The new needs assessment is the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It is a chance to take an in-depth look at your local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in developing a common understanding and vision for the future of CTE in your community.

To implement the CLNA, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Student performance by subgroup on Perkins core indicators
- Alignment to labor market needs
- Size, scope and quality of CTE programs offered
- Progress toward implementing CTE programs and programs of study
- Recruitment, retention and training for CTE educators and support professionals
- Progress toward implementing and improving access and equity to CTE for all students

The comprehensive local needs assessment provides a step-by-step procedure which translates the language in the law into concrete, actionable steps. These steps not only complete the requirements but also engages stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity.

When engaging stakeholders, Local Educational Agencies (LEAs) should communicate with their Education for Employment (EFE) System Director to ensure that you are not duplicating those that will engage at the CLNA level. It is advisable to engage stakeholders at the school district or Local Needs Assessment (LNA) level that make decisions about programming and that guide, instruct, and support students in secondary CTE programs.

Both the LNA and CLNA are arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings as you begin the local application process.

- All schools in a district must complete the PDR before the LNA application will open
- All school district/area career centers/region centers must complete the LNA before the CLNA application will open, and
- All EFEs must complete and submit to ISBE the CLNA to complete the state and federal CTE local application/grants.

Resources for the Comprehensive Local Needs Assessment process are available at <https://www.isbe.net/Pages/CTE-Grants.aspx>. Any questions specifically regarding the CLNA process may be directed to [cte@isbe.net](mailto:cte@isbe.net).

Please complete your CLNA by April 30, 2024.

## Section 1:

To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. See [Required Stakeholders Brainstorm Form](#)

[Perkins V Sec. 134(d)] In conducting the comprehensive needs assessment...and developing the local application...an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):

Please list the name of each person agreeing to participate in the CLNA process, their roles and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. For the role Employer, the Name should include, at minimum, the name of the employer; the name of the individual representing that business is optional. (See [Terms and Definitions](#) for more information)

Name	Role <i>(Indicate role for each name provided)</i>	Involvement
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback

## Section 1 (continued):

Name	Title <i>(Indicate role for each name provided)</i>	Involvement
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback

Number of Parents Participating In-person  Enter Number

Number of Parents Participating Virtual Meeting Attendance  Enter Number

Number of Parents Providing On-line or Written Feedback  Enter Number

Number of Students Participating In-person  Enter Number

Number of Students Participating Virtual Meeting Attendance  Enter Number

Number of Students Providing On-line or Written Feedback  Enter Number

## **Section 2:**

"Evaluate the performance of students with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [Perkins V Sec.134 (c)(2)(A)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

CTE Student Performance Program Summary:

**Data Points Needed:** Student Disaggregated Data Charts

Discussion Prompts for Program Summary:

- What student data is trending positively over the last several years? Our strengths.
- What student data is stagnated or trending negatively? Our areas for improvement and challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

**Based upon student data at the regional level, LNA summative statements, and discussion points on student performance:**

**Describe regional strengths, areas for improvement, and challenges for student performance.**

Click or tap here to enter text.

**Identify your goals and strategies, including timelines, for addressing disparities or gaps in local levels of performance.**

Click or tap here to enter text.

### **Section 3:**

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec.134 (c)(2)(E)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

#### **Data Points Needed:** Student Disaggregated Data Charts

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students:

- Based on the disaggregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based on regional program data, identify CTE programs where special populations are performing above average? Below average?
- Based on regional program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based on regional program data, how are we preparing special populations for non-traditional fields?
- Based on regional program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based on regional program data, what are the potential root causes of inequities in the CTE programs?

**Based upon student data at the regional level, responses (Strengths and Areas for Improvement/Challenges) from the LNAs and discussion points on equal access to high-quality CTE courses and programs of study for all students:**

**Describe regional strengths, areas for improvement, and challenges**

Click or tap here to enter text.

**Identify goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students. Include descriptions of how you will:**

- **Prepare special populations for self-sufficiency**
- **Prepare special populations for non-traditional fields**
- **Prepare special populations for equal access**
- **Ensure non-discrimination for special populations**

Click or tap here to enter text.

## **Section 4:**

Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)].

**Data Points Needed:** PDR placement data, IDES data (See Help Document for guidance)

Discussion Prompts for Labor Market Alignment:

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?

**Based upon the new program summaries, local need requests, and discussion points, describe new programs of study that will be developed and submitted for State approval for FY25-FY28, including year of implementation.**

Click or tap here to enter text.

**After reviewing your labor market data, LNA results, and discussion points, indicate any potential CTE programs that you plan to discontinue in your region.**

Click or tap here to enter text.



## **Section 5:**

Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students” [Perkins V Sec 134 (c)(2)(B)(i)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, Enrollment Trend data

Local Discussion Prompts for Size, Scope, and Quality:

- Based on regional program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our region and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

**Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:**

**Do our LEA Districts meet the recommended minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?**

Click or tap here to enter text.

**Describe your regional student recruitment and retention plan that extends into middle school to address equity gaps.**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, LNA summative statements, and discussion regarding Size, Scope, and Quality, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

### **Enrollment size**

Click or tap here to enter text.

### **Incorporating challenging State academic standards**

Click or tap here to enter text.

**Addressing technical knowledge and skills**

Click or tap here to enter text.

**Addressing employability skills**

Click or tap here to enter text.

**Meeting with an established advisory committee**

Click or tap here to enter text.

**Including team-based challenges or CTSO**

Click or tap here to enter text.

**Offering work-based learning opportunities**

Click or tap here to enter text.

**Offering programs with appropriate and accessible facilities using industry standard technology and equipment**

Click or tap here to enter text.

## **Section 6:**

Evaluate "progress toward the implementation of quality CTE programs and programs of study". [Perkins V Sec 134 (c)(2)(C)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, Enrollment Trend data

Discussion Prompts for Program Summary:

- How fully are our programs aligned and articulated across secondary and postsecondary education?
- What evidence do we have to support this?
- Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

**Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, LNA summative statements, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

**Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest**

Click or tap here to enter text.

**Including an orientation course within their course sequence**

Click or tap here to enter text.

**Including an advanced course within their course sequence**

Click or tap here to enter text.

**Culminating in the attainment of an industry-recognized credential(s)**

Click or tap here to enter text.

**Including credit transfer opportunities (e.g., dual credit, articulation agreement)**

Click or tap here to enter text.

**Including instruction and evaluation in safety**

Click or tap here to enter text.

**If you have districts without approved CTE programs, what are your strategies for providing access to CTE for those students?**

Click or tap here to enter text.

## **Section 7:**

Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.” [Perkins V Sec 134 (c)(2)(D)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, LNA Summative Statements for Access to High-Quality CTE

**Based upon employment data trends, professional learning opportunities, and discussion with educators:**

**What do educators report as needs and preferences for professional learning and supports?**

Click or tap here to enter text.

**Summarize regional CTE teacher recruitment effort and outcomes.**

Click or tap here to enter text.

**Summarize regional CTE teacher retention efforts and outcomes.**

Click or tap here to enter text.

**Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?**

Click or tap here to enter text.



# ***CTE and Innovation***

## ***Local Needs Assessment (LNA)***

### ***Paper Application***

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. The new needs assessment is the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It is a chance to take an in-depth look at your local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in developing a common understanding and vision for the future of CTE in your community.

To implement the CLNA, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Student performance by subgroup on Perkins core indicators
- Alignment to labor market needs
- Size, scope and quality of CTE programs offered
- Progress toward implementing CTE programs and programs of study
- Recruitment, retention and training for CTE educators and support professionals
- Progress toward implementing and improving access and equity to CTE for all students

The comprehensive local needs assessment provides a step-by-step procedure which translates the language in the law into concrete, actionable steps. These steps not only complete the requirements but also engages stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity.

When engaging stakeholders, Local Educational Agencies (LEAs) should communicate with their Education for Employment (EFE) System Director to ensure that you are not duplicating those that will engage at the CLNA level. It is advisable to engage stakeholders at the school district or Local Needs Assessment (LNA) level that make decisions about programming and that guide, instruct, and support students in secondary CTE programs.

Both the LNA and CLNA are arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings as you begin the local application process.

- All schools in a district must complete the PDR before the LNA application will open
- All school district/area career centers/region centers must complete the LNA before the CLNA application will open, and
- All EFEs must complete and submit to ISBE the CLNA to complete the state and federal CTE local application/grants.

Resources for the Comprehensive Local Needs Assessment process are available at <https://www.isbe.net/Pages/CTE-Grants.aspx>. Any questions specifically regarding the CLNA process may be directed to [cte@isbe.net](mailto:cte@isbe.net).

Please complete your LNA by March 31, 2024.

## Section 1:

To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. See [Required Stakeholders Brainstorm Form](#)

[Perkins V Sec. 134(d)] In conducting the comprehensive needs assessment...and developing the local application...an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):

Please list the name of each person agreeing to participate in the LNA process, their roles and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. For the role Employer, the Name should include, at minimum, the name of the employer; the name of the individual representing that business is optional. (See [Terms and Definitions](#) for more information)

Name	Role <i>(Indicate role for each name provided)</i>	Involvement
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback

## **Section 1 (continued):**

Name	Title <i>(Indicate role for each name provided)</i>	Involvement
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
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<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback
<a href="#">Click here to enter name</a>	Select Role	<input type="checkbox"/> In-Person <input type="checkbox"/> Virtual Attendance at Meeting <input type="checkbox"/> On-line or Virtual Feedback

Number of Parents Participating In-person

Number of Parents Participating Virtual Meeting Attendance

Number of Parents Providing On-line or Written Feedback

Number of Students Participating In-person

Number of Students Participating Virtual Meeting Attendance

Number of Students Providing On-line or Written Feedback



## **Section 2:**

"Evaluate the performance of students with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [Perkins V Sec.134 (c)(2)(A)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

CTE Student Performance Program Summary:

**Data Points Needed:** Student Disaggregated Data Charts

Discussion Prompts for Program Summary:

- What student data is trending positively over the last several years? Our strengths.
- What student data is stagnated or trending negatively? Our areas for improvement and challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

**Based upon student data and discussion points on student performance, identify with summative statements:**

### **Strengths**

Click or tap here to enter text.

### **Areas for improvement and challenges**

Click or tap here to enter text.

**Proposed strategies, including student support and interventions, with timeline for addressing disparities or gaps in local level of performance**

Click or tap here to enter text.

### **Section 3:**

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec.134 (c)(2)(E)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

#### **Data Points Needed: Student Disaggregated Data Charts**

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students:

- Based on the disaggregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based on local program data, identify CTE programs where special populations are performing above average? Below average?
- Based on local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based on local program data, how are we preparing special populations for non-traditional fields?
- Based on local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based on local program data, what are the potential root causes of inequities in the CTE programs?

**Based upon the disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:**

#### **Strengths (please refer to PDR quality component Recruitment and Access)**

Click or tap here to enter text.

#### **Area for improvement and challenges**

Click or tap here to enter text.

**Goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students. Include descriptions of how you will:**

- **Prepare special populations for self-sufficiency**
- **Prepare special populations for non-traditional fields**
- **Provide equal access for special populations**
- **Ensure non-discrimination for special populations**

Click or tap here to enter text.

## **Section 4:**

Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)].

**Data Points Needed:** PDR placement data, IDES data (See Help Document for guidance)

Discussion Prompts for Labor Market Alignment:

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?

**After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.**

Click or tap here to enter text.

**After reviewing your labor market data, LNA results, and discussion points, indicate any potential CTE programs that you plan to discontinue in your region.**

Click or tap here to enter text.

## **Section 5:**

Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students” [Perkins V Sec 134 (c)(2)(B)(i)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, Enrollment Trend data

Local Discussion Prompts for Size, Scope, and Quality:

- Based on district program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our district and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

**Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:**

**Referring to the definition of size, does the district meet the recommended minimum number of CTE programs of study? If no, what are the goals and strategies, including timelines to address this are?**

Click or tap here to enter text.

**Describe the district level student recruitment and retention plan that extends into middle school to address equity gaps.**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

### **Enrollment size**

Click or tap here to enter text.

### **Incorporating challenging State academic standards**

Click or tap here to enter text.

**Addressing technical knowledge and skills**

Click or tap here to enter text.

**Addressing employability skills**

Click or tap here to enter text.

**Meeting with an established advisory committee**

Click or tap here to enter text.

**Including team-based challenges or CTSO**

Click or tap here to enter text.

**Offering work-based learning opportunities**

Click or tap here to enter text.

**Offering programs with appropriate and accessible facilities using industry standard technology and equipment**

Click or tap here to enter text.

## **Section 6:**

Evaluate "progress toward the implementation of quality CTE programs and programs of study". [Perkins V Sec 134 (c)(2)(C)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, Enrollment Trend data

Discussion Prompts for Program Summary:

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

**Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

**Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest**

Click or tap here to enter text.

**Including an orientation course within their course sequence**

Click or tap here to enter text.

**Including an advanced course within their course sequence**

Click or tap here to enter text.

**Culminating in the attainment of an industry-recognized credential(s)**

Click or tap here to enter text.

**Including credit transfer opportunities (e.g., dual credit, articulation agreement)**

Click or tap here to enter text.

**Including instruction and evaluation in safety**

Click or tap here to enter text.

**If you have schools without approved CTE programs, what are your strategies for providing access to CTE for those students?**

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## **Section 7:**

Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.” [Perkins V Sec 134 (c)(2)(D)]. See [Terms and Definitions](#) and [Student Data Explanation](#) for more information

**Data Points Needed:** PDR data, LNA Summative Statements for Access to High-Quality CTE

**Based upon employment data trends, professional learning opportunities, and discussion with educators:**

**What do educators report as needs and preferences for professional learning and supports?**

Click or tap here to enter text.

**Summarize district CTE teacher recruitment effort and outcomes.**

Click or tap here to enter text.

**Summarize district CTE teacher retention efforts and outcomes.**

Click or tap here to enter text.

**Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?**

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## Appendix H: Post Secondary Comprehensive Needs Assessment Template and Guidelines

# **AN EQUITY-CENTERED, COMPREHENSIVE LOCAL- NEEDS ASSESSMENT**

**Illinois Community College Board**



**OCCRL**  
Office of Community College  
Research and Leadership





The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United States. Projects of this office are supported by the Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations. Our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to [occr@illinois.edu](mailto:occr@illinois.edu). This document can be found on the web at <http://occr.illinois.edu>. This publication was prepared pursuant to a grant from the Illinois Community College Board (ICCB Grant Number D60008).

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# OVERVIEW

The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas: 1) student performance data; 2) size, scope, and quality as defined by the state plan; 3) labor market alignment, 4) progress towards implementing CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and 6) progress toward improving access and equity ([ACTE, 2019](#)). The CLNA process is meant to be completed alongside a diverse body of external stakeholders (listed in Section 4 of the CLNA). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process. Following completion of the CLNA, the summation of findings from **the CLNA process are to inform community colleges' development of their Perkins V local application for funding.**

## ADOPTING AN EQUITY LENS

For community colleges to be successful in serving historically underrepresented and marginalized student populations, they must have intentional longstanding practices and processes based in equity (Boggs & McPhail, 2016). When equity is foundational to a **community college's values**, it does the inquiry work necessary to uncover who they are disserving in terms of educational opportunities and then identifying root causes as to why. To achieve equity, a community college must be reflective, introspective, and willing to acknowledge how its norms, structures, and practices may create barriers for historically underrepresented and marginalized student populations. Once problems are identified, community college leaders must take system-oriented action to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

Applying an equity lens does not mean treating all students or individuals in CTE programs the same way. Adopting an equity lens means that institutions should reassess and take ownership for how their practices may not be working for certain student subpopulations, and how institutional practices need to change as a result ([CUE, n.d.](#)). Thus, achieving equity for students should be the ultimate goal of your CTE program design and implementation. The CLNA process offers you and your stakeholders an opportunity to examine the success of your CTE programs through an equity lens.

## Uncovering Equity Gaps

You will also use an equity lens in the CLNA process to uncover any equity gaps that exist among various student groups by examining data disaggregated by subpopulations. To understand how to use data to uncover equity gaps, we suggest taking a look at a [brief](#) that highlights one Illinois community college as an exemplar. When disaggregating student data for its dental assistant CTE program, this particular community college realized that graduates of this program were overwhelmingly young White women who were **not representative of the district's** predominately African-American and Black demographics ([Gallaway, 2018](#)). The college realized the root of the problem stemmed from inequities that within-district students faced in the application process, thus resulting in more out-of-district students accessing the dental assistant program. To redress this inequity, the college set a goal of redesigning its application and admissions processes to open up access and opportunities to its within-district candidates who are mostly students of color.

The inequity uncovered in the example above shows not just an equity gap, but more specifically, a racial equity gap. All community colleges bear some responsibility for racial inequities and should be accountable to redress them when necessary, as it is an injustice that affects our entire state. For example, Illinois has the highest unemployment rate for Black workers nationwide, and this inequity is largely attributed to other injustices such as inequities in educational access and opportunities, as well as racial discrimination in the workforce ([McKinney, 2018](#); [Reinhold, n.d.](#)). Unfortunately, the list of subpopulations emphasized in Perkins V does not include students from racially minoritized groups. However, given the sociopolitical context and evident racial inequities in education and the workforce that exist in the state of Illinois, race **does** matter, and so the CLNA must emphasize not just equity but also racial equity. Museus, Ledesma, and Parker (2015)

define racial equity as a systemic assessment of how racially equitable systems that uplift and increase access and opportunity for historically minoritized people of color are equally ingrained into the academic and social practices, policies, and structures of an institution.

# The CLNA Process

The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. In contrast to program review, which focuses on a specific program of study during a five-year period, the CLNA suggests the assessment of overall CTE programs biannually to support the advancement of equitable outcomes that meet the needs of your district. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

## 1. PROGRESS TOWARD EQUITY AND ACCESS

This section asks you to critically examine your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices. By assessing your CTE programs through an equity lens, you are considering questions such as **who is trying to access our programs but can't and why? What subpopulations' ideas and perspectives are being considered and whose are left out in program design and execution? What conditions have we created to ensure there is equitable access and success, and what conditions may be hindering access and success for certain subpopulations? What are students' experiences in the program, and are certain students experiencing inequitable treatment and access in your programs? How can we eliminate policies, structures, and practices that have a disparate impact on students based on their race/ethnicity, gender, disability, socioeconomic level, and whether they are an English language learner?** (see [Stewart, 2018](#)).

**To what extent are your programs representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?**

Please enter text here

**Which populations are underrepresented in your CTE programs?**

Please enter text here

**What efforts have you made to recruit underrepresented student populations into CTE programs?**

**What efforts have you made to help the following students transition into CTE?**

- Racially minoritized students
- English language learners
- Students with disabilities
- Adult education
- Students who have been placed in development education
- Any subpopulations according to Perkins V that are underrepresented

**To what extent are program materials (curricula, informational materials, and events) representative of your district's demographics and the shifts in diversity of your district such as race/ethnicity, gender, age, socioeconomics, English language learners, or disability?**

- Are there certain underrepresented populations that are not represented in your materials based on race and language? Provide some solutions addressing these inequities.

## **Suggested Resources**

[Equity and Career and Technical Education brief](#)

[Stewart, \(D.L. \(2017, March 30\). Language of appeasement. Inside Higher Ed.](#)

## 2. STUDENT PERFORMANCE

The guiding questions in this section will help you evaluate your students' performance on federal, state, and local measures and identify any equity gaps based on this data. Please examine both aggregate and disaggregated data for subpopulations defined by both Perkins V and the Workforce Innovation and Opportunity Act (WIOA). The disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. We also included guiding questions that encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes ([Smith, 2018](#)).

**What equity gaps were identified for students in CTE programs for high-demand sectors?**

- **More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?**

**What equity gaps were identified for students in CTE programs for high-wage sectors?**

- **More specifically, what racial equity gaps were identified for students in CTE programs for high-wage sectors?**

**Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?**

**What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]**



**How are your CTE students performing in certain gateway courses to high-wage and high-demand sectors compared to non-CTE students?**

- **Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?**
- **Are there differences in performance in gateway courses based on race and ethnicity? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?**

**Overall, are there any Perkins student-performance measures that you are not meeting? Identify key root causes and strategies to improve performance.**

**In what ways are you examining student growth and improvement in both learning and performance (Consider formal classroom as well as clinical or practicum settings)?**

## **Suggested Resources**

[Identify Equity Gaps](#)

[Facing Equity: Understanding P-20 Equity Conscious Leadership for College and Career Pathways](#)

[Perkins V at a Glance: Equity Gap Analysis- Local](#)

## **3. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS**

The questions below should assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. In terms of equity, consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population and your regional and local context. You should also assess in this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is

culturally responsive by engaging and speaking to the experiences of your diverse student populations ([Owens, 2018](#)).

**How has your institution engaged employers in the recruitment of CTE faculty?**

- More specifically, what groups are underrepresented among your CTE faculty by race/ethnicity, gender, and disability? How is this underrepresentation of faculty reflective of industry as well?
- Among your CTE faculty, how are you increasing representation of underrepresented groups, especially in terms of groups that are underrepresented by race/ethnicity, gender, and disability?

**In what programs of study do you need to recruit and develop more educators? What are some strategies you have already begun to implement toward this effort?**

**What supports do you provide to transition industry professionals to the role of teaching, and understanding student learning and development as well as institutional culture?**

**What do educators report as their needs and preferences for professional development and benefits?**

**How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?**

**How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?**

<b>How are you ensuring your CTE educators are meeting credentialing requirements to teach?</b>

## Suggested Resources

[Culturally responsiveness in community college CTE programs brief](#)

[Culturally sustaining leadership practices podcast](#)

## 4. STAKEHOLDER PARTICIPATION AND VOICE

Please provide a list of stakeholders who participated in the CLNA process, their title, organization, and how they were involved. As a reminder, according to Perkins V, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; 3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries; 4) parents and students; 5) representatives of special populations; 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); 7) representatives of Indian tribes and tribal organizations in the state, where applicable; and 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

	Name	Title/Organization	Role in the CLNA process
1.			
2.			

3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

## Suggested Resources

[Pathways to Results Engagement & Commitment](#)

## 5. LABOR MARKET ALIGNMENT

Use the guiding questions in this section to consider how your programs align with state, regional, and/or local labor-market needs and demands. Consult with stakeholders assisting you with this CLNA for current and projected labor-market needs and trends. Stakeholders from local workforce development boards, chambers of commerce, unions, and any industry associations will be especially important to include in the assessment of how your CTE programs align with the labor market. Also consider any information you have gathered such as surveys or exit interviews from alumni who have helped you understand how you have prepared them for the labor market and how they are faring there. Most of the guiding questions in this section will require you to examine labor-market alignment with an equity lens by considering any inequities certain subpopulations may experience in the labor market, why these inequities may exist, and how you can address them.

### What have been emerging and/or growing occupations in your region?

- From an equity perspective, what special populations are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?
- From an equity perspective, what racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?

<p>Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement has been developed to address these shifts.</p>
<p>Has your region experienced population shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement you are developing to address these shifts.</p>
<p>Among your CTE graduates, identify subpopulations that are thriving in the labor market. What structures, conditions, and resources are supporting their success?</p>
<p>Among your CTE graduates, identify subpopulations that are experiencing inequities in the labor market. Explain what inequities in opportunities, institutional structures, and resources may be the root cause.</p> <ul style="list-style-type: none"> <li>Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.</li> </ul>
<p>How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?</p> <ul style="list-style-type: none"> <li>What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high-demand and high-wage jobs?</li> </ul>
<p>What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?</p>

<ul style="list-style-type: none"> <li>• What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high-demand and high-wage jobs?</li> </ul>
<p>Are there certain racial/ethnic groups that your institution is not equitably preparing for high-demand and high-wage jobs?</p> <ul style="list-style-type: none"> <li>• Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?</li> </ul>
<p>How is labor-market data used to support program improvement?</p> <ul style="list-style-type: none"> <li>• In what ways are you using data to help identify inequitable employment outcomes, especially racial inequities?</li> </ul>
<p>After reviewing your local labor-market data, are you missing any potential CTE programs that may be needed in your area?</p>
<p>Also, does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?</p>

## Suggested Resources

[Illinois Department of Employment Security](#)

[Illinois Career Pathways & Talent Pipeline Analysis](#)

[Economic Modeling System, Inc \(EMSI\) Labor Market Analysis](#)

Regional and local workforce boards

## 6. PROGRAM SIZE, SCOPE, AND QUALITY

While you will refer to the state definitions of size, scope, and quality below, Perkins V requires you to assess whether the number of programs or programs of study and courses you offer meet the needs of your student population. Assessments of size could include examining class size in addition to the availability of program resources such as facilities and equipment. For scope, you can consider whether program curricular offerings are seamlessly aligned with the subsequent level of education. Finally, for quality purposes, you can assess the extent in which your programs give students the knowledge and skills critical to gaining employment and achieving success in their careers. To reiterate, **please refer to the state's definition for size, scope, and quality below.**

### SIZE

Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized **16 career clusters**.

- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor-market information. **Size of programs should be informed by labor-market needs.**
- Follow local board policies on class sizes.

### SCOPE

**A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that**

- a. incorporates challenging **state academic standards**
- b. addresses both academic and technical knowledge and skills, including employability **skills**
- c. aligns with the needs of industries in the economy of the state, region, tribal community, or localities
- d. progresses in **specificity**
- e. contains **multiple entry and exit points that incorporate credentialing**
- f. culminates in the attainment of a recognized postsecondary credential

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

## **QUALITY**

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to an in-demand occupation that is either a high-skill one or a high-wage one. **Eligible recipients are encouraged to offer programming that meets two or three of the aforementioned characteristics of a program of study.**

Programs of study:

1. Are informed by external stakeholders that include, **but are not limited to**, secondary partners, postsecondary partners, business and industry partners, local workforce boards, adult education providers, and community-based organizations through **advisory committees**. The advisory committees must meet, at a minimum, annually.
2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g., academic standards, accreditation bodies, and professional and licensing standards) to meet the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided with opportunities for comprehensive professional development (e.g., accrediting standards and ICCB administrative rules).
6. Assist the recipients in meeting local performance indicators.
7. **Are continuously evaluated and improved using a continuous program improvement process (e.g., Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods).**
8. Are offered in appropriate facilities using current technology and equipment.



9. Includes other entry and exit points to provide access and smooth transitions through programming (e.g., adult learners and veterans).

**Are program-level outcomes aligned with business and industry recognized credentials and standards?**

- Identify any CTE programs that are misaligned with credentials and standards of business and industry.

**Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?**

**How well do your program offerings meet the needs of students and the communities you serve?**

- How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?

**Based on your last five years of reviewing different programs of study through the Program Review process, were there any recommendations for changes to the size, scope, or quality of any programs?**

- What have you done so far to initiate and implement these changes?

## **Suggested Resources**

Revisit your college's Program Review reports

## 7. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

The questions below will help you determine whether and how, according to Perkins V, your programs of study at the postsecondary level are a coordinated, non-duplicative sequence of academic and technical content. This portion of the CLNA will require you to do backward and forward mapping of your programs-of-study offerings to determine whether they meet labor-market projections as well as educational and economic needs and priorities of the state and your regional and local contexts. It is also important that secondary, postsecondary, and industry stakeholders in your region work closely together to assess that your programs of study, when implemented, offer structured and cohesive transition points at each subsequent educational level as well as at the transition to employment.

**Which programs of study have multiple entry and exit points that lead toward earning a credential?**

- What programs of study are underdeveloped and have possibilities for multiple entry and exit points?
- Identify concrete ideas, solutions, and plans for further development.

**How fully developed and aligned are your programs of study with secondary, postsecondary, and industry?**

- Are there specific programs that are misaligned within secondary, postsecondary, and industry areas, and if so, why?

**How are you adapting programs of study as they become more professionalized and specialized?**

- What additional education and credentialing are you providing to respond to the further professionalization and specialization of the programs of study (i.e., articulation to a bachelor's degree, additional certifications, or additional skill training in specialized areas of industries)?

<b>How are you ensuring that you meet each student's individual academic learning needs and mastery of employability skills and readiness?</b>
<b>What opportunities exist for secondary students in your programs of study to earn dual credit or enroll concurrently?</b>
<b>In what ways are you facilitating seamless secondary to postsecondary transitions (i.e., communication, assessments, data sharing, college and career counseling and coaching)?</b>

### ***Suggested Resources***

[Principles to Guide Career Pathways and Programs of Study Implementation and Improvement](#)

[Advance CTE Programs of Study](#)

## **8. PLAN OF ACTION: PREPARING YOUR LOCAL APPLICATION**

Finally, to be eligible for funding, the information gleaned from the CLNA should inform the preparation of your local application. The following guiding questions should help you develop a summary description of the results from the CLNA. The summary description of the results from the CLNA should be included in your location application for funding. After submitting this application, you will return to the CLNA every six months for the next two years—at which time you will re-engage stakeholders in your next CLNA—to ensure continuous improvement and complete a check-in with ICCB on your progress toward systemic, equity-centered change for your CTE programs. We have also included guiding questions for the progress check-in.

**Which specific subpopulations are not being served well by your programs?**

- What institutional structures and practices are creating barriers for these subpopulations that could be addressed immediately?
- Which of the problems identified need a more comprehensive, long-term plan?
- What priorities from your CLNA will be reflected in your local application?

**What strategies will you use to support educators during the next four years to ensure your programmatic and performance goals can be met?**

- Which professional development needs are most pressing?

#### **PROGRESS CHECK-IN TOWARD SYSTEMIC, EQUITY-CENTERED CHANGE**

**6 months:** How have you begun to address the equity challenges you identified in your local application? Have any additional equity problems or challenges arisen since you completed your local application? What stakeholders are you engaging to address these key equity problems? What supports are you seeking out to redress identified inequities and equity gaps? Please provide examples.

**Year 1:** What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process?

**1.5 years:** What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process? What are you already foreseeing as new or ongoing equity gaps or challenges that would need to be addressed in your next local application?

## Suggested Resources

[Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity](#)

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## Appendix I: Secondary Local Application

## Appendix J: Post Secondary Local Application





# Illinois Postsecondary Perkins Local Application Guidelines

FY2025-2028



Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**APPLICATION DUE DATE:** May 17, 2024

**SUBMIT APPLICATION TO:** AmpliFund Grant Management System



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# I. INTRODUCTION

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018, to be effective on July 01, 2019. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this by placing a greater emphasis on the following areas:

- ✓ local flexibility
- ✓ comprehensive stakeholder engagement and collaborative planning
- ✓ innovation
- ✓ equity and accountability
- ✓ alignment with other education and workforce programs

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Perkins V requires community colleges to develop and implement a four-year local application, with 2025-2028 being the fiscal years covered in this application. The Local Application under Perkins V is comprised of elements from the comprehensive local needs assessment, application narrative, annual work plan (including data analysis and performance improvement, and annual activity planning), Uniform Budget, and an Acknowledgement of Grant Processes document. To be eligible for funds, each college must submit a complete Local Application that identifies goals and objectives that reflect yearly and long-term implementation and progress. Read all instructions carefully. A submission checklist has been included in the FY2025-2028 Illinois Postsecondary Perkins Four-year Application document for your convenience. Any incomplete local application will be returned.

## II. APPLICATION COMPLETION PROCESS

### TECHNICAL ASSISTANCE MEETING

Technical Assistance for the fiscal year 2025 - 2028 Postsecondary Perkins Local Application will be conducted on March 20, 2024, from 9:30 a.m. - 3:30 p.m. at the I Hotel and Illinois Conference Center in Champaign, IL.

### ICQ AND PROGRAMMATIC RISK ASSESSMENT

The Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment will be made available in late spring. These must be completed by May 30, 2024.

### APPLICATION DUE DATE

May 17, 2024, at 5:00 p.m.

### SUBMISSION METHOD

All Local Application documents must be submitted through the AmpliFund Grant Management System.

### SUBMISSION QUESTIONS

Please issue all questions to either your ICCB Perkins liaison or to [ICCB.cte@illinois.gov](mailto:ICCB.cte@illinois.gov).

### EXTENSION REQUESTS

AmpliFund will not allow late grant applications. If your grant submission is not received by 5:00 p.m. on May 17, 2024, this will create several problems for accepting your application.

### VERIFICATION OF SUBMISSION

A confirmation email will be sent to the Perkins contact to confirm download of the Application by May 21, 2024.

### REVIEW PROCESS

Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to:

1. request more specific information, clarification and/or supporting data; or
2. confirm that the proposal has been approved as submitted.

NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2024.

### APPROVAL

Upon approval, the ICCB will issue a Notice of State Award and a Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to [ICCB.grantpayments@illinois.gov](mailto:ICCB.grantpayments@illinois.gov) to activate the grant.

### III. APPLICATION COVER PAGE

The Application Cover Page will be used as the first page of the Application submission and includes the following information:

- Community college name
- Fiscal year
- Number of students served in previous fiscal year (see explanation below)
- Estimated upcoming fiscal year allocation
- Contact information including name, title, phone, and e-mail, for:
  - **Primary Perkins contact** - This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.
  - **Secondary Perkins contact(s)** - Any person(s) that oversee(s) or have multiple responsibilities related to the grant development and/or process. Cannot be the same contact as the Primary Contact.
  - **Fiscal contact** - Cannot be either of the individuals listed above.

**Note:** *The Application Cover Page is built into the AmpliFund system and is not a standalone document.*

#### Number Of Students Served

Provide the total number of students served through Perkins dollars in fiscal year 2024. Estimated or duplicated counts are acceptable. The total number of students could derive from the following sources:

- Students receiving support services such as:
  - Tutoring
  - Mentoring
  - Transportation
  - Books/supplies assistance
  - Disability Services
- Students impacted by:
  - The purchase of equipment or instructional materials
  - Faculty or staff receiving professional development related to instruction
  - Contact time with supplemental instruction or aides
- Other - additional data collected to track students served through Perkins funding collected by the college.

#### Local Application Instructions:

- Complete the Application Cover Page in AmpliFund.

## IV. COMPREHENSIVE LOCAL NEEDS ASSESSMENT

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the comprehensive local needs assessment (CLNA). Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall– (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. Institutions will use information from the local needs assessment to write and plan elements of the local application.”

The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biennially assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

- 1) student performance data;
- 2) size, scope, and quality as defined by the state plan;
- 3) labor market alignment,
- 4) progress towards implementing CTE programs of study;
- 5) recruitment, retention, and training of faculty and staff; and
- 6) progress toward improving access and equity.

The CLNA process is meant to be completed alongside a diverse body of external stakeholders; however, should be led by the community college. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations.

Each of the eight sections of the CLNA has guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

### Local Application Instructions:

- Complete the CLNA process and submit the CLNA Document in AmpliFund with the FY25 local application.
- Complete the CLNA Outcomes Review in the four-year application document.

## V. APPLICATION NARRATIVE

The application narrative spans grant fiscal years 2025-2028 and should be an inclusive and comprehensive application that clearly represents the culmination of the strategic planning partnerships that have been developed. The application narrative includes six components:

1. Work-based Learning
2. Career Exploration, Development, and Guidance
3. Supporting Special Populations Students
4. Early College Credit
5. Enhanced Curriculum and Instruction
6. Recruitment, Retention, and Professional Preparation, Development, and Training

For each section, colleges are required to develop a long-term goal that they will work to achieve over the four-year application period. In addition, annual objectives must be developed to assist the college in achieving long-term goals. Additionally, all long-term goals and objectives must be aligned to the Illinois State Perkins Plan. Tables to complete the narrative are included in the four-year application document. All questions must be addressed.

Colleges will have the opportunity to update the narrative on an annual basis. In addition to this narrative, each applicable recipient will submit an Annual Activity Plan and a Uniform Budget. The activity plan is provided in a separate Annual Work Plan document and will require the college to outline the specific activities that will ensure the attainment of each annual objective, as well as contribute to long-term goals.

### Local Application Instructions:

- Complete the six tables included in the Application Narrative section of the four-year application document, corresponding with the six components listed above. The following information must be provided for each section:
  - Long-term goals
    - Describe how the college's goals align to Illinois' State Plan goals.
  - Annual objectives (FY25, FY26, FY27, FY28)
    - How do these objectives align with and how are they supported by the information gleaned from your CLNA?
    - How do these objectives support your long-term goals? How will they help Illinois achieve its goals described in the State Plan?
  - What internal/external partners will be leveraged?
  - How will the identified goals and objectives inform any uncovered equity gaps?



## VI. ANNUAL WORK PLAN

The Annual Work Plan includes the Annual Accountability Report and Annual Activity Plan. The Annual Accountability Report is utilized to conduct a data analysis and provide a report of the college's actual level of performance on the Perkins core indicators of performance and demonstrate the progress in achieving state determined levels of performance for the core indicators. The Annual Activity Plan follows the format of the Application Narrative portion of your local application and should be used to develop the activities that will inform your annual objectives and long-term goals.

### 1. Annual Accountability Report

#### Performance Data Analysis

Accountability and continuous improvement are key tenets in Perkins V, with an increased focus on transparency and equity. Colleges are required to maintain disaggregated data by student populations, including special populations, and each core indicator according to CTE programs and utilize that information to identify performance gaps and develop plans that focus on serving special populations [Section 113 (b)(4)(B)(ii)].

Colleges will be required to conduct a data analysis that utilizes disaggregated data to determine the difference between the State Determined Levels of Performance (listed below, 'CTE Baseline Level Performance') and the college's Actual Level of Performance. That analysis will help to inform and identify if or where gaps and disparities in performance exist and complete a narrative section to provide detailed responses.

#### Local Application Instructions:

- Utilize the ICCB Perkins V Online Data System (PODS) 2.0 and other relevant internal data sources to conduct a performance data analysis by disaggregating data by student populations, including special populations, for each performance indicator according to CTE programs, programs of study, or Career Cluster.
- Enter the college's aggregate Actual Level of Performance (ALP) from PODS 2.0 in the corresponding column of the Performance Data Analysis Table.
- Answer all questions in the Performance Data Analysis Narrative table.

#### Performance Improvement Plan

A Performance Improvement Plan (PIP) is required for any performance indicators falling below the state determined level of performance at the aggregate level. Colleges will be required to create activities that will address gaps and disparities in performance. If the college does not have deficient performance indicators, a performance improvement plan is not required. The ICCB Perkins V Online Data System (PODS) 2.0 indicates whether a PIP is required for each performance indicator.

#### Local Application Instructions:



Complete the Performance Improvement Plan table for any performance indicators falling below the state determined level of performance as follows:

- **Performance Indicator-** Address each of the underperforming Performance Indicators.
  - **Activities-** Include a minimum of one improvement activity for each performance indicator.
  - Identify the subpopulation(s) you will be targeting for each performance indicator.
  - Target demographics and special populations that are negatively impacting overall performance in a given area.
- **Resources-** Specify the amount of Perkins resources that will be expended on the activity.
- **Expected Outcome-** Include one expected outcome for each activity, not each indicator.
  - Must be measurable
  - Must reflect change in the deficient measure
- **Quarterly Reporting-** This section will be utilized to provide quarterly updates on the PIP activities. Do not complete this section at the time of application.

**The core indicators of performance in Perkins V are as follows:**

### **1P1: Postsecondary Retention and Placement**

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.

- Numerator: Number of individuals in the denominator who in the second quarter after program completion are in a postsecondary education or advanced training, military service, or a service program, that receives assistance under Title I of the National Community Service Act or are employed.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

### **2P1: Credential, Certificate or Degree**

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

- Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

### **3P1: Non-traditional Program Enrollment**

The percentage of CTE concentrators in career and technical education programs and

programs of study that lead to non-traditional fields.

- Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

### **CTE Baseline Level Performance:**

Indicators	Baseline Level	Performance Level							
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1P1: Postsecondary Retention and Placement	68.8%	69%	69.4%	69.8%	70.4%	70.8%	71.6%	72.4%	72.8%
2P1: Earned Recognized Postsecondary Credential	69.5%	70.1%	70.5%	70.9%	71.3%	71.7%	72.1%	72.5%	72.9%
3P1: Nontraditional Program Enrollment	9.5%	9.6%	9.8%	9.9%	10.1%	10.3%	10.7%	11.1%	11.5%

### **Resources**

#### [ICCB Perkins V Online Data System \(PODS\) 2.0](#)

- Username: ICCBPerkinsV
- Password: perkvbeta\_202104#

#### [Perkins V Measure Flowchart](#)

## **2. Annual Activity Plan**

The Annual Activity Plan follows the format of the Application Narrative portion of your local application and should be used to develop the activities that will help achieve your annual objectives and long-term goals for each of the six components: Work-based Learning, Career Exploration, Development, and Guidance, Supporting Special Populations Students, Early College Credit, Enhanced Curriculum and Instruction, and Recruitment, Retention, and Professional Preparation, Development, and Training. Note that your annual objectives and long-term goals should be described in detail within the Application Narrative, not the work plan.

Complete each portion of the template, except for the quarterly reporting sections as those sections will be used to complete quarterly reporting discussed on page 20 of these

Guidelines. For each question, you must develop at least one activity and provide answers for all of the subsequent questions. The intent of the annual activity plan is to assist you in developing meaningful activities that will realistically enable you to achieve your annual objectives and long-term goals, so be specific. At the beginning of each section, there is room to include your objectives and goals. Note that you may add more rows for additional activities.

## Local Application Instructions:

Complete the Annual Activity Plan for each of the six components: Work-based Learning, Career Exploration, Development, and Guidance, Supporting Special Populations Students, Early College Credit, Enhanced Curriculum and Instruction, and Recruitment, Retention, and Professional Preparation, Development, and Training, as follows:

- **Long-Term Goal:** Copy over the long-term goal created during the first year of the four-year application.
- **Annual Objective(s):** Copy over the annual objective(s) for the applicable fiscal year. These Objectives were created during the first year of the four-year application.
- **Activity # Description:** Provide a description of the activity/activities in which you will engage. Please ensure that the activity/activities relate to the respective question being asked. Additionally, please note the Program of Study that the activity is associated with. The Program of Study can be approved or submitted, pending approval. If the activity is not in relation to a specific Program of Study, then disregard.
- **Contributing to objectives and goals:** These questions are intended to assist you in using a long-term planning lens and developing meaningful activities with measurable outcomes.
  - How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?
    - Consider: Does the activity align with and help to reach the long-term goals and objectives that were outlined during the first year of the four-year application?
  - How do you plan to determine the effectiveness of this activity?
    - Consider: What number, percentage, or other outcome will you hold yourself to in order to know if this activity was effective?
- **Estimated Perkins Resources:** Provide the estimated amount of Perkins resources that will be expended on the respective activity/activities.

## VII. PROGRAMS OF STUDY

**Background:** Perkins V provides a comprehensive definition of a program of study, and calls for states to define size, scope, and quality criteria for those programs of study and for recipients of Perkins funds to submit these programs of study for formal approval. To inform development of priority, labor market-focused programs of study, colleges are required to utilize the findings from the CLNA. These findings will inform priority programs based on local labor market need and identified equity gaps. Once you have identified priority programs, you will use the [Programs of Study Expectations Tool](#) to guide you through the program of study development process. Once your program of study is developed, you will submit a Program of Study Approval Form to the ICCB. Federal program of study requirements are listed below, as well as the nine Program of Study Quality Components developed by the ICCB.

### Perkins V Federal Program of Study Requirements:

Section 3 (41)(A- F) of Perkins V defines a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that-

- a. incorporates challenging State academic standards
- b. addresses both academic and technical knowledge and skills, including employability skills
- c. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area
- d. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)
- e. has multiple entry and exit points that incorporate credentialing
- f. culminates in the attainment of a recognized postsecondary credential

### Quality Components:

These components are intended to assist stakeholders in the implementation and evaluation of a Program of Study. The quality components foster systems thinking and change at all levels of education, especially the secondary and postsecondary levels. They are based on research and promising practices that support systemic reform, educational change, and continuous improvement. The definitions and quality expectations of these components are outlined in the Programs of Study Expectations Tool, linked above.

1. Development and Engagement
2. Employer-Informed Competencies and Skills
3. Instructional Sequence (must include dual credit)
4. Work-Based Learning
5. Recruitment and Access
6. Academic Instruction and Supports
7. Instructors
8. Facilities and Equipment
9. Continuous Improvement

**For the purposes of the local application:** Programs of Study information is included at end of the Annual Activity Plan portion of the Annual Work Plan. The Programs of Study section is made up of three components- the Program of Study Focus Narrative, Emerging Programs of Study Narrative, and a Programs of Study Inventory.

## Local Application Instructions:

Complete the three Program of Study components as follows:

1. **Programs of Study Focus Narrative:** Provide details on the fiscal year 2025 program of study focus. Be specific, answering all questions in detail.
2. **Emerging Programs of Study Narrative:** Provide a list of any programs of study that will be submitted this fiscal year to the ICCB for approval. Be specific, answering all questions in detail.
3. **Programs of Study Inventory:** The POS Inventory Form is meant to be an inventory of all your ICCB-approved programs of study. Follow the instructions on the form carefully. The POS Inventory should only be completed for programs of study developed to date and that have received ICCB approval at the time of local application submission. Do not include programs of study that are currently awaiting approval or programs of study that will be submitted after the local application. If you do not have any approved programs of study, leave the form blank.

## VIII. BUDGET

Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet annually, with that respective fiscal year's financials. The Uniform Budget Spreadsheet contains ten expenditure categories. Please see EDGAR 2 CFR Part 200 or the following table for more details.

1. Personnel (200.430)
2. Fringe Benefits (200.431)
3. Travel (200.475)
4. Equipment (200.1/200.439)
5. Supplies (200.1)
6. Contractual Services (200.318)
7. Consultant/Professional Services (200.459)
8. Training and Education (200.473)
9. Other (requires ICCB approval)
10. Indirect Costs/General Administration (limited to 5% of the college's allocation)

Note: To submit the application, a completed Uniform Budget spreadsheet and signed certification must be uploaded into AmpliFund and the application budget summary (Section A and Section A- Indirect tabs) must be entered into AmpliFund.

### Local Application Instructions:

1. After completing the Annual Work Plan, complete the Uniform Budget spreadsheet. Specific directions are detailed within the first tab of the budget document.
2. All expenditure category totals must equal the totals on Section A: Budget Summary.
3. For Expenditure Categories Personnel, Fringe Benefits, and Travel, the college must provide sufficient and detailed information as requested. Additionally, more specific information may also be requested by the ICCB CTE liaison upon reviewing the submitted budget (ex. if Supplies or Equipment aren't detailed in the Annual Work Plan or the Budget).
4. Since the Annual Work Plan requires ample detail for each element and activity for the remaining expenditure categories, only a brief description of each item is necessary.
5. For each expenditure category entry, cite the Performance Improvement Plan Activity Number or the Annual Activity Plan Activity Number that is being fulfilled and where a detailed description can be found.
6. The Uniform Budget will not be accepted without the signed certification which is to be completed by the President, Chief Financial Officer, or another authorized signatory. The signatory page may be uploaded to AmpliFund as a PDF.
7. Do not convert the remainder of the completed Uniform Budget to PDF; it must be uploaded to AmpliFund in Excel format.
8. In addition to completing the Uniform Budget spreadsheet, the application budget must be completed in AmpliFund. Use the information in the "Section A" tab of the completed FY2025 Postsecondary Perkins Uniform Budget to complete the budget in

AmpliFund. Enter the estimated expenditures from the Section A tab of the Uniform Budget into the corresponding expenditure categories in AmpliFund. **Note:** The AmpliFund budget must have only one line item for each expenditure category - **the total of the expenditure category from the Section A tab**. Do not enter individual expenditures in the AmpliFund budget or the application will be returned for revision.

- The following expenditure categories are allowable for the Federal Postsecondary Perkins grant: Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual Services, Consultant Services, Training and Education, Other, and Indirect Cost (General Administration - may not exceed 5% of the total Federal allocation per Perkins Section 135(d)).

**NOTE:** Out of state travel is allowable and should be either detailed within the Annual Work Plan and/or your Uniform Budget.

If the travel cannot be detailed at the time of submission, and all required information cannot be provided, an Out of State Travel Request Form should be completed and submitted to your ICCB CTE liaison. Please see the Out-of-State Travel Request Form to understand what information is required. The form can be found on the ICCB CTE website or made available to you upon request.

### Uniform Budget Frequently Asked Questions

- WIOA expenses for infrastructure and shared systems costs must be listed under General Administration and are therefore capped at 5% of your Perkins allocation.
  - At a minimum, Perkins grantees are required to provide access to information about programs and services at the One-Stop through direct linkage.
    - Direct Linkage: providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time web-based communication to a program staff member who can provide meaningful information or services to the customer. It cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials. (20 CFR Part 678.305).
- Tutors can be listed under Personnel or Contractual and can be listed separately or as an aggregate. Paraprofessional tutors should be listed separately.
- Faculty stipends typically fall within the Contractual Expenditure category. However, some colleges categorize stipends under Personnel (salary and wages). Please check with your local business office.
- Printing costs can be categorized under either General Administration or Supplies.

## Determining Equipment vs. Supplies

- Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000 (2 CFR 200.33). Items which do not fall under these guidelines are typically classified as supplies. Generally, supplies include any materials which are expendable or consumed during the course of the grant year or items under \$5,000 regardless of their useful life. Such items include office supplies, postage, training materials, books, and computing devices. (2 CFR 200.1)
- Colleges can have a lower threshold for classifying equipment, but not a higher threshold.
- Equipment purchases should be detailed in the Equipment Narrative, otherwise future ICCB approval will be needed.

## Travel

- ALL travel should be detailed in the Travel tab, including out of state travel.
- Student travel: Perkins V includes more flexibility pertaining to local uses of funds to assist career and technical student organizations (CTSOs). Perkins funds can be used to support CTSOs and specifies that such funds can be used for student preparation and participation in technical skills competitions aligned with CTE program standards and curriculum. Supported costs may include conference/meeting expenses and travel expenses (in or out of state).
- International travel is unallowable.

## Budget Terms and Definitions

<b>EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR)</b> <b>EXPENDITURE CATEGORIES</b>	
<b>Compensation—Personnel</b> <b>2 CFR 200.430</b>	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
<b>Compensation—Fringe Benefits</b> <b>2 CFR 200.431</b>	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non- Federal entity-employee agreement, or an established policy of the



	non-Federal entity
<b>Travel Costs</b> 2 CFR 200.475	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
<b>Equipment</b> 2 CFR 200.439	Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>
<b>Supplies</b> 2 CFR 200.1	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
<b>Contractual Services</b> 2 CFR 200.318	All products or services which are procured by contract. "Contract" means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
<b>Consultant/ Professional Service Costs</b> 2 CFR 200.459	Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.
<b>Training and Education</b> 2 CFR 200.473	The cost of training and education provided for employee development.
<b>Indirect Cost/ General Administration</b> 2 CFR 200.414	<p><u>Indirect costs</u>: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: "Facilities" and "Administration." "Facilities" is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. "Administration" is defined as general administration and general expenses such as the director's office, accounting, personnel, and all other types of expenditures.</p> <p>General Administration (Perkins Section 136(d)): organized</p>

	administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.
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## Budget Modification Process

To request a budget modification, colleges must submit the following:

- ✓ Budget modification requests must be submitted in AmpliFund. A revised uniform budget with all proposed changes must be uploaded to AmpliFund along with the budget modification request. The final date to submit budget modifications during the fiscal year will be May 30th.

**NOTE:** Please remember that modifications must be submitted and approved prior to any expenditure of funds. Modifications submitted after an expenditure of funds has occurred will not be retroactively approved.

Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval. Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.

## IX. ACKNOWLEDGEMENT OF GRANT PROCESSES DOCUMENT

Annually, colleges are required to submit an Acknowledgement of Grant Processes document with their Perkins Local Application. This document is to be utilized as an agreement between the ICCB and the college that the primary Perkins contact has read and understood the relevant dates and deadlines respective to the Postsecondary Perkins Grant.

- ✓ Reporting
- ✓ Budget modifications
- ✓ Expenditures, payment requests, and funding deadlines
- ✓ Supplanting

Each box on the form must be checked as acknowledged and understood. The Perkins Administrator must also complete the Signatory Certification at the end of the document.

## X. REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. Quarterly reporting is included within the Annual Work Plan. Each section of the Work Plan has a reporting area at the end of that section. This is where colleges should report on their activities each quarter. Quarterly reports will be due 30 days after the end of each quarter and should be submitted in AmpliFund. Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date. If a report due date falls on a Saturday or Sunday, colleges may submit their report the following Monday.

QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
Quarter 1	July 1 - September 30	October 30
Quarter 2	October 1 - December 31	January 30
Quarter 3	January 1- March 31	April 30
Quarter 4/Final Report	April 1 - June 30	July 30

## XI. MONITORING

Perkins sub-recipients are subject to fiscal and programmatic monitoring. To meet the requirements of Uniform Guidance (2 CFR 200.332(d)), Requirements for Pass- Through Entities, the ICCB has established a risk-based system for the monitoring of grantees. The ICCB will utilize this risk-based assessment to determine the type of monitoring conducted during the appropriate calendar year.

### The Process

Risk is assessed using a quantitative system for rating and ranking grantees and their ICCB-funded programs. The risk-based system ensures that grantees are monitored uniformly across all ICCB- funded programs, while also ensuring efficiency of time and effort on behalf of both ICCB and college staff. Grantees are assessed using factors and weights derived from multiple sources. Each grantee is allocated points based on the criteria below and is assigned a risk level of elevated, moderate, or low based on the total number of points allocated relative to other grantees. Criteria used in the risk assessment will be evaluated and updated annually.

- Number of material weaknesses or significant deficiencies in the grantee's most recent audit
- Number of conditions assessed in the most recent Internal Controls Questionnaire (ICQ)
- Timeliness of required submissions (performance, programmatic, financial, and final reports)
- Number of findings in previous grant monitoring review
- Amount of grant funding
- Years since last monitoring visit, both programmatic and fiscal

Monitoring activities are dependent on the grantee's risk designation and will include either an on- site/desk review (elevated risk), or fiscal and programmatic technical assistance (low risk). Should you have any questions regarding the fiscal aspect of Perkins monitoring, please contact:

Melinda Jordan, Associate Director for Financial Compliance

[melinda.g.jordan@illinois.gov](mailto:melinda.g.jordan@illinois.gov)

(217) 524-0504

## XII. WIOA REQUIREMENTS FOR PERKINS

In 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). This Act streamlined several programs and designed a comprehensive system that is inclusive of other major workforce and educational programs. Perkins is one of sixteen required partners. As a required partner, Postsecondary Perkins recipients are to:

- Offer various career services (i.e. academic counseling, career advising, resume writing, etc.) and other activities through the one-stop centers (American Job Centers).
  - Staff and services can be made available on-site or through “direct linkage”.  
Specific services for each area will be outlined in that area’s MOU.
- Participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.
- Provide a limited amount of resources to fund infrastructure and shared system costs of the one-stop centers. Partners are to contribute their “fair share” of the costs based on proportionate use and relative benefits received (20 CFR 678.420(b)(2)(i), 34 CFR 361.420(b)(2)(i), and 34 CFR 463.420(b)(2)(i). When using federal grant funds, Postsecondary Perkins are limited to expending general administration funding - which is capped at 5% of their total allocation (TEGL WIOA No. 17-16).

Please see the [Governor’s Guidelines](#) including supplemental guidance for more information.

## **XIII. INTERNAL CONTROLS QUESTIONNAIRE AND PROGRAMMATIC RISK ASSESSMENT**

To be eligible to receive funds, colleges must complete two annual assessments: the Internal Controls Questionnaire (ICQ) and the Programmatic Risk Assessment (PRA). These two assessments will determine if your institution will be required to complete additional metrics in order to receive funding. These include things like more stringent amounts for prior approval of equipment, training on procurement practices, etc.

The ICQ is available on the GATA portal for grantees. The ICQ is a college-wide assessment that affects all grants your institution receives from the ICCB and is typically completed by someone in your college's fiscal office. The ICQ does not have a concrete due date; however, we cannot process your Notice of State Award or Uniform Grant Agreement if your ICQ is not complete.

The PRA will be provided as a separate document, as opposed to a link as in years past, due to new regulations set forth by the Illinois Grant Accountability and Transparency Unit (GATU). This document will be provided to you before the application deadline, along with instructions on how to complete the document.

# APPENDICES

## A. ICCB CTE Staff Contact Information

**Illinois Community College Board**  
401 East Capitol Avenue, Springfield, IL 62701-1711 Phone: 217.785.0123; Fax:  
217.785.0090

NAME	TITLE	PHONE	EMAIL
Whitney Thompson	Deputy Director for Workforce Education	217.558.0318	<a href="mailto:whitney.thompson@illinois.gov">whitney.thompson@illinois.gov</a>
Natasha Allan	Senior Director for CTE	217.785.0139	<a href="mailto:natasha.allan@illinois.gov">natasha.allan@illinois.gov</a>
Janelle Washington	Director for CTE	217.785.0068	<a href="mailto:janelle.jones@illinois.gov">janelle.jones@illinois.gov</a>
Felita Murphy	Associate Director for CTE	217.785.0089	<a href="mailto:felita.murphy@illinois.gov">felita.murphy@illinois.gov</a>
Ahja Howard	CTE Research Analyst	217.558.4929	<a href="mailto:ahja.howard@illinois.gov">ahja.howard@illinois.gov</a>

## B. Useful Resources and Links

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

[Illinois Programs of Study Expectations Tool](#)

[ICCB CTE Grant Manual](#)

[ICCB CTE Resources Webpage](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Grant Accountability and Transparency Act \(GATA\)](#)

[Governor's Guidelines- WIOA](#)

[Illinois Center for Specialized Professional Support \(ICSPS\)](#)

[Office of Community College Research and Leadership \(OCCRL\)](#)

[Size, Scope, and Quality Criteria \(page 24 - 28\)](#)



## C. Summary of Perkins V Federal Uses of Funds

### Requirements For Uses of Funds Section 135b of Perkins V

Under Perkins V there are six required uses of funds. Permissive uses of funds are included within each respective required use. Required uses of funds are bolded and permissive uses are italicized below.

1. **Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include [the following]:**
  - a. *introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;*
  - b. *readily available career and labor market information, including information on—*
    - i. *occupational supply and demand;*
    - ii. *educational requirements;*
    - iii. *other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and*
    - iv. *employment sectors;*
  - c. *programs and activities related to the development of student graduation and career plans;*
  - d. *career guidance and academic counselors that provide information on postsecondary education and career options;*
  - e. *any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or*
  - f. *providing students with strong experience in, and comprehensive understanding of, all aspects of an industry.*
2. **Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include [the following]:**
  - a. *professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;*
  - b. *professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));*
  - c. *providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;*
  - d. *supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;*

- e. *supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;*
  - f. *providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;*
  - g. *training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;*
  - h. *training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or*
  - i. *training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.*
3. **Provide within career and technical education the skills necessary to pursue careers in high- skill, high-wage, or in-demand industry sectors or occupations.**
  4. **Support integration of academic skills into career and technical education programs and programs of study to support [the following]:**
    - a. *CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and*
    - b. *CTE participants at the postsecondary level in achieving academic skills.*
  5. **Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include [the following]:**
    - a. *a curriculum aligned with the requirements for a program of study;*
    - b. *sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C.3102), and other appropriate organizations, including community-based and youth- serving organizations;*
    - c. *where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;*
    - d. *appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;*

- e. *a continuum of work-based learning opportunities, including simulated work environments;*
  - f. *industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;*
  - g. *efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;*
  - h. *where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;*
  - i. *expanding opportunities for students to participate in distance career and technical education and blended learning programs;*
  - j. *expanding opportunities for students to participate in competency-based education programs;*
  - k. *improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;*
  - l. *supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;*
  - m. *supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;*
  - n. *providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;*
  - o. *supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;*
  - p. *making all forms of instructional content widely available, which may include use of open educational resources;*
  - q. *supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;*
  - r. *partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;*
  - s. *support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or*
  - t. *other activities to improve career and technical education programs.*
6. **Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).**

## D. Annual Perkins Application Due Dates

Barring any unforeseen circumstances, Perkins applications will be due each year as follows:

Fiscal Year	Due Date
FY2025 Application	May 17, 2024
FY2026 Application	May 16, 2025
FY2027 Application	May 15, 2026
FY2028 Application	May 14, 2027

# **AN EQUITY-CENTERED, COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

## **Illinois Community College Board**



The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United

States. Projects of this office are supported by the Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations. Our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to [occrl@illinois.edu](mailto:occrl@illinois.edu). This document can be found on the web at <http://occrl.illinois.edu>. This publication was prepared pursuant to a grant from the Illinois Community College Board (ICCB Grant Number D60008).

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## **OVERVIEW**

The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas: 1) student performance data; 2) size, scope, and quality as defined by the state plan; 3) labor market alignment, 4) progress towards implementing CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and 6) progress toward improving access and equity ([ACTE, 2019](#)). The CLNA process is meant to be completed alongside a diverse body of external stakeholders (listed in Section 4 of the CLNA). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process.



Following completion of the CLNA, the summation of findings from the CLNA process are to inform community colleges' development of their Perkins V local application for funding.

## **ADOPTING AN EQUITY LENS**

For community colleges to be successful in serving historically underrepresented and marginalized student populations, they must have intentional longstanding practices and processes based in equity (Boggs & McPhail, 2016). When equity is foundational to a community college's values, it does the inquiry work necessary to uncover who they are disserving in terms of educational opportunities and then identifying root causes as to why. To achieve equity, a community college must be reflective, introspective, and willing to acknowledge how its norms, structures, and practices may create barriers for historically underrepresented and marginalized student populations. Once problems are identified, community college leaders must take system-oriented action to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

Applying an equity lens does not mean treating all students or individuals in CTE programs the same way. Adopting an equity lens means that institutions should reassess and take ownership for how their practices may not be working for certain student subpopulations, and how institutional practices need to change as a result ([CUE, n.d.](#)). Thus, achieving equity for students should be the ultimate goal of your CTE program design and implementation. The CLNA process offers you and your stakeholders an opportunity to examine the success of your CTE programs through an equity lens.

## **Uncovering Equity Gaps**

You will also use an equity lens in the CLNA process to uncover any equity gaps that exist among various student groups by examining data disaggregated by subpopulations. To understand how to use data to uncover equity gaps, we suggest taking a look at a [brief](#) that highlights one Illinois community college as an exemplar. When disaggregating student data for its dental assistant CTE program, this particular community college realized that graduates of this program were overwhelmingly young White women who were not representative of the district's predominately African-American and Black demographics ([Gallaway, 2018](#)). The college realized the root of the problem stemmed from inequities that within-district students faced in the application process, thus resulting

in more out-of-district students accessing the dental assistant program. To redress this inequity, the college set a goal of redesigning its application and admissions processes to open up access and opportunities to its within-district candidates who are mostly students of color.

The inequity uncovered in the example above shows not just an equity gap, but more specifically, a racial equity gap. All community colleges bear some responsibility for racial inequities and should be accountable to redress them when necessary, as it is an injustice that affects our entire state. For example, Illinois has the highest unemployment rate for Black workers nationwide, and this inequity is largely attributed to other injustices such as inequities in educational access and opportunities, as well as racial discrimination in the workforce ([McKinney, 2018](#); [Reinhold, n.d.](#)). Unfortunately, the list of subpopulations emphasized in Perkins V does not include students from racially minoritized groups. However, given the sociopolitical context and evident racial inequities in education and the workforce that exist in the state of Illinois, race *does* matter, and so the CLNA must emphasize not just equity but also racial equity. Museus, Ledesma, and Parker (2015) define racial equity as a systemic assessment of how racially equitable systems that uplift and increase access and opportunity for historically minoritized people of color are equally ingrained into the academic and social practices, policies, and structures of an institution.

## The CLNA Process

The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. In contrast to program review, which focuses on a specific program of study during a five-year period, the CLNA suggests the assessment of overall CTE programs biannually to support the advancement of equitable outcomes that meet the needs of your district. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

### 1. PROGRESS TOWARD EQUITY AND ACCESS

This section asks you to critically examine your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all



aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices. By assessing your CTE programs through an equity lens, you are considering questions such as who is trying to access our programs but can't and why? What subpopulations' ideas and perspectives are being considered and whose are left out in program design and execution? What conditions have we created to ensure there is equitable access and success, and what conditions may be hindering access and success for certain subpopulations? What are students' experiences in the program, and are certain students experiencing inequitable treatment and access in your programs? How can we eliminate policies, structures, and practices that have a disparate impact on students based on their race/ethnicity, gender, disability, socioeconomic level, and whether they are an English language learner? (see [Stewart, 2018](#)).

To what extent are your programs representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?

Please enter text here

Which populations are underrepresented in your CTE programs?

Please enter text here

What efforts have you made to recruit underrepresented student populations into CTE programs?

What efforts have you made to help the following students transition into CTE?

- Racially minoritized students
- English language learners
- Students with disabilities
- Adult education
- Students who have been placed in development education
- Any subpopulations according to Perkins V that are underrepresented

To what extent are program materials (curricula, informational materials, and events) representative of your district's demographics and the shifts in diversity of your district such as race/ethnicity, gender, age, socioeconomics, English language learners, or disability?

- Are there certain underrepresented populations that are not represented in your materials based on race and language? Provide some solutions addressing these inequities.

## Suggested Resources

[Equity and Career and Technical Education brief](#)

[Stewart, \(D.L. \(2017, March 30\). Language of appeasement. Inside Higher Ed.](#)

## 2. STUDENT PERFORMANCE

The guiding questions in this section will help you evaluate your students' performance on federal, state, and local measures and identify any equity gaps based on this data. Please examine both aggregate and disaggregated data for subpopulations defined by both Perkins V and the Workforce Innovation and Opportunity Act (WIOA). The disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. We also included guiding questions that encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes ([Smith, 2018](#)).

What equity gaps were identified for students in CTE programs for high-demand sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?

What equity gaps were identified for students in CTE programs for high-wage sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-wage sectors?

Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?
What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]
How are your CTE students performing in certain gateway courses to high-wage and high- demand sectors compared to non-CTE students?
<ul style="list-style-type: none"> <li>• Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?</li> <li>• Are there differences in performance in gateway courses based on race and ethnicity? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?</li> </ul>
Overall, are there any Perkins student-performance measures that you are not meeting? Identify key root causes and strategies to improve performance.
In what ways are you examining student growth and improvement in both learning and performance (Consider formal classroom as well as clinical or practicum settings)?

## Suggested Resources

### Identify Equity Gaps

Facing Equity: Understanding P-20 Equity Conscious Leadership for College and Career Pathways

### 3. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS

The questions below should assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. In terms of equity, consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population and your regional and local context. You should also assess in this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is culturally responsive by engaging and speaking to the experiences of your diverse student populations ([Owens, 2018](#)).

How has your institution engaged employers in the recruitment of CTE faculty?

- More specifically, what groups are underrepresented among your CTE faculty by race/ethnicity, gender, and disability? How is this underrepresentation of faculty reflective of industry as well?
- Among your CTE faculty, how are you increasing representation of underrepresented groups, especially in terms of groups that are underrepresented by race/ethnicity, gender, and disability?

In what programs of study do you need to recruit and develop more educators? What are some strategies you have already begun to implement toward this effort?

What supports do you provide to transition industry professionals to the role of teaching, and understanding student learning and development as well as institutional culture?

What do educators report as their needs and preferences for professional development and benefits?

How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?
How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?
How are you ensuring your CTE educators are meeting credentialing requirements to teach?

### Suggested Resources

[Culturally responsiveness in community college CTE programs brief](#)

[Culturally sustaining leadership practices podcast](#)

## 4. STAKEHOLDER PARTICIPATION AND VOICE

Please provide a list of stakeholders who participated in the CLNA process, their title, organization, and how they were involved. As a reminder, according to Perkins V, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; 3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries; 4) parents and students; 5) representatives of special populations; 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of

1965); 7) representatives of Indian tribes and tribal organizations in the state, where applicable; and 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

	Name	Title/Organization	Role in the CLNA process
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

## Suggested Resources

Pathways to Results Engagement & Commitment

## 5. LABOR MARKET ALIGNMENT

Use the guiding questions in this section to consider how your programs align with state, regional, and/or local labor-market needs and demands. Consult with stakeholders assisting you with this CLNA for current and projected labor-market needs and trends. Stakeholders from local workforce development boards, chambers of commerce, unions, and any industry associations will be especially important to include in the assessment of how your CTE programs align with the labor market. Also consider any information you have gathered such as surveys or exit interviews from alumni who have helped you understand how you have prepared them for the labor market and how they are faring there. Most of the guiding questions in this section will require you to examine labor-market alignment with an equity lens by considering any inequities certain subpopulations may experience in the labor market, why these inequities may exist, and how you can address them.

What have been emerging and/or growing occupations in your region?

- From an equity perspective, what special populations are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?
- From an equity perspective, what racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?

Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement has been developed to address these shifts.

Has your region experienced population shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement you are developing to address these shifts.

Among your CTE graduates, identify subpopulations that are thriving in the labor market. What structures, conditions, and resources are supporting their success?

Among your CTE graduates, identify subpopulations that are experiencing inequities in the labor market. Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

- Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?

- What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high-demand and high-wage jobs?

What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?

- What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high- demand and high-wage jobs?

Are there certain racial/ethnic groups that your institution is not equitably preparing for high- demand and high-wage jobs?

- Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?

How is labor-market data used to support program improvement?

- In what ways are you using data to help identify inequitable employment outcomes, especially racial inequities?

After reviewing your local labor-market data, are you missing any potential CTE programs that may be needed in your area?

Also, does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?

## **Suggested Resources**

[Illinois Department of Employment Security](#)

[Illinois Career Pathways & Talent Pipeline Analysis](#)

[Economic Modeling System, Inc \(EMSI\) Labor Market Analysis](#)

Regional and local workforce boards



## **6. PROGRAM SIZE, SCOPE, AND QUALITY**

While you will refer to the state definitions of size, scope, and quality below, Perkins V requires you to assess whether the number of programs or programs of study and courses you offer meet the needs of your student population. Assessments of size could include examining class size in addition to the availability of program resources such as facilities and equipment. For scope, you can consider whether program curricular offerings are seamlessly aligned with the subsequent level of education. Finally, for quality purposes, you can assess the extent in which your programs give students the knowledge and skills critical to gaining employment and achieving success in their careers. To reiterate, please refer to the state's definition for size, scope, and quality below.

### **SIZE**

Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.

- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor-market information. Size of programs should be informed by labor-market needs.
- Follow local board policies on class sizes.

### **SCOPE**

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that

- a. incorporates challenging state academic standards
- b. addresses both academic and technical knowledge and skills, including employability skills
- c. aligns with the needs of industries in the economy of the state, region, tribal community, or localities
- d. progresses in specificity
- e. contains multiple entry and exit points that incorporate credentialing
- f. culminates in the attainment of a recognized postsecondary credential

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

## **QUALITY**

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to an in-demand occupation that is either a high-skill one or a high-wage one. Eligible recipients are encouraged to offer programming that meets two or three of the aforementioned characteristics of a program of study.

Programs of study:

1. Are informed by external stakeholders that include, but are not limited to, secondary partners, postsecondary partners, business and industry partners, local workforce boards, adult education providers, and community-based organizations through advisory committees. The advisory committees must meet, at a minimum, annually.
2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g., academic standards, accreditation bodies, and professional and licensing standards) to meet the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided with opportunities for comprehensive professional development (e.g., accrediting standards and ICCB administrative rules).
6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g., Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods).
8. Are offered in appropriate facilities using current technology and equipment.

9. Includes other entry and exit points to provide access and smooth transitions through programming (e.g., adult learners and veterans).

Are program-level outcomes aligned with business and industry recognized credentials and standards?

- Identify any CTE programs that are misaligned with credentials and standards of business and industry.

Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?

How well do your program offerings meet the needs of students and the communities you serve?

- How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?

Based on your last five years of reviewing different programs of study through the Program Review process, were there any recommendations for changes to the size, scope, or quality of any programs?

- What have you done so far to initiate and implement these changes?

## Suggested Resources

Revisit your college's Program Review reports

## 7. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

The questions below will help you determine whether and how, according to Perkins V, your programs of study at the postsecondary level are a coordinated, non-duplicative sequence of academic and technical content. This portion of the CLNA will require you to

do backward and forward mapping of your programs-of-study offerings to determine whether they meet labor-market projections as well as educational and economic needs and priorities of the state and your regional and local contexts. It is also important that secondary, postsecondary, and industry stakeholders in your region work closely together to assess that your programs of study, when implemented, offer structured and cohesive transition points at each subsequent educational level as well as at the transition to employment.

<p>Which programs of study have multiple entry and exit points that lead toward earning a credential?</p> <ul style="list-style-type: none"> <li>• What programs of study are underdeveloped and have possibilities for multiple entry and exit points?</li> <li>• Identify concrete ideas, solutions, and plans for further development.</li> </ul>
<p>How fully developed and aligned are your programs of study with secondary, postsecondary, and industry?</p> <ul style="list-style-type: none"> <li>• Are there specific programs that are misaligned within secondary, postsecondary, and industry areas, and if so, why?</li> </ul>
<p>How are you adapting programs of study as they become more professionalized and specialized?</p> <ul style="list-style-type: none"> <li>• What additional education and credentialing are you providing to respond to the further professionalization and specialization of the programs of study (i.e., articulation to a bachelor's degree, additional certifications, or additional skill training in specialized areas of industries)?</li> </ul>
<p>How are you ensuring that you meet each student's individual academic learning needs and mastery of employability skills and readiness?</p>
<p>What opportunities exist for secondary students in your programs of study to earn dual credit or enroll concurrently?</p>

In what ways are you facilitating seamless secondary to postsecondary transitions (i.e., communication, assessments, data sharing, college and career counseling and coaching)?

### ***Suggested Resources***

Principles to Guide Career Pathways and Programs of Study Implementation and Improvement

Advance CTE Programs of Study

## **8. PLAN OF ACTION: PREPARING YOUR LOCAL APPLICATION**

Finally, to be eligible for funding, the information gleaned from the CLNA should inform the preparation of your local application. The following guiding questions should help you develop a summary description of the results from the CLNA. The summary description of the results from the CLNA should be included in your location application for funding. After submitting this application, you will return to the CLNA every six months for the next two years—at which time you will re-engage stakeholders in your next CLNA—to ensure continuous improvement and complete a check-in with ICCB on your progress toward systemic, equity-centered change for your CTE programs. We have also included guiding questions for the progress check-in.

Which specific subpopulations are not being served well by your programs?

- What institutional structures and practices are creating barriers for these subpopulations that could be addressed immediately?
- Which of the problems identified need a more comprehensive, long-term plan?
- What priorities from your CLNA will be reflected in your local application?

What strategies will you use to support educators during the next four years to ensure your programmatic and performance goals can be met?

- Which professional development needs are most pressing?

## PROGRESS CHECK-IN TOWARD SYSTEMIC, EQUITY-CENTERED CHANGE

6 months: How have you begun to address the equity challenges you identified in your local application? Have any additional equity problems or challenges arisen since you completed your local application? What stakeholders are you engaging to address these key equity problems? What supports are you seeking out to redress identified inequities and equity gaps? Please provide examples.

Year 1: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process?

1.5 years: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process? What are you already foreseeing as new or ongoing equity gaps or challenges that would need to be addressed in your next local application?

## Suggested Resources

Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity

# REFERENCES

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# Illinois Postsecondary Perkins Local Application

FY2025-2028



College Name:



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# I. GENERAL INSTRUCTIONS

Perkins V requires community colleges to develop and implement a four-year local application, with 2025-2028 being the fiscal years covered in this application. The Local Application under Perkins V is comprised of elements from the comprehensive local needs assessment, data analysis and performance improvement, application narrative, annual work plan, Uniform Budget, and Acknowledgement of Grant Processes document. To be eligible for funds, each college must submit a complete Local Application that identifies goals and objectives that reflect yearly and long-term implementation and progress. Read all instructions carefully. A submission checklist has been included for your convenience. Any incomplete local application will be returned.

Reference the fiscal year 2025 - 2028 Local Application Guidelines to access supporting background information regarding Perkins V and specific local application processes.

## Submission Checklist

ITEM	DOCUMENT	COMPLETE AND INCLUDED
1.	Application Cover Page ( <i>in AmpliFund</i> )	<input type="checkbox"/>
2.	Copy of your completed Comprehensive Local Needs Assessment (CLNA) ( <i>separate document</i> )	<input type="checkbox"/>
3.	CLNA Outcomes Review ( <i>included in this four-year application</i> )	<input type="checkbox"/>
4.	Application Narrative ( <i>included in this four-year application</i> )	<input type="checkbox"/>
5.	Uniform Budget ( <i>separate document and AmpliFund</i> )	<input type="checkbox"/>
6.	Annual Work Plan ( <i>separate document</i> )	<input type="checkbox"/>
7.	Acknowledgement of Grant Processes document ( <i>separate document</i> )	<input type="checkbox"/>

## II. APPLICATION COMPLETION PROCESS

### TECHNICAL ASSISTANCE MEETING

Technical Assistance for the fiscal year 2025 - 2028 Postsecondary Perkins Local Application will be conducted on March 20, 2024, from 9:30 a.m. - 3:30 p.m. at the I Hotel and Illinois Conference Center in Champaign, IL.

### ICQ AND PROGRAMMATIC RISK ASSESSMENT

The Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment will be made available in late spring. These must be completed by May 30, 2024.

### APPLICATION DUE DATE

May 17, 2024, at 5:00 p.m.

### SUBMISSION METHOD

All Local Application documents must be submitted through the AmpliFund Grant Management System.

### SUBMISSION QUESTIONS

Please issue all questions to either your ICCB Perkins liaison or to [ICCB.cte@illinois.gov](mailto:ICCB.cte@illinois.gov).

### EXTENSION REQUESTS

AmpliFund will not allow late grant applications. If your grant submission is not received by 5:00 p.m. on May 17, 2024, this will create several problems for accepting your application.

### VERIFICATION OF SUBMISSION

A confirmation email will be sent to the Perkins contact to confirm download of the Application by May 21, 2024.

### REVIEW PROCESS

Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to:

1. request more specific information, clarification and/or supporting data; or
2. confirm that the proposal has been approved as submitted.

NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2024.

### APPROVAL

Upon approval, the ICCB will issue a Notice of State Award and a Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to [ICCB.grantpayments@illinois.gov](mailto:ICCB.grantpayments@illinois.gov) to activate the grant.

## **FOUR-YEAR APPLICATION COMPONENTS**

### III. COMPREHENSIVE LOCAL NEEDS ASSESSMENT OUTCOMES REVIEW

**Instructions:** Complete the following tables to provide a description of the results of the FY2025 Comprehensive Local Needs Assessment (CLNA).

CLNA Evaluation	
Next to the questions below, discuss the data utilized to conduct the CLNA and what equity gaps were identified.	
✓ Progress toward equity and access	
What data was used?	Enter response
What equity gaps were Identified?	Enter response
✓ Enhancing student performance	
What data was used?	Enter response
What equity gaps were Identified?	Enter response
✓ Recruitment, retention, and training of CTE educators	
What data was used?	Enter response
What equity gaps were Identified?	Enter response
✓ Labor market Alignment	
What data was used?	Enter response
What equity gaps were Identified?	Enter response
✓ Program size, scope, and quality	
What data was used?	Enter response
What equity gaps were Identified?	Enter response
✓ Progress toward implementing programs of study	
What data was used?	Enter response
What equity gaps were Identified?	Enter response

### CLNA Narrative Review

Next to each of the required CLNA components below, provide a narrative overview of the results of that component and a high-level summary of your plan of action for addressing any identified gaps. Questions to consider: What were the equity gaps that you uncovered? Were you surprised by any results? Was stakeholder input helpful in this process? What institutional processes were used in conducting your assessment?

*Please note that this information must be represented somewhere within your application narrative and/or annual work plan.*

✓ Progress toward equity and access	Enter response
✓ Enhancing student performance	Enter response
✓ Recruitment, retention, and training of CTE educators	Enter response
✓ Labor market alignment	Enter response
✓ Program size, scope, and quality	Enter response
✓ Progress toward implementing programs of study	Enter response

## IV. APPLICATION NARRATIVE (SFY2025-2028)

**Instructions:** The following application narrative spans grant fiscal years 2025-2028. The four-year application covers the period of the Illinois State Plan for Perkins V. Colleges will have the opportunity to update the narrative on an annual basis. In addition to this narrative, each applicable recipient will submit an Annual Work Plan and Uniform Budget. The work plan is provided in a separate document and will require the college to outline the specific activities that will ensure the attainment of each annual objective, as well as contribute to long-term goals.

**Provide detailed responses in the tables below for the following components:**

1. Work-based Learning
2. Career Exploration, Development, and Guidance
3. Supporting Special Populations Students
4. Early College Credit
5. Enhanced Curriculum and Instruction
6. Recruitment, Retention, and Professional Preparation, Development, and Training

## 1. Work-based Learning

Long-term Goal: Enter response

Annual Objectives

FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

How do these objectives align with and how are they supported by the information gleaned from your CLNA?

Enter response

How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?

Enter response

What internal/external partners will be leveraged to meet the stated goals and objectives?

Enter response

How will the identified goals and objectives inform any uncovered equity gaps?

Enter response



## 2. Career Exploration, Development, and Guidance

**Long-term Goal:** Enter response

**Annual Objectives** FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

**How do these objectives align with and how are they supported by the information gleaned from your CLNA?**

Enter response

**How do these objectives support your long-term goals?**

Enter response

**How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?**

Enter response

**What internal/external partners will be leveraged to meet the stated goals and objectives?**

Enter response

**How will the identified goals and objectives inform any uncovered equity gaps?**

Enter response

### 3. Supporting Special Populations Students

Long-term Goal: Enter response

FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

How do these objectives align with and how are they supported by the information gleaned from your CLNA?

Enter response

How do these objectives support your long-term goals?

Enter response

How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?

Enter response

What internal/external partners will be leveraged to meet the stated goals and objectives?

Enter response

How will the identified goals and objectives inform any uncovered equity gaps?

Enter response

## 4. Early College Credit

**Long-term Goal:** Enter response

**Annual Objectives** FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

How do these objectives align with and how are they supported by the information gleaned from your CLNA?

Enter response

How do these objectives support your long-term goals?

Enter response

How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?

Enter response

What internal/external partners will be leveraged to meet the stated goals and objectives?

Enter response

How will the identified goals and objectives inform any uncovered equity gaps?

Enter response

## 5. Enhanced Curriculum and Instruction

Long-term Goal: Enter response

Annual Objectives

FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

How do these objectives align with and how are they supported by the information gleaned from your CLNA?

Enter response

How do these objectives support your long-term goals?

Enter response

How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?

Enter response

What internal/external partners will be leveraged to meet the stated goals and objectives?

Enter response

How will the identified goals and objectives inform any uncovered equity gaps?

Enter response

## 6. Recruitment, Retention, and Professional Preparation, Development, and Training

**Long-term Goal:** Enter response

**Annual Objectives** FY25: Enter response

FY26: Enter response

FY27: Enter response

FY28: Enter response

How do these objectives align with and how are they supported by the information gleaned from your CLNA?

Enter response

How do these objectives support your long-term goals?

Enter response

How will the long-term goal and objectives help Illinois achieve its goals described in the State Plan?

Enter response

What internal/external partners will be leveraged to meet the stated goals and objectives?

Enter response

How will the identified goals and objectives inform any uncovered equity gaps?

Enter response

College Name: 

## ANNUAL WORK PLAN AND REPORTING TEMPLATE

**Instructions:** This Annual Work Plan includes the Annual Accountability Report and Annual Activity Plan. The Annual Accountability Report is utilized to conduct a data analysis and provide a report of the college's actual level of performance on the Perkins core indicators of performance and demonstrate the progress in achieving state determined levels of performance for the core indicators. The Annual Activity Plan follows the format of the Application Narrative portion of your local application and should be used to develop the activities that will inform your annual objectives and long-term goals. ***Note that your annual objectives and long-term goals should be described in detail within the Application Narrative, not this work plan.***

Complete each portion of the following template. For each question in the Annual Activity Plan section, you must develop at least one activity and provide answers for all subsequent questions. The intent of this work plan is to assist you in developing meaningful activities that will realistically enable you to meet the state determined levels of performance and achieve your annual objectives and long-term goals. At the beginning of each portion of the Annual Activity Plan section, there is room to include your four-year long-term goal and annual objectives for fiscal year 2025. Note that you may add more rows for additional activities.

This template also serves as the quarterly reporting template. Thirty days after each quarter, you are required to report on each activity and resubmit this work plan. Note that the quarterly financial reporting will be completed in AmpliFund. **DO NOT complete the quarterly reporting portions at the time of Application submission.**

# **ANNUAL ACCOUNTABILITY REPORT FY2025**

**PERFORMANCE DATA REPORT**

1. Conduct a data analysis at your institution. Perkins V requires colleges to disaggregate data by student populations, including special populations, and each core indicator according to CTE programs, programs of study, or Career Cluster. The Performance Data Analysis table below shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2023, 2024, 2025, 2026, 2027, and 2028. *[SDLP: State Determined Level of Performance; ALP: Actual Level of Performance; +/-: Difference of the two]*. For FY2025, you must complete the “Fiscal Year 2023 Data” column, using data provided in the ICCB Postsecondary Perkins V Online Data System (PODS) 2.0. Answer questions 2–4 in the Performance Data Analysis Narrative table. The narrative answers must be inclusive of the disaggregated data analysis. Complete the Performance Improvement Plan only if any performance indicator falls below the SDLP at the aggregate level.

PERFORMANCE DATA ANALYSIS																		
Performance Indicator	Fiscal Year 2023 Data (Fiscal Year 2025 Application)			Fiscal Year 2024 Data (Fiscal Year 2026 Application)			Fiscal Year 2025 Data (Fiscal Year 2027 Application)			Fiscal Year 2026 Data (Fiscal Year 2028 Application)			Fiscal Year 2027 Data (Fiscal Year 2029 Application)			Fiscal Year 2028 Data (Fiscal Year 2030 Application)		
	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-
<b>1P1:</b> Postsecondary Retention and Placement	69.8%			70.4%			70.8%			71.6%			72.4%			72.8%		
<b>2P1:</b> Earned Recognized Postsecondary Credential	70.9%			71.3%			71.7%			72.1%			72.5%			72.9%		
<b>3P1:</b> Nontraditional Program Enrollment	9.9%			10.1%			10.3%			10.7%			11.1%			11.5%		



**PERFORMANCE DATA ANALYSIS NARRATIVE**

2. What gaps or disparities did your Data Analysis identify?

3. Do these gaps in performance correlate with the equity gaps uncovered throughout the Comprehensive Local Needs Assessment (CLNA) process last year? Please elaborate.

4. If, after three years' time, the gaps continue to exist, describe what additional actions will be taken to eliminate those gaps and disparities.

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

PERFORMANCE IMPROVEMENT PLAN			
<b>Fiscal Year:</b>	<b>2025</b>		
<b>Instructions:</b> After reviewing the relevant data, use the Performance Improvement Plan table below to detail activities that will address identified gaps and allow the college to increase performance for each area falling below the SDLP at the aggregate level. Include the corresponding performance indicator that is being negatively affected. Activities should be measurable, limited in number, and target the specific special populations who are performing below the SDLP and the college's aggregate student performance. Identify the special populations and other subpopulations, if applicable, you are targeting for each activity.			
PERFORMANCE INDICATOR	ACTIVITIES	PERKINS RESOURCES	OUTCOMES
	1   _____		_____
	2   _____		_____
	1   _____		_____
	2   _____		_____
	1   _____		_____
	2   _____		_____
<b>TOTAL PROPOSED EXPENDITURES</b>		<b>\$</b>	
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activities in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.			
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>			
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>			

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

# **ANNUAL ACTIVITY PLAN FY2025**

## 1. WORK-BASED LEARNING

### Long Term Goal

*(From the 4-Year Local Application Narrative)*

### Annual Objectives

*(From the 4-Year Local Application Narrative)*

**FY2025:**

### Questions:

1. Provide a description of the work-based learning opportunities that the college will offer CTE students.

<b>Activity 1 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		

### Quarterly Reporting:

Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
2. Describe in detail how the college will coordinate and collaborate with local employers to develop or expand work-based learning opportunities.		
Activity 2 Description		Estimated Perkins Resources: \$
How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?		
How do you plan to determine the effectiveness of this activity?		
Quarterly Reporting:		

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.

✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

3. *How will the college support Career and Technical Student Organizations (CTSOs) and/or engage in team-based challenges?*

<b>Activity 3 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>How do you plan to determine the effectiveness of this activity?</b>	
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.	
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	
<b>2. CAREER EXPLORATION, DEVELOPMENT, AND GUIDANCE</b>	
<b>Long Term Goal</b> <i>(From the 4-Year Local Application Narrative)</i>	
<b>Annual Objectives</b> <i>(From the 4-Year Local Application Narrative)</i>	
<b>FY2025:</b>	
<b>Questions:</b> 1. Describe how career exploration and development will be provided. This could include career exploration and development coursework, activities, and/or services.	



# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>Note:</b> Perkins intends these activities are to be carried out through collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners.		
<b>Activity 1 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
2. <i>How will career information on employment opportunities be provided to students? Note that career opportunities should incorporate the most up-to-date information on high-skill, high-wage, or in-demand occupations, as determined by the local needs assessment?</i>  <b>Note:</b> Perkins intends these activities are to be carried out through collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners.		
<b>Activity 2 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
<b>3. How will career guidance and academic counseling be provided to students both before enrolling and while participating in CTE programs?</b>  <b>Note:</b> Perkins intends these activities are to be carried out through collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners.		
<b>Activity 3 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b>		

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.

✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

### 3. SUPPORTING SPECIAL POPULATIONS STUDENTS

#### Long Term Goal

*(From the 4-Year Local Application Narrative)*

#### Annual Objectives

*(From the 4-Year Local Application Narrative)*

**FY2025:**

#### Questions:

1. How will the college provide career preparation specifically for special population students?

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>Activity 1 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

2. How will the college prepare CTE participants for nontraditional fields and/or what supports will be provided to nontraditional CTE students?		
Activity 2 Description		Estimated Perkins Resources: \$
How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?		
How do you plan to determine the effectiveness of this activity?		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
3. How will the college ensure special populations students are provided with equal access to CTE courses, programs, and programs of study?		
<b>Activity 3 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
4. How will the college ensure that members of special populations will not be discriminated against based on their special population status?		
<b>Activity 4 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		



# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>			
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>			
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>			
<b>4. EARLY COLLEGE CREDIT</b>			
<b>Long Term Goal</b> <i>(From the 4-Year Local Application Narrative)</i>			
<b>Annual Objective</b> <i>(From the 4-Year Local Application Narrative)</i>			
<b>FY2025:</b>			
<b>Questions:</b> 1. Provide a description of how students can gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college credit. How will the college expand dual credit or dual enrollment (or other early college models) throughout the fiscal year?			
<b>Activity 1 Description</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%;"><b>Estimated Perkins Resources:</b> \$</td> </tr> </table>		<b>Estimated Perkins Resources:</b> \$
	<b>Estimated Perkins Resources:</b> \$		
<b>How will this activity help you reach this fiscal year's annual objective and how</b>			

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>will it contribute to the identified long-term goal?</b>	
<b>How do you plan to determine the effectiveness of this activity?</b>	
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.	
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	
2. <i>Provide a description of how the college will increase awareness, access, and participation in dual credit opportunities for students underrepresented in dual credit and higher education programming.</i>	

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>Activity 1 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		

## 5. ENHANCED CURRICULUM AND INSTRUCTION

### Long Term Goal

*(From the 4-Year Local Application Narrative)*

### Annual Objectives

*(From the 4-Year Local Application Narrative)*

**FY2025:**

### Questions:

1. How will the college develop, implement, or support efforts to provide contextualized coursework through the integration of academic coursework and technical skills?

#### Activity 1 Description

#### Estimated Perkins Resources:

\$

**How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?**

**Was this activity outlined in your Performance Improvement Plan?**

- ☐ Yes
- ☐ 1P1
- ☐ 2P1
- ☐ 3P1
- ☐ No

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
2. <i>How will the college develop and implement transition points into and out of the program (e.g. Integrated Education and Training (IET), stackable credentials, 2+2 articulation, accelerated pathways)?</i>		
<b>Activity 2 Description</b>		<b>Estimated Perkins Resources:</b> <div style="font-size: 2em; margin-top: 5px;">\$</div>

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>	
<b>How do you plan to determine the effectiveness of this activity?</b>	
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.	
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	
3. How will the college integrate employability skills into CTE programs?	

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>Activity 3 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		

## 6. RECRUITMENT, RETENTION, AND PROFESSIONAL PREPARATION, DEVELOPMENT, AND TRAINING

### Long Term Goal

*(From the 4-Year Local Application Narrative)*

### Annual Objectives

*(From the 4-Year Local Application Narrative)*

**FY2025:**

### Questions:

1. Provide a description of how the college will develop, coordinate, implement, and support the following efforts for CTE faculty, administrators, and other CTE professionals, including specialized instructional support personnel and paraprofessionals: **Recruitment.**

<b>Activity 1 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		

### Quarterly Reporting:



## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.

✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

2. Provide a description of how the college will develop, coordinate, implement, and support the following efforts for CTE faculty, administrators, and other CTE professionals, including specialized instructional support personnel and paraprofessionals: **Retention**.

<b>Activity 2 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>		
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>		
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		
3. <i>Provide a description of how the college will develop, coordinate, implement, and support the following efforts for CTE faculty, administrators, and other CTE professionals, including specialized instructional support personnel and paraprofessionals: <b>Training and professional development.</b></i>		
<b>Activity 3 Description</b>		<div style="background-color: #d3d3d3; padding: 5px; border: 1px solid black;"> <b>Estimated Perkins Resources:</b>  <b>\$</b> </div>

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>	
<b>How do you plan to determine the effectiveness of this activity?</b>	
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.	
✓ Quarter 1 (July 1- September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1- December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	
4. Provide a description of how the college will develop, coordinate, implement, and support the following efforts for CTE faculty, administrators, and other CTE professionals, including specialized instructional support personnel and paraprofessionals: <b>Preparation, including supporting these individuals in the transition to teaching.</b>	

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<b>Activity 4 Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b>		
<b>How do you plan to determine the effectiveness of this activity?</b>		
<b>Quarterly Reporting:</b> Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.		
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✓ Quarter 3 (January 1-March 31) <i>Due April 30</i>		
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<p>5. <i>How will individuals from groups underrepresented in the teaching profession will be recruited, retained, and provided with professional preparation, development, and training?</i></p>		
<p><b>Activity 5 Description</b></p>		<p><b>Estimated Perkins Resources:</b> \$</p>
<p><b>How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?</b></p>		
<p><b>How do you plan to determine the effectiveness of this activity?</b></p>		
<p><b>Quarterly Reporting:</b>            Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.</p>		
<p>✓ Quarter 1 (July 1-September 30) <i>Due October 30</i></p>		
<p>✓ Quarter 2 (October 1-December 31) <i>Due January 30</i></p>		

## FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

✓ Quarter 3 (January 1- March 31) <i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

## PROGRAMS OF STUDY

**Programs of Study Focus Narrative:**

Provide the following details about your fiscal year 2025 program of study focus that has been approved by ICCB or will be submitted to the ICCB for approval during fiscal year 2025.

<b>Program of Study Focus Description</b>		<b>Estimated Perkins Resources:</b> \$
<b>How did the Comprehensive Local Needs Assessment inform the selection of CTE programs and activities selected to be funded?</b>		
<b>How will these program(s) be aligned to the local/regional labor market?</b>		
<b>Provide specific information regarding how the program(s) will fit into a career pathway.</b>		
<b>Does this Program of Study include any industry recognized credentials? If so, please list them.</b>		

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<p><b>Describe how students, including students who are members of special populations, will learn about CTE course offerings and whether each course is part of a CTE program of study.</b></p>		
<p><b>How will the college support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance?</b></p> <p><i>Select a strategy to the right and develop an activity to achieve the strategy.</i></p>	<p><b>Strategy:</b></p>	<p>Click to select a strategy</p>
	<p><b>Activity Description:</b></p>	
<p><b>Emerging Programs of Study Narrative:</b></p> <p><i>Provide a description of any new programs of study that will be developed and submitted to the State for approval. In the description, address the following requirements of a program of study, identifying what currently exists and what needs to be created or implemented:</i></p> <ul style="list-style-type: none"> <li><i>a. Incorporates challenging state academic standards;</i></li> <li><i>b. Addresses both academic and technical knowledge and skills, including employability skills;</i></li> <li><i>c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;</i></li> <li><i>d. Progresses in specificity;</i></li> <li><i>e. Has multiple entry and exit points that incorporate credentialing; and</i></li> <li><i>f. Culminates in the attainment of a recognized postsecondary credential.</i></li> </ul> <p><b><i>For any programs of study that have not yet been approved by the ICCB, please complete the Programs of Study Approval Application.</i></b></p>		



# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

Program of Study Title	Program of Study Description (address a-f listed above)
<p><b>Quarterly Reporting:</b>            Quarterly, please provide an update on the development and implementation of your program of study focus, as well as any changes or barriers encountered. Make this reporting information as usable and as detailed as possible; this is a great tool for tracking the progress of implementation. At the end of the fiscal year, you must include information on the following:</p> <ul style="list-style-type: none"> <li>✓ final outcomes</li> <li>✓ progress with development and implementation</li> <li>✓ what obstacles you encountered</li> <li>✓ what actions you plan to take for the following fiscal year</li> </ul>	
✓ Quarter 1 (July 1-September 30) <i>Due October 30</i>	
✓ Quarter 2 (October 1-December 31) <i>Due January 30</i>	
✓ Quarter 3 (January 1-March 31)	

# FISCAL YEAR 2025 ANNUAL WORK PLAN AND REPORTING TEMPLATE

<i>Due April 30</i>	
✓ Quarter 4 (April 1- June 30) <i>Due July 30</i>	

## PROGRAMS OF STUDY INVENTORY

All programs of study listed in this document must have been approved by the ICCB through the Programs of Study Approval Process.

<b>FISCAL YEAR</b>	
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## PROGRAMS OF STUDY DEVELOPED TO DATE

PROGRAM OF STUDY TITLE <i>(Add additional rows as necessary)</i>	PARTNER HIGH SCHOOL(S)	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	NARRATIVE  1) Provide an update on the progress related to each program of study since it was approved by ICCB. 2) Include how the program of study fits into a career pathway.
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Fiscal Year 2025 Postsecondary Perkins Budget- General Instructions

### Directions for completing the following sheets:

#### Section A: Budget Summary

- All applicants must complete Section A and provide a break-down by the applicable budget categories.
- Please use detailed worksheet and narrative section for further descriptions and explanations of budgetary line items.

#### Section A: Indirect Cost Rate (General Admin.)

- This information should be completed by the applicant's Business Office. If the applicant is requesting reimbursement for indirect costs, the applicant's Business Office must select one of the options listed on the Indirect Cost Information page under Section-A Indirect Cost Information. Postsecondary Perkins recipients are limited to 5% for general administration/indirect costs. Recipients may also opt out of allocating up to 5% for general administration/indirect costs.
- Select Option (4) if the college will be requesting reimbursement for general administration/indirect cost. Note: See Notice of State Award for Restricted Rate Information
  - Select Option (5) if no reimbursement of Indirect Cost is being requested.

#### Certification

- Signed by the President or an authorized signatory.

#### Section C: Budget Worksheets for all expenditure lines in the budget

- Postsecondary Perkins grant recipients will complete the Annual Work Plan as provided by the ICCB. Within each tab of the Uniform Budget (excel), recipients are to give a **brief** description and then reference the Work Plan activity where the more detailed description can be found. Work Plan activity numbers are not required for the Fringe Benefits and Indirect Costs tabs.
- Postsecondary Perkins grant recipients are limited to the following budget line items: Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual Services, Consultant, Training and Education, Indirect Costs/General Administration, and Other (prior approval required).
  - All budget worksheet totals must equal the line item totals in Section A: Budget Summary.

#### Budget Modifications

**§200.308 Revision of budget and program plans:**

STATE OF ILLINOIS		UNIFORM GRANT BUDGET TEMPLATE		AGENCY: Illinois Community College Board	
Organization Name:		UEI (enter numbers only) :			
CFSA Number: 684-00-0465		CSFA Description: CTE Basic Grants to States		Fiscal Year(s) : 2025	
All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-17. Eligible applicants requesting funding for only one year should complete the column under " Year 1." Eligible applicants requesting funding for multi-year grants should complete all applicable columns. <b>Please read all instructions before completing form.</b>					
SECTION A -- FEDERAL PERKINS FUNDS					
Revenues		Year 1	Year 2	Year 3	TOTAL
(a). Federal Perkins Grant Amount Requested		\$ -	\$ -	\$ -	\$ -
BUDGET SUMMARY FEDERAL PERKINS FUNDS					
Budget Expenditure Categories <i>OMB Uniform Guidance Federal Awards Reference 2 CFR 200</i>		Year 1	Year 2	Year 3	TOTAL
1. Personnel (Salaries & Wages) 200.430		\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits 200.431		\$ -	\$ -	\$ -	\$ -
3. Travel 200.475		\$ -	\$ -	\$ -	\$ -
4. Equipment 200.439		\$ -	\$ -	\$ -	\$ -
5. Supplies 200.1		\$ -	\$ -	\$ -	\$ -
6. Contractual Services (200.318) & Subawards (200.92)		\$ -	\$ -	\$ -	\$ -
7. Consultant (Professional Services) 200.459		\$ -	\$ -	\$ -	\$ -
8. Construction		\$ -	\$ -	\$ -	\$ -
9. Occupancy (Rent & Utilities) 200.465		\$ -	\$ -	\$ -	\$ -
10. Research & Development (R&D) 200.87		\$ -	\$ -	\$ -	\$ -
11. Telecommunications		\$ -	\$ -	\$ -	\$ -
12. Training & Education 200.473		\$ -	\$ -	\$ -	\$ -
13. Direct Administrative costs 200.413		\$ -	\$ -	\$ -	\$ -
14. Miscellaneous Costs		\$ -	\$ -	\$ -	\$ -
15. A. <u>Grant Exclusive Line Item(s)</u>		\$ -	\$ -	\$ -	\$ -
B. <u>Grant Exclusive Line Item(s)</u>		\$ -	\$ -	\$ -	\$ -
16. Total Direct Costs (lines 1-15) 200.413		\$ -	\$ -	\$ -	\$ -
17. Indirect Costs* (see below) 200.414					\$ -
Rate: _____ % Base: _____					
18. Total Costs Federal Perkins Funds (lines 16 and 17)		\$ -	\$ -	\$ -	\$ -

## SECTION - A (continued) Indirect Cost Rate Information

If your organization is requesting reimbursement for indirect costs on line 17 of the Budget Summary, please select one of the following options.

- 1) ☐ Our Organization receives direct Federal funding and currently has a Negotiated Indirect Cost Rate Agreement (NICRA) with our Federal Cognizant Agency. A copy of this agreement will be provided to the State of Illinois' Indirect Cost Unit for review and documentation before reimbursement is allowed. This NICRA will be accepted by all State of Illinois Agencies up to any statutory, rule-based or programmatic restrictions or limitations.

**NOTE: (If this option is selected, please provide basic Negotiated Indirect Cost Rate Agreement information in area designated below)**

Your Organization may not have a Federally Negotiated Indirect Cost Rate Agreement. Therefore, in order for your Organization to be reimbursed for Indirect Costs from the State of Illinois, your Organization must either:

- A. Negotiate an Indirect Cost Rate with the State of Illinois' Indirect Cost Unit with guidance from your State Cognizant Agency on an annual basis.
- B. Elect to use the de minimis rate of 10% modified total direct cost (MTDC) which may be used indefinitely on State of Illinois Awards.
- C. Use a Restricted Rate designated by programmatic or statutory policy. (See Notice of Funding Opportunity for Restricted Rate Programs)

- 2a) ☐ Our Organization currently has a Negotiated Indirect Cost Rate Agreement with the State of Illinois that will be accepted by all State of Illinois Agencies up to any statutory, rule-based or programmatic restrictions or limitations. Our Organization is required to submit a new Indirect Cost Rate Proposal to the Indirect Cost Unit within six (6) months after the close of each fiscal year (2 CFR 200 Appendix IV (C)(2)(c)).

**NOTE: (If this option is selected, please provide basic Indirect Cost Rate information in area designated below)**

- 2b) ☐ Our Organization currently does not have a Negotiated Indirect Cost Rate Agreement with the State of Illinois. Our Organization will submit our initial Indirect Cost Rate Proposal (ICRP) immediately after our Organization is advised that the State award will be made and, in no event, later than three (3) months after the effective date of the State award (2 CFR 200 Appendix IV (C)(2)(b)). The initial ICRP will be sent to the State of Illinois' Indirect Cost Unit.

**NOTE: (Check with your State of Illinois Agency for information regarding reimbursement of indirect costs while your proposal is being negotiated)**

- 3) ☐ Our Organization has never received a Negotiated Indirect Cost Rate Agreement from either the Federal government or the State of Illinois and elects to charge the de minimis rate of 10% modified total direct cost (MTDC) which may be used indefinitely on State of Illinois awards (2 CFR 200.414 (c)(4)(f) & (200.68)).

**NOTE: (Your Organization must be eligible, see 2 CFR 200.414 (f), and submit documentation on the calculation of MTDC within your Budget Narrative under Indirect Costs)**

- 4) ☐ For Restricted Rate Programs (check one) -- Our Organization is using a restricted indirect cost rate that:
- \_\_\_\_\_ Is included as a "Special Indirect Cost Rate" in our NICRA (2 CFR 200Appendix IV (5) Or;
- X   Complies with other statutory policies (please specify) : Grantees are limited to an Indirect Cost rate of five percent [Sec. 135(d) of Perkins V]
- The Restricted Indirect Cost Rate is   5  %

- 5) ☐ No reimbursement of Indirect Cost is being requested. (Please consult your program office regarding possible match requirements)

Basic Negotiated Indirect Cost Rate Agreement information  
if Option (1) or (2a) is selected

Period Covered by the NICRA: From: \_\_\_\_\_ To: \_\_\_\_\_(mm/dd/yyyy)

Approving Federal/State agency (please specify) :

The Indirect Cost Rate is \_\_\_\_\_% The Distribution Base is: \_\_\_\_\_

CERTIFICATION	STATE OF ILLINOIS UNIFORM GRANT BUDGET TEMPLATE	AGENCY: Illinois Community College Board
Organization Name:	CSFA Description: CTE Basic Grants to States	
CSFA Number: 684-00-0465	UEI #	Fiscal Year(s) : 2025

(2 CFR 200.415)

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and that any false, fictitious, or fraudulent information or the omission of any material fact, could result in the immediate termination of my grant award(s).

\_\_\_\_\_  
Institution/Organization

\_\_\_\_\_  
Institution/Organization

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Official

\_\_\_\_\_  
Name of Official

\_\_\_\_\_  
Title  
Chief Financial Officer (or equivalent)

\_\_\_\_\_  
Title  
Executive Director (or equivalent)

\_\_\_\_\_  
Date of Execution

\_\_\_\_\_  
Date of Execution

**Note: The State awarding agency may change required signers based on the grantee’s organizational structure. The required signers must have the authority to enter into contractual agreements on behalf of the organization.**

Section C - Budget Worksheet & Narrative

1). **Personnel (Salaries & Wages)** (2 CFR 200.430) --List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project and length of time working on the project . Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives in the narrative space provided below. Also, provide a justification and description of each position (including vacant positions). Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.

Work Plan Activity Number	Name	Position	Computation				Cost
			Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of time	

Perkins Total \$ -

Personnel Narrative (Perkins):

Perkins Total \$ -

Total Personnel \$ -

Section C - Budget Worksheet & Narrative

2). **Fringe Benefits** (2 CFR 200.431 )--Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in category (1) direct salaries and wages, and only for the percentage of time devoted to the project. Provide the fringe benefit rate used and a clear description of how the computation of fringe benefits was done. Provide both the annual (for multiyear awards) and total. If a fringe benefit rate is not used, show how the fringe benefits were computed for each position. The budget justification should be reflected in the budget description. Elements that comprise fringe benefits should be indicated.

Name	Position	Computation		Cost
		Base	Rate	

Perkins Total \$ -

Fringe Benefits Narrative (Perkins):

Perkins Total \$ -

Total Fringe Benefits \$ -



## Section C - Budget Worksheet & Narrative

3). **Travel** (2 CFR 200.475)-- Travel should include: origin and destination, estimated costs and type of transportation, number of travelers, related lodging and per diem costs, brief description of the travel involved, its purpose, and explanation of how the proposed travel is necessary for successful completion of the project. In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit cost involved. Identify the location of travel, if known; or if unknown, indicate "location to be determined." Indicate source of Travel Policies applied, Applicant or State of Illinois Travel Regulations. **NOTE:** Dollars requested in the travel category should be for staff travel only. Travel for consultants should be shown in the consultant category along with the consultant's fee. Travel for training participants, advisory committees, review panels and etc., should be itemized the same way as indicated above and placed in the "Miscellaneous" category.

(Items may be: milieage, lodging, staff per diem, tolls, parking.)

[illegible]

\_\_\_\_\_

<b>Travel Narrative (Perkins):</b>	
------------------------------------	--

*Perkins Total*      \$                      -

\_\_\_\_\_

**Total Travel** \$ -

## Section C - Budget Worksheet & Narrative

- Provide justification for the use of each item and relate them to specific program objectives. Provide both the annual (for multiyear awards) and total for equipment of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. (Note: Organization's justification of equipment can be used). Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid depreciation. Depreciated equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the

Item	Computation		Cost
	Quantity	Cost	
			\$ -
			\$ -
		<i>Perkins Total</i>	<u>\$ -</u>

<i>Perkins Total</i> \$ -

<i>Total Equipment</i> \$ -

## Section C - Budget Worksheet & Narrative

**5). Supplies (2 CFR 200.1)** --List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

[illegible]**Supplies Narrative (Perkins):**

<i>Perkins Total</i>	\$	-
----------------------	----	---

**Total Supplies** \$ -

Section C - Budget Worksheet & Narrative

200.318) & Subawards (200.92) -- Provide a description of the product or service to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open A separate justification must be provided for sole contracts in excess of \$150,000 (See 2 CFR 200.88) . NOTE : this budget category may include subawards. Provide separate budgets for each the dollar value and indicate the basis for the cost estimates in the narrative. Describe products or services to be obtained and indicate the applicability or necessity of each to the project.

Please also note the differences between subaward, contract, and contractor (vendor):

award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal/State award, including a portion of the scope of work or objectives. It does not include contracts to an individual that is a beneficiary of a Federal/State program.  
contract instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. The term as used in this part does not include a legal agreement if the entity considers it a contract, when the substance of the transaction meets the definition of a Federal award or subaward.  
contractor is generally a dealer, distributor or other seller that provides supplies, expendable materials, or data processing services in support of the project activities.

Name of Organization	Contract or Subaward	Description of Activities	Cost
		<div>NumberAmount</div>	
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
		Perkins Total	\$ -

Perkins):

Perkins Total \$ -

Total Contractual Services \$ -

## Section C - Budget Worksheet & Narrative

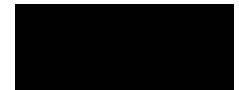
**nses (2 CFR 200.459) -- Consultant Services (Fees):** For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on  
**s:** List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging, etc.) Consultant-- Indicate whether applicant's  
y or the Federal Acquisitions Policy is used.

Consultant Services (Fees)	Service Provided	Computation			Cost
		Fee	Basis	Quantity	

*Perkins Total* \$ -

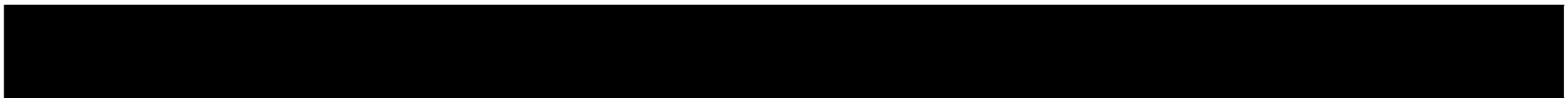
Consultant Expenses	Location	Computation					Cost
		Items	Cost Rate	Basis	Quantity	# of Trips	

*Perkins Total* \$ -



:
---

*Perkins Total* \$ -



*Total Consultant* \$ -

Section C - Budget Worksheet & Narrative

12). **Training and Education** (2 CFR 200.473) -- Describe the training and education cost associated with employee development. Include rental space for training (if required), training materials, speaker fees, substitute teacher fees, and any other applicable expenses related to the training. When training materials (pamphlets, notebooks, videos, and other various handouts) are ordered for specific training activities, these items should be itemized below.

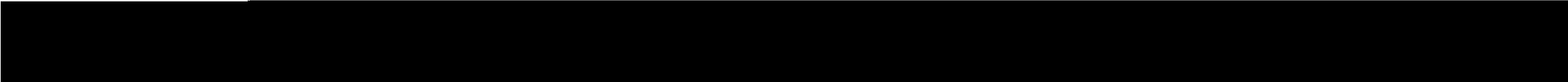
Work Plan Activity Number	Description	Computation				Cost
		Quantity	Basis	Cost	Length of time	

Perkins Total \$ -



Training & Education Narrative (Perkins):

Perkins Total \$ -



Total Training & Education \$ -

## Section C - Budget Worksheet & Narrative

**14). Other or Miscellaneous Costs** --This category contains items not included in the previous categories. List items by type of material or nature of expense, break down costs by quantity and cost per unit if applicable, state the necessity of other costs for successful completion of the project and exclude unallowable costs (eg. Printing, Memberships & subscriptions, recruiting costs, etc.)

[illegible]

**Other Costs Narrative (Perkins):**

<i>Perkins Total</i>	\$	-
----------------------	----	---

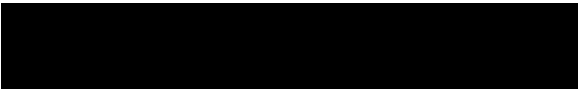
*Total Other Costs*      \$                      -

Section C - Budget Worksheet & Narrative

16). Indirect Cost (2 CFR 200.414) --Provide the most recent indirect cost rate agreement information with the itemized budget. The applicable indirect cost rate(s) negotiated by the organization with the cognizant negotiating agency must be used in computing indirect costs (F&A) for a program budget. The amount for indirect costs should be calculated by applying the current negotiated indirect cost rate(s) to the approved base(s). After the amount of indirect costs is determined for the program, a breakdown of the indirect costs should be provided in the budget worksheet and narrative below.

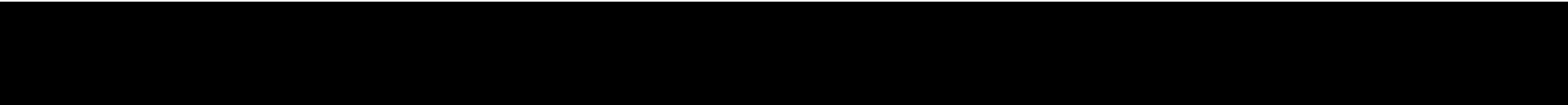
Description	Computation		Cost
	Base	Rate	

Perkins Total \$ -



Indirect Cost Narrative (Perkins):

Perkins Total \$ -



Total Indirect Costs \$ -



<b>Agency Approval</b>	<b>STATE OF ILLINOIS UNIFORM GRANT BUDGET TEMPLATE</b>	<b>AGENCY: Illinois Community College Board</b>
<b>Organization Name:</b>	<b>CSFA Description: CTE Basic Grants to States</b>	
<b>CSFA Number: 684-00-0465</b>	<b>UEI#</b>	<b>Fiscal Year(s) : 2025</b>

Final Budget Amount Approved

Program Approval Signature

Date

Fiscal & Administrative Approval  
Signature

Date

Budget Revision Approved

Program Approval Signature

Date

Fiscal & Administrative Approval  
Signature

Date

§200.308 Revision of budget and program plans

(e) The Federal/State awarding agency may, at its option, restrict the transfer of funds among direct cost categories or programs, functions and activities for Federal/State awards in which the Federal/State share of the project exceeds the Simplified Acquisition Threshold and the cumulative amount of such transfers exceeds or is expected to exceed 10 percent or \$1,000 per detail line item, whichever is greater of the total budget as last approved by the Federal/State awarding agency. The Federal/State awarding agency cannot permit a transfer that would cause any Federal/State appropriation to be used for purposes other than those consistent with the appropriation.

**FY2025 POSTSECONDARY PERKINS LOCAL APPLICATION**  
**ACKNOWLEDGEMENT OF GRANT PROCESSES**

This document is intended to serve as an agreement between the ICCB and community college Perkins Administrators that the following grant deadlines and procedures have been acknowledged and understood. Upon signing this document, Perkins Administrators are expected to follow all outlined guidelines.

**Instructions:** Read all guidelines carefully. Check each box after you have acknowledged and understood the specific guideline. At the end of the document you are required to provide your signature. If there are specific guidelines or acknowledgements that you do not understand, please consult with your ICCB Perkins liaison.

**REPORTING**

- ✓ Pursuant to the Education Department General Administrative Regulations (EDGAR), Postsecondary Perkins grant recipients are required to submit quarterly reports. Quarterly reports will be due 30 days after the end of each quarter and should be submitted in AmpliFund. I acknowledge that I am responsible for collecting all pertinent information and collaborating with other fiscal and programmatic staff in order to fully complete and submit all required reports.

☐ **Acknowledged and understood**

- ✓ Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date.

☐ **Acknowledged and understood**

- ✓ If a report due date falls on a Saturday, Sunday, or federal holiday, colleges may submit their report the following business day.

☐ **Acknowledged and understood**

- ✓ The quarterly reporting schedule is as follows:

QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
Quarter 1	July 1 – September 30	October 30
Quarter 2	October 1 – December 31	January 30
Quarter 3	January 1– March 31	April 30
Quarter 4/Final Report	April 1 – June 30	July 30

☐ **Acknowledged and understood**

**FY2025 POSTSECONDARY PERKINS LOCAL APPLICATION  
ACKNOWLEDGEMENT OF GRANT PROCESSES**

**BUDGET MODIFICATIONS**

- ✓ Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval.

☐ **Acknowledged and understood**

- ✓ Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.

☐ **Acknowledged and understood**

- ✓ The final date to submit a budget modification is May 30.

☐ **Acknowledged and understood**

- ✓ Modifications must be submitted and approved prior to any expenditure of funds.

☐ **Acknowledged and understood**

- ✓ Modifications submitted after an expenditure of funds has occurred will not be retroactively approved.

☐ **Acknowledged and understood**

To request a budget modification, the following must be submitted:

- ✓ Completed budget modification request in AmpliFund
- ✓ Updated uniform budget spreadsheet with all proposed changes uploaded to AmpliFund

☐ **Acknowledged and understood**

**EXPENDITURES, PAYMENT REQUESTS, AND FUNDING DEADLINES**

- ✓ Grantees are required to submit a **Fiscal Expenditure Close-Out Report 60** calendar days following the end of the grant period. This Report is due on August 30.

☐ **Acknowledged and understood**

- ✓ The last day to submit a payment request is August 1. *Payment requests made after this date will not be accepted.*

☐ **Acknowledged and understood**

**FY2025 POSTSECONDARY PERKINS LOCAL APPLICATION  
ACKNOWLEDGEMENT OF GRANT PROCESSES**

- ✓ Additional funding deadlines for federal Perkins funding are as follows:

June 30	Grant funds must be obligated.
June 30	Goods/products must be ordered.
June 30	Services must be rendered.
August 31	All goods/products must be received.

☐ **Acknowledged and understood**

**SUPPLANTING**

Perkins funds should supplement, not supplant, non-federal funds expended for CTE activities. Supplanting is presumed to occur in the following three circumstances:

An eligible recipient uses Perkins funds to provide services that the recipient:

- ✓ was required to make available under other federal, state, or local law, except as permitted by Section 21(a)(5) of Perkins V
- ✓ was provided with non-federal funds the year prior
- ✓ was provided with non-federal funds for non-CTE students but charged to Perkins for CTE students

☐ **Acknowledged and understood**

*Note: Supplanting or not supplanting? Determining if supplanting has occurred or could occur can sometimes be tricky. Do not hesitate to reach out to ICCB CTE staff for clarification.*

---

**FY2025 POSTSECONDARY PERKINS LOCAL APPLICATION  
ACKNOWLEDGEMENT OF GRANT PROCESSES**

**SIGNATORY CERTIFICATION**

As the Perkins Administrator, I acknowledge that I am responsible for communicating all grant requirements and expectations to other staff and administrators at the institution.

X

Primary Perkins Contact

I certify that I have read, acknowledged, and understood all aforementioned deadlines, requirements, and procedures as they relate to the Postsecondary Perkins grant.

X

Primary Perkins Contact

## Appendix K: College and Career Pathway Endorsements (CCPE)



# Recommended Technical and Essential Employability Competencies

For College and Career  
Pathway Endorsements

January 2022



## Background

The competencies set forth in this document were developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness (PWR) Act in order to implement College and Career Pathway Endorsements.

The competencies have been reviewed and recommended for approval by the Workforce Readiness through Apprenticeships and Pathways Steering Committee of the Governor's Cabinet on Children and Youth, but they remain subject to further review and modification by State agencies. This process has been led by a partnership between Education Systems Center at NIU and JFF with generous support from JPMorgan Chase & Co.



### About JFF

JFF is a national nonprofit that drives transformation in the American workforce and education systems. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. JFF's Pathways to Prosperity Initiative develops, implements, and scales systems of college and career pathways to expand economic opportunity for all young people and meet state and regional talent needs. This forward-looking approach depends on strong cross-sector partnerships and mobilizes K-12 and postsecondary education leaders, policymakers, and employers, bringing together diverse stakeholders to build a future that works. For more information, visit [jff.org](http://jff.org) and [jff.org/pathwaystoprosperity](http://jff.org/pathwaystoprosperity).



### About Education Systems Center

Education Systems Center at Northern Illinois University (EdSystems) shapes and strengthens education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy. EdSystems leads and manages the Illinois P-20 Council's College and Career Readiness Committee, which drove the development and adoption of the Postsecondary and Workforce Readiness Act ([pwract.org](http://pwract.org)). For more information, visit [edsystemsniu.org](http://edsystemsniu.org).

### About JPMorgan Chase

JPMORGAN CHASE & CO.

JPMorgan Chase & Co. is a leading global financial services firm with assets of \$2.6 trillion and operations worldwide. The firm is a leader in investment banking, financial services for consumers and small businesses, commercial banking, financial transaction processing and asset management. A component of the Dow Jones industrial average, JPMorgan Chase & Co. serves millions of customers in the United States and many of the world's most prominent corporate, institutional and government clients under its J.P. Morgan and Chase brands. For more information, visit [jpmorganchase.com](http://jpmorganchase.com).



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### Introduction and Background

Enacted in 2016, the Postsecondary and Workforce Readiness (PWR) Act established a voluntary system for school districts to award College and Career Pathway Endorsements (CCPEs) to high school graduates. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the CCPE industry area. Endorsements incentivize career exploration and development and are available in eight sector areas, including a multidisciplinary option.

Students earn CCPEs by completing an individualized learning plan, a career-focused instructional sequence, and professional learning (which includes career exploration activities, 60 hours of career development experiences, and two team-based challenges). Technical and professional competencies connected to CCPEs indicate that a student is equipped with the knowledge, skills, and abilities to advance to entry-level employment, college-level coursework, or advanced sector-based training in the endorsement sector area. School districts can apply to the Illinois State Board of Education to offer CCPEs during the 18-19 school year, and can start to award them to the graduating class of 2020.

#### *College and Career Pathway Endorsements Indicate:*



Completion of individualized learning plan



Career-focused instructional sequence: two years of coursework or equivalent competencies



Professional learning including career exploration activities, 60 hours of career development experiences, such as internships, two team-based challenges



Demonstration of readiness in reading and math for postsecondary education pathways courses

In consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations, industry-based steering committees were formed to identify and propose technical and professional competencies in six sectors. The first iteration of this document included four industry areas selected due to their alignment with state economic development priorities:

- Health Sciences and Technology (HST)
- Information Technology (IT)
- Manufacturing, Engineering, Technology, and Trades (METT)
- Finance and Business Services (FBS)

Competency mapping was completed for an additional two industry areas from June 2018 to March 2019. These areas are:

- Arts and Communication (A&C)
- Human and Public Services (HPS) (specifically, the Education Pathways within HPS)

In 2021, technical competencies for Agriculture, Food, and Natural Resources (AFNR) were developed as part of the Perkins Model Programs of Study development process.





## What Do the Competencies Represent?

The CCPE Technical and Employability Competencies serve as quality indicators of an individual's readiness to enter an industry or to pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement.

While competencies are defined differently depending on the desired outcome and setting, the U.S. Department of Labor (U.S. DOL) defines a competency as "a cluster of related knowledge, skills, and abilities that affects a major part of one's job that correlates with performance on the job, that can be measured against well-accepted standards and can be improved through training development and experience." This description ensures that competency statements are defined as a combination of learned content and the application of skills and abilities that can be demonstrated and evaluated.

For each CCPE sector area, competencies are organized into two broad categories: essential employability competencies, including entrepreneurial competencies, and technical competencies. Essential employability competencies, often connected to employability skills or "soft" skills, are workplace dispositions and attitudes connected to often-performed work tasks and behaviors. Applicable across many industries, employability competencies include the ability to connect industry knowledge to one's personal efficacy in the workplace. The ten employability competencies included in this report apply across all sectors. A core element of essential employability competencies also include entrepreneurial skillsets focused on growth mindset and the ability to innovate in the workplace for both personal and professional pursuits. Technical competencies relate to specific industry knowledge and skills, and the ability to apply that learning in a workplace environment. Taken together, the universal employability competencies and sector-specific technical competencies will inform how schools design pathways courses and professional learning experiences.



## Competency Research Approach and Development Process

From June 2017 through March 2018, public-private steering committees consisting of industry experts across Health Science, Advanced Manufacturing/Engineering, Finance and Business Services, and IT reviewed national research and data from Illinois Human Resource professionals to draft core technical and essential employability competencies. From June 2018-March 2019 public-private steering committees of industry experts in Arts & Communications and Human Public Services, with a focus on Education, edited existing essential employability competencies and drafted industry specific core technical competencies. Cross-sector entrepreneurial competencies emerged and were incorporated as a part of the essential employability competencies.

All industry areas drafted competency statements through the following phased process:

### Phase 1: Analysis of Historical and Real-Time Labor Market Information

Phase 1 provided an analysis of historical and real-time labor-market information to identify or verify high-growth, high-demand, high-wage industries in the region.

Based on this analysis, JFF conducted and synthesized research, including the following:

- Review and analysis of existing national resources, e.g.; Department of Labor, O\*Net, and national credentialing agencies
- Industry-specific implications regarding the future of work

### Phase 2: Analysis of National Resources and Local Talent Pipeline Demands

To ensure competencies are aligned with the demand of the local labor market, Phase 2 of the competency mapping process involved the following:

- Interviews with local Human Resources and Talent Acquisition professionals in the industry
- Review and analysis of state and/or regional entry level job descriptions along with trends and implications

### Phase 3: Establish Sector-Specific Steering Committee for Iterative Review

In Phase 3, sector-specific steering committees reviewed the national and local research and coalesced on a list of top ten essential employability and sector-wide technical competencies. These committees convened and developed competency statements in a series of in-person and virtual meetings.

Committees included local industry experts with the following perspectives: Human Resources and Talent Acquisitions, Workforce Development and Training, Higher Education, Secondary Education and Career and Technical Education.

### Phase 4: Public Comment Period

Prior to finalization and dissemination, broad-based industry feedback was collected and incorporated to encourage wider adoption for use in educational and industry-based settings. Public comment occurred through a digital survey. The survey results were then collected, analyzed and incorporated.



## TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

### Teamwork & Conflict Resolution

Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.

### Communication

**Verbal:** Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.

**Written:** Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.

**Digital:** Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.

### Problem Solving

Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.

### Decision Making

Students can use their understanding of problem solving to implement and communicate solutions.

### Critical Thinking

Students can use their understanding of logic and reasoning to analyze and address problems.

### Adaptability & Flexibility

Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.

### Initiative & Self-Drive

Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.

### Reliability & Accountability

Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.

### Cultural Competence

Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.

### Planning & Organizing

Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

## ENTREPRENEURIAL COMPETENCIES

### Principles of Entrepreneurship

Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

### Innovation & Invention

Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

### Growth Mindset

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.





**AFNR Systems  
& Integration**

Students can identify and analyze the breadth, depth, and interconnectivity of AFNR systems in order to make sustainable and innovative management decisions.

**Technology**

Students can apply their understanding of relevant technology and tools to collect information and execute effective practices across AFNR systems.

**Policy  
& Regulations**

Students can seek out, analyze, and apply information about relevant public policy and regulations to manage their impact on AFNR production, processing, distribution, and management practices.

**Society & Culture**

Students can use their understanding of the local natural and cultural resources, food, and economic context to steward consumer education and connections to AFNR stakeholders.

**Resource  
Stewardship**

Students can identify and analyze essential resources in order to steward them and implement sustainable management practices.

**Ethical Production**

Students can apply their understanding of ethical standards and practices in order to produce, process, and distribute AFNR goods and services with integrity.

**Research  
& Innovation**

Students can apply research and critical thinking skills to design innovative practices that address complex challenges in AFNR operations and industries.

**Health, Safety,  
& Compliance**

Students can use their understanding of personal safety and environmental regulations to comply with health and safety requirements as well as maintain safe and proper use of AFNR tools and equipment.



### CREATIVE PROCESS COMPETENCIES

<b>Creating</b>	Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.
<b>Presenting, Performing, &amp; Producing</b>	Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.
<b>Responding</b>	Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.
<b>Connecting</b>	Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of creative work.
<b>Investigation &amp; Research</b>	Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.

### CREATIVE CAREERS COMPETENCIES

<b>Project Management</b>	Students can use their understanding of setting project deadlines, task-break down, and delegation in order to successfully complete projects independently or as part of a team.
<b>Creative Technology &amp; Design</b>	Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.
<b>Resource Management</b>	Students can use their understanding the principles of managing, monitoring, and controlling resources including assets, money, and products in order to successfully achieve project expectations.
<b>Brand Identity, Marketing, &amp; Brand Management</b>	Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.
<b>Human Interaction</b>	Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.



<b>Cash &amp; Capital Principles</b>	Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.
<b>Technical Applications</b>	Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.
<b>Project Management</b>	Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.
<b>Principles of Economics &amp; Business</b>	Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.
<b>Financial Reporting</b>	Students can use their understanding of financial statements to assess a business's financial information.
<b>Financial Statements</b>	Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.
<b>Customer Care &amp; Marketing</b>	Students can use their understanding of market demands to meet the needs of a client.
<b>Business Operations</b>	Students can use their understanding of transaction management to perform business operations.
<b>Principals of Customer Relationship Management</b>	Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.
<b>Fundamentals of Sales</b>	Students can use their understanding of personalized service and market demands to secure successful sales interactions.





<b>Medical Terminology</b>	Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
<b>Healthcare Industry &amp; Culture</b>	Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.
<b>Healthcare Delivery Practices</b>	Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.
<b>Healthcare Industry Ethics</b>	Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
<b>Health Professions Licensure</b>	Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.
<b>Emergency Response</b>	Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.
<b>Healthcare Confidentiality</b>	Students can use their understanding of HIPPA to adhere to legal requirements and maintain confidentiality.
<b>Healthcare Personnel &amp; Roles</b>	Students can use their understanding of the practices, procedures, and personnel used to deliver quality patient care to identify one's role on a team and within the overall health environment.
<b>Healthcare Sanitation</b>	Students can use their understanding of sanitation and health regulations to ensure that healthcare facilities and tools meet standards for cleanliness.
<b>Healthcare Rules &amp; Regulation</b>	Students can use their understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMTALA, OSHA, etc.) to meet accreditation standards and to obey the law.



### PLANNING AND PREPARATION

<b>Childhood &amp; Student Development</b>	Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students.
<b>Curriculum &amp; Program Design</b>	Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students.
<b>Curriculum Relevance &amp; Collaboration</b>	Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences.

### CLASSROOM ENVIRONMENT

<b>Managing &amp; Monitoring Learning</b>	Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.
<b>Equitable Treatment</b>	Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.
<b>Learning Environment</b>	Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners.

### PROFESSIONAL RESPONSIBILITIES

<b>Citizenship, Family, &amp; Community Relationships</b>	Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning.
<b>Health, Safety, &amp; Legal Responsibilities</b>	Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law.

### INSTRUCTION

<b>Evaluation &amp; Assessment</b>	Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs.
<b>Observation &amp; Adaptation</b>	Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.



<b>Basic Principles of Information Technology Concepts, Systems, Platforms &amp; Tools</b>	Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.
<b>Security</b>	Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.
<b>Logic &amp; Fundamentals of Computer Languages</b>	Students can use their understanding of how computer languages communicate to build basic mobile and web applications.
<b>Routing &amp; Network Configuration</b>	Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.
<b>User &amp; Customer Support</b>	Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology.
<b>Basic Principles of Hardware</b>	Students can use their understanding of communication systems hardware to describe the purpose and function of fundamental end user devices, switches, routers, wireless access points, etc.
<b>Risk Management &amp; Information Assurance</b>	Students can use their understanding of the standards and applications needed to protect the confidentiality, integrity, and availability of information and information systems.
<b>Basic Principles of Software Development</b>	Students can use their understanding of designing, writing, testing, and maintaining source code of computer programs to manage and maintain software.
<b>Networks</b>	Students can use their understanding of hardware and software to facilitate communication between people and computer systems.
<b>Basics of Virtualization &amp; Cloud Computing</b>	Students can use their understanding of the features, benefits, and concepts of virtualization and cloud computing to differentiate among types of cloud services.





<b>Equipment Safety</b>	Students can use their understanding of equipment usage, practices, and procedures to maintain a healthy, safe, and secure work environment.
<b>Manufacturing Environment</b>	Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.
<b>Personal Health &amp; Safety</b>	Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.
<b>Spatial Reasoning</b>	Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.
<b>Process, Design, &amp; Development</b>	Students can use their understanding of technical drawings and schematics to complete the design and development process.
<b>Installation</b>	Students can use their understanding of tools to assemble and disassemble simple tools.
<b>Customer Focus</b>	Students can use their understanding of communication and project management to understand client needs and complete project accordingly.
<b>Quality Assurance &amp; Continuous Improvement</b>	Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.
<b>Digital Manufacturing</b>	Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process.
<b>Supply Chain Logistics</b>	Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.



## Appendix I: Illinois Essential Employability Skills Framework Cross Analysis

In order to ensure cross-systems alignment, committees reviewed the Illinois Essential Employability Skills Framework, a resource designed to define and clarify essential employability skills and provide a standard for the state. This framework was developed through a collaboration of the Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity, representatives of Illinois businesses, local chambers of commerce, educators, and other stakeholders.

The chart below illustrates the ten PWR Act CCPE Essential Employability Competencies' alignment with the Illinois Essential Employability Skills Framework. A full review of the Illinois Essential Employability Skills Framework can be found at <https://icsps.illinoisstate.edu/2-home/63-illinois-essential-employability-skills-framework>.

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
<b>Personal Ethic:</b> Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
<b>Work Ethic:</b> Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
<b>Teamwork:</b> Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
<b>Communication:</b> Active Listening, Clear Communication	<b>Communication:</b> Written, Verbal, and Digital





## Appendix II: State Agency Engagement and Approval

As referenced in the Background section, the 2018 version of this document was approved by the agencies comprising the Workforce Readiness Through Apprenticeships and Pathways (WRAP) Committee of the Governor's Cabinet on Children and Families. These agencies included:

- Illinois State Board of Education (ISBE)
- Illinois Community College Board (ICCB)
- Illinois Board of Higher Education (IBHE)
- Illinois Department of Commerce and Economic Opportunity (DCEO)
- Illinois Department of Employment Security (IDES)
- Illinois Student Assistance Commission (ISAC)
- Illinois Department of Innovation and Technology (DoIT)
- Department of Human Services (DHS)
- Department of Juvenile Justice (DJJ)
- Guardianship and Advocacy Commission (IGAC)

In 2019, the Interagency Implementation Team (IIT) was formed to support implementation of Executive Order 2019-03 ("Executive Order Strengthening the State's Commitment to Workforce Development and Job Creation") and aligned efforts including PWR Act implementation. This body approved the updates to this document in February 2020 and August 2021. IIT agencies include:

- Illinois State Board of Education (ISBE)
- Illinois Community College Board (ICCB)
- Illinois Department of Children and Family Services (DCFS)
- Illinois Department of Commerce and Economic Opportunity (DCEO)
- Illinois Department of Corrections (DOC)
- Illinois Department of Employment Security (IDES)
- Illinois Student Assistance Commission (ISAC)
- Department of Human Services (DHS)



## Appendix L: Special Populations as Defined in Perkins V

## **Special Populations, as defined by the Act include:**

### **1. Individual with Disability**

A. In general – the term “individual with disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101))

B. The term “disability” means with respect to an individual with...

- i. a physical or mental impairment that substantially limits one or more of the major life activities of such an individual,
- ii. a record of such an impairment, or
- iii. being regarded as having such an impairment. (The term “impairment” does not include characteristics of or predisposition to illness or disease.)

**2. Individuals from Economically Disadvantaged Families, including low income youth and adults** – to such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Secondary level identification may be made by the following criteria:

- a. Eligibility for free or reduced-price school lunch
- b. Eligibility for participation in programs assisted under the Workforce Investment Act
- c. Eligibility for TANF/public assistance funds
- d. Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois

Postsecondary level identification may be made by the following:

- a. Recipient of a Pell Grant or comparable State program of need-based financial assistance
- b. Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois
- c. Participant or participant’s family is a recipient of public assistance
- d. Participant is eligible for participation in programs assisted under the Workforce Investment Act

**3. Individuals Preparing for Nontraditional Fields** – The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**4. Single parents, including single pregnant women** - unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.



### **5. Out of Workforce Individual-**

A. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

B. An individual who –

i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

iii. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**6. English Learners** – The term “English learner”, when used with respect to an individual, means an individual –

i. who is aged 3 through 21

ii. who is enrolled or preparing to enroll in an elementary school or secondary school;

iii. who was not born in the United States or whose native language is a language other than English;

a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and

b. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

iv. who is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

v. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –

a. the ability to meet the challenging State academic standards;

b. the ability to successfully achieve in classrooms where language of instruction is English; or

c. the opportunity to participate fully in society.

**7. Homeless Individuals-** described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)

**8. Youth who are in, or have aged out of, the foster care system-**is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

### **9. Youth with a parent who-**

a. is a member of the armed forces (as such is defined in section 101(a)(4) of title 10, United States Code); and

b. Is on active duty (as such term is defined in section 101(d)(1) of such title).

## Appendix M: Postsecondary and Career Expectations (PaCE) framework



## Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



### By the end of 6th grade

#### A student should be exposed to:

- information about and examples of a wide range of careers
- language that emphasizes individual skills, strengths, and assets
- practices that develop a growth mindset

#### A student should be supported to:

- explore their interests
- practice their strengths
- develop their confidence in their abilities

### By the end of 7th grade

#### A student should be supported to:

- engage in guided self-reflection
- articulate aspirations
- envision a positive future
- explore their habits
- create or change a habit
- record their progress
- explore career interests
- explore their strengths
- effectively ask for help
- understand a growth mind set

### By the end of 8th grade

#### A student should be supported to:

- explore barriers to aspirations
- articulate personal strengths
- identify sources of motivation
- explore career interests
- develop an educational plan for at least one career interest
- compare possible financial futures
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

#### A student should be exposed to:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop





## Illinois PaCE

### Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



#### By the end of 9th grade

##### A student should be supported to:

- complete a career cluster survey
- complete a career interest survey
- attend a PS options workshop
- select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators
- enroll as appropriate in early college credit courses
- outline a plan for community service and extracurricular activities related to PS plans
- attend a basic financial aid presentation with a trusted adult

##### A student should know:

- one or two careers for further exploration
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

#### By the end of 10th grade

##### A student should be supported to:

- visit at least one workplace aligned with career interests
- participate in activities related to their career cluster of interest
- select a career area of interest: enroll in career pathway (CP) as available
- explore opportunities along the Work Based Learning Continuum.
- connect and build relationships with 2-3 adults to support the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a basic financial aid presentation with a family member

##### A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- skills related to career interests
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and completion

#### By the end of 11th grade

##### A student should be supported to:

- revisit the career interest survey
- participate in a mock job interview
- create a resume and personal statement
- complete an experience within the Work Based Learning Continuum.
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam
- complete a Postsecondary Plan Workshop

##### A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- entrance requirements, including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

#### By the end of 12th grade

##### By the end of 12th grade a student should be supported to:

- complete at least two team based challenges.
- obtain an internship opportunity related to the CP if applicable
- if applicable, receive industry-based certification(s) related to the CP
- address any remedial needs in math/ELA
- complete a financial aid offer workshop

##### A student should know:

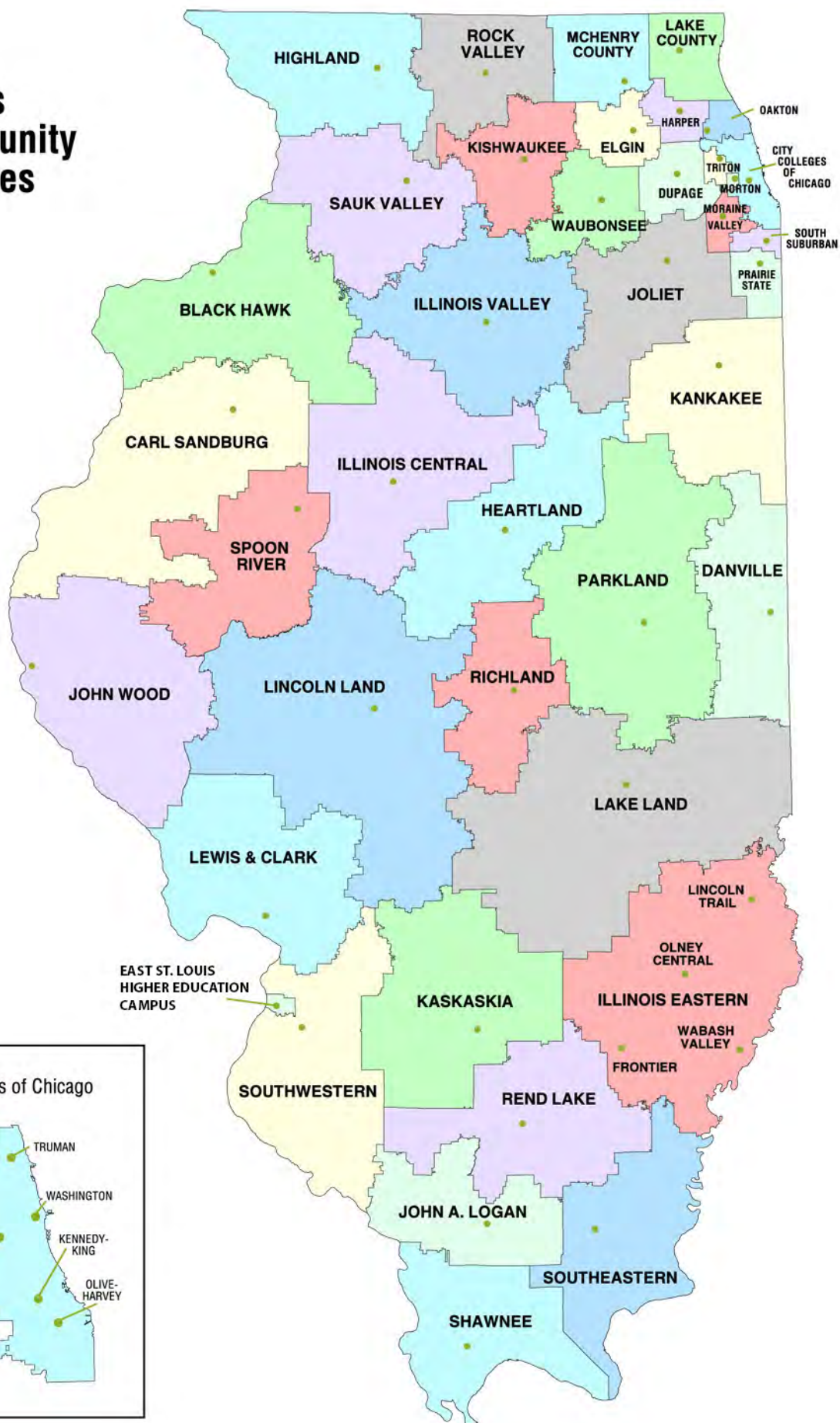
- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of chosen PS options
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

##### By 12/31 of 12th grade a student should have:

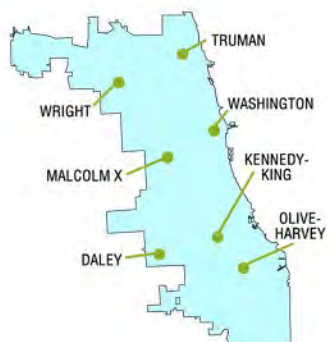
- completed 3 or more admissions applications to PS institutions
- ensure all steps in the PS admissions process are completed on time
- attended a Financial Aid Application completion workshop
- completed a financial aid application

## Appendix N: IL Community College Districts

# Illinois Community Colleges



City Colleges of Chicago



## Appendix O: Stakeholder Feedback (Review of FY21-24 State Plan)



# **FY2025 – 2028 Perkins V State Plan Updates and Performance Indicator Targets**

Natasha Allan  
Senior Director for CTE

Marci Johnson  
CTE Director



# Meeting Rules

- Please add all questions, comments, feedback to the chat. This will allow us to gather all feedback and respond accordingly, as well as include any dissention in our updated State Plan.

# Glossary of Terms

- State Determined Level of Performance (SDLP)
- Actual Level of Performance (ALP)
- U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE)
- Illinois Association for Career and Technical Education Conference (IACTE)
- Education for Employment (EFE)
- Department of Commerce and Economic Opportunity (DCEO)

# Basics

- Process
  - **May 10:** Plan Due Date
- Differences from the FY21-24 State Plan development
- Current plan laid an excellent framework
- Gathered feedback on current plan
  - Forum, IACTE, Education Success Network, and other professional development events
  - CTE Administrators and EFE Directors, NIU P-20 Network, DCEO



# State Plan Updates

# What Remains the Same

The four core components remain unchanged.

- **Vision**: Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.
- **Mission**: Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:
  1. Align to current and projected future industry and community needs;
  2. Support students to navigate and complete a personalized pathway based on their interests and goals;
  3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
  4. Provide targeted supports to students of a broad range of backgrounds and skills; and,
  5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

# What Remains the Same

- 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.
- Goals:
  1. Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credentials.
  2. Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
  3. Increase participation in meaningful CTE early college credit.
  4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
  5. Recruit and retain a sustainable pipeline of CTE educators.
  6. Expand access to quality work-based learning for all students.

# What Changes

- Focus on creating meaningful activities that will help us realistically achieve our Goals.
- Feedback from EFE CTE System Directors and Community College CTE Directors on changes needed

# Striving to Achieve our Goals

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

- ISBE and ICCB will release a joint competitive grant opportunity requiring secondary and postsecondary collaboration. Objectives may include aligning the College and Career Pathway Endorsement framework with implementation of the Model Programs of Study or integrating employability skills and competencies into coursework.
- Focus more intentional support on the Illinois Departments of Juvenile Justice (IDJJ) and Corrections (IDOC). This may include research on the effect of Pell monies being resourced to individuals in custody; ISBE and ICCB collaborating to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.

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

- ICCB will develop and facilitate a webinar series around each component of the Local Application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.
- ISBE and ICCB will work to create resources to embed academics into CTE Programs and to share with secondary and postsecondary.
- ISBE and ICCB will facilitate the incentivization of the alignment of the College and Career Pathway Endorsements (CCPE) framework and Postsecondary Programs of Study. \*

\*this work will be supported by NIU.



# Striving to Achieve our Goals

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

- ICCB will develop a process for assisting colleges with continuous improvement regarding their approved programs of study. Specific areas of interest include expanding dual credit course offerings and other early college opportunities and developing additional team-based challenges and other work-based learning opportunities.
- ISBE and ICCB will work jointly to develop a best practices toolkit for local areas to increase the number of dual credit opportunities in core CTE coursework as opposed to just general education.
- ISBE and ICCB are jointly committed to expanding participation in quality early college opportunities including dual credit, dual enrollment, articulated credit, and advanced placement. Early college opportunities reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations (students of color, students from low-income families, and students with disabilities).

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

- Conduct comprehensive technical assistance to local areas around the Comprehensive Local Needs Assessment by utilizing the following strategies:
  - ISBE and ICCB will continue to provide technical assistance to community colleges regarding the CLNA process. Topics may include the following: how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans including the college's Equity Plan.
  - Before completing the CLNA that will inform the fiscal year 2027 Local Application, ISBE and ICCB will gather Education for Employment system directors and Perkins Administrators to work collaboratively on the CLNA.
  - Conduct an individual, deep-dive webinar on each of the six components of the CLNA.

# Striving to Achieve our Goals

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

- ISBE and ICCB will develop a 'Why I Teach!' media campaign inclusive of videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.
- ISBE and ICCB will contract to research promising practices from other states for recruiting and retaining a sustainable pipeline of CTE educators. Also, use the Advance CTE framework for educator recruitment and retention to organize the research.

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

- ISBE and ICCB will create a statewide team-based challenge competition. The competition will require secondary and postsecondary collaboration with the winners announced during February, which is CTE Month.

# Secondary measures for FY 21-24

## Illinois State Determined Performance Levels - Secondary

Indicators	Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format
1S1: Four-Year Graduation Rate	95.2	95.2	95.4	95.6	95.8	Percentage
2S1: Academic Proficiency in Reading Language Arts	36.1	36.1	38.6	29.4	30.01	Percentage
2S2: Academic Proficiency in Mathematics	34.7	34.7	37.6	28.49	29.06	Percentage
2S3: Academic Proficiency in Science	35.8	35.8	39.9	43.9	48	Percentage
3S1: Post-Program Placement	62.6	62.6	63.2	63.8	64.3	Percentage
4S1: Non-traditional Program Concentration	40.1	40.1	40.3	30	30.5	Percentage
1S2: Extended Graduation Rate	95.4	95.4	95.4	95.5	95.5	Percentage
5S2: Program Quality – Attained Postsecondary Credits	30.9	30.9	31.2	31.6	32	Percentage
5S3: Program Quality – Participated in Work-Based Learning	6.9	6.9	7	5	5.5	Percentage



# PERKINS MEASURES 2023

State

HEL

1S1: Four-Year Graduation Rate



1S2: Extended Graduation Rate



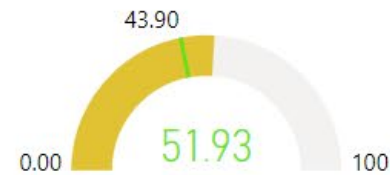
2S1: Academic Proficiency in Reading



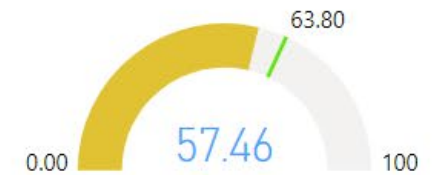
2S2: Academic Proficiency in Mathematics



2S3: Academic Proficiency in Science



3S1: Post-Program Placement



4S1: Nontraditional Program



5S2: Program Quality Attained Postsecondary Credits



5S3: Program Quality – Work-Based Learning



OF

# Perkins Accountability

Perkins ID	Indicator	FY 24	FY25	FY26	FY27	FY28
1S1	Four-Year Graduation Rate	95.80	96.15	96.50	96.85	97.20
1S2	Extended Graduation Rate	95.50	95.70	95.90	96.10	96.30
2S1	Academic Proficiency in Reading	29.64	30.84	32.04	33.24	34.44
2S2	Academic Proficiency in Mathematics	25.64	27.14	28.64	30.14	31.64
2S3	Academic Proficiency in Science	53.94	54.24	54.54	54.84	55.14
3S1	Post-Program Placement	64.30	64.80	65.30	65.80	66.30
4S1	Nontraditional Program	31.50	32.00	32.50	33.00	33.50
5S2	Attained Postsecondary Credits	38.00	38.40	38.80	39.20	39.60
5S3	Work-Based Learning	10.00	10.60	11.20	11.80	12.40

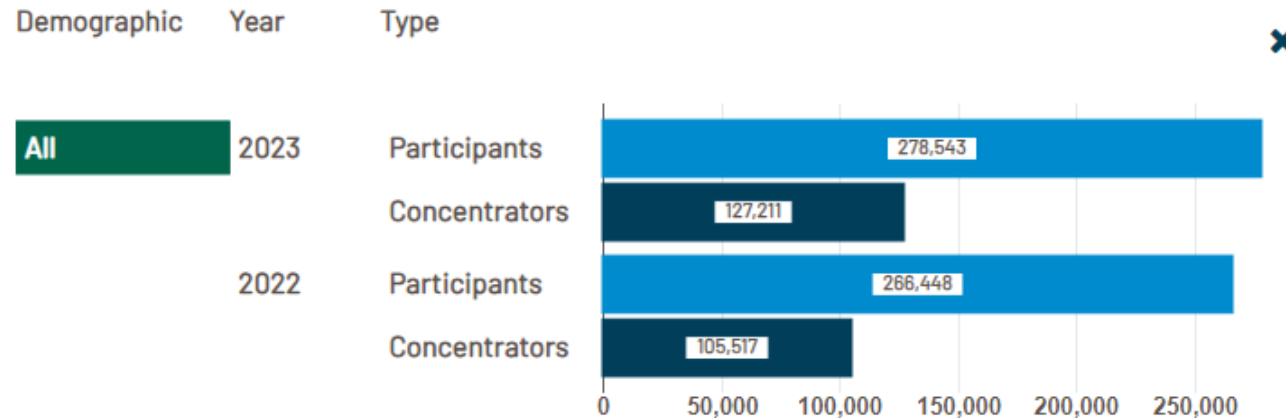
# Secondary SDLPs Methodology

The following factors were used to determine the proposed targets:

- Historical Performance and Trend Analysis
  - All students' performance over the past three years were reviewed for 1S1, 1S2, 2S1, 2S2, 2S3. These measures align with their performance
  - CTE students' performance over the past three years were reviewed for 3S1, 4S1, 5S2 and 5S3. In these it was also determined that 3S1 would be higher due to adding employment records and articulated credit, 5S3 increased by adding courses that embed work-base learning

# Additional Factors of Significance

- CTE has become a pipeline for employers
- Grants are released for Ed pathways, METT pathways and support for work-based learning.
- Secondary CTE participants increased





# Postsecondary Indicators

There are three federally-defined and mandated postsecondary performance indicators.

## ✓ 1P1: Postsecondary Retention and Placement

- 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, 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.

## ✓ 2P1: Credential, Certificate, or Degree Attainment

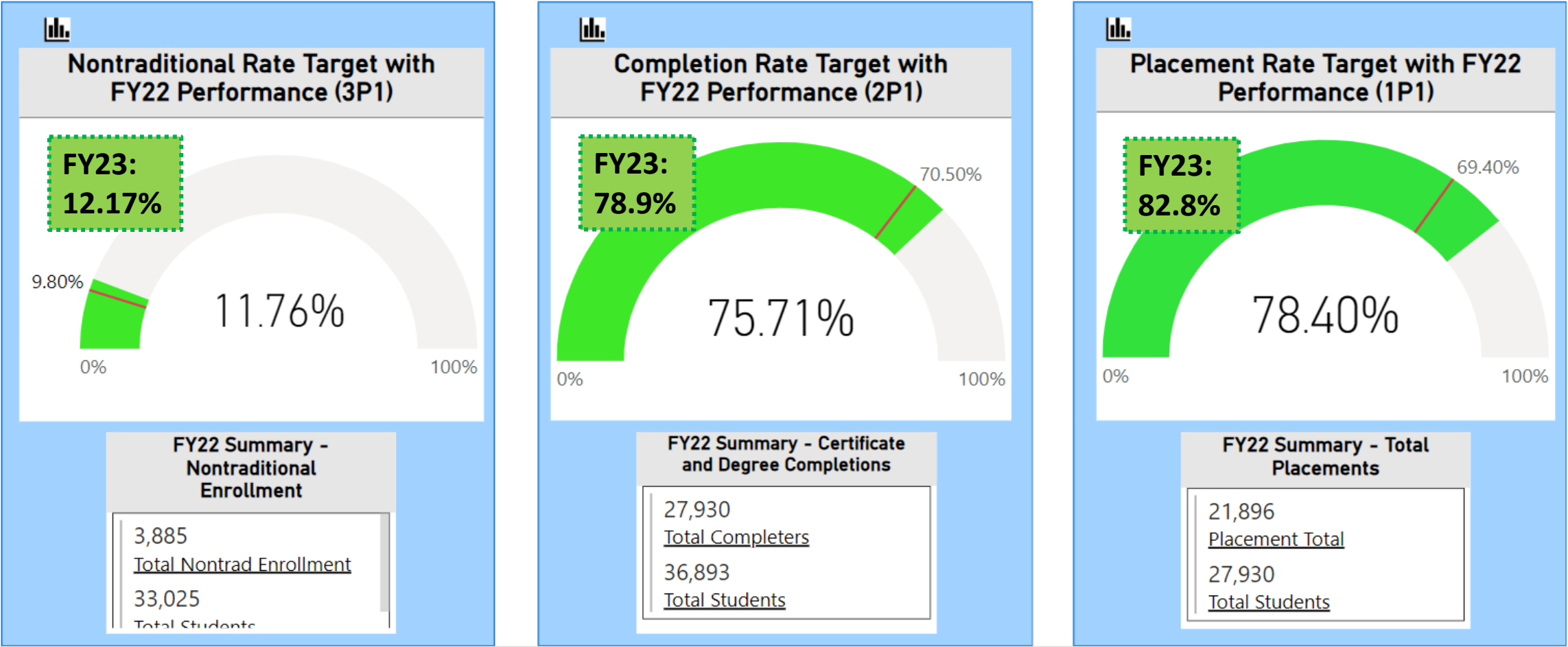
- The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

## ✓ 3P1: Nontraditional Program Enrollment

- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.



# FY2022 and FY2023 Postsecondary Achievement



# Postsecondary SDLPs- proposed targets

Indicators	Baseline Level	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1P1: Postsecondary Retention and Placement	68.8	69	69.4	69.8	70.4	70.8%	71.6%	72.4%	72.8%
ALP		80.2	78.4	82.8	TBD				
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3	71.7%	72.1%	72.5%	72.9%
ALP		78.24	75.71	78.9	TBD				
3P1: Nontraditional Program Enrollment	9.5	9.6	9.8	9.9	10.1	10.3%	10.8%	11.3%	11.6%
ALP		12.04	11.76	12.17	TBD				

# Postsecondary SDLPs Methodology

The following factors were used to determine the proposed targets:

- Historical Performance and Trend Analysis
  - An analysis of the historical performance data for each measure (1P1, 2P1, and 3P1). This included analyzing past targets versus the actual performance achieved. Post-COVID Illinois has seen a significant amount of hiring and job openings as businesses reopened and normal operations resumed. However, this will not continue indefinitely, and the labor market often goes through downturns after periods of growth and expansion. We believe it best to take a conservative- yet continuous improvement- approach to target setting as we move forward.
- Gradual Improvement and a Balanced Approach
  - A consideration of the organization's ability to improve over time, and then utilizing this logic to set targets that reflect a gradual improvement from historical performance, balancing ambition with achievability. This included avoiding setting targets unrealistically high to prevent demotivation or unrealistic expectations.

# Additional Factors of Significance

- CTE continues to be crucial to the revitalization of our economy!
- Community colleges experienced an increase in headcount and FTE for the 2<sup>nd</sup> year in a row, in which CTE specifically increased by 10.4 percent in headcount.
- Statewide initiatives like PATH (our healthcare grant) and the new Electric Vehicle initiative will get more students interested in nontraditional careers, especially in healthcare which has seen probably the largest shift away from being dominated by a single sex.

# Public Comment

- What are your thoughts about these measures?
- Do they look achievable?
- What can be done to increase these numbers?
- What are your thoughts about the state plan?

## Public comment links:

### **Secondary:**

<https://forms.office.com/r/gsiGbx0qWR> OR send email to [perkins@isbe.net](mailto:perkins@isbe.net)

### **Postsecondary** (due by March 8):

<https://form.jotform.com/240466279818165>



# State Plan Draft and Webinar Recording

The draft of the State Plan, as well as this webinar recording, will be shared out via email the week of March 11.

## **Secondary:**

[www.isbe.net/perkinsv](http://www.isbe.net/perkinsv)

## **Postsecondary:**

<https://www2.iccb.org/cte/perkins-v-state-plan/>



## 2025 – 2028 Perkins State Plan Overview and

### Attendee Report: Performance Measures

Report Generated:

02/27/2024 11:10 AM CST

**Webinar ID**  
590-805-819

**Actual Start Date/Time**  
02/27/2024 09:53 AM CST

**Duration**  
1 hour 14 minutes

**# Registered**  
116

### Staff Details

**Attended**  
Yes

**Interest Rating**  
Not applicable for staff

**Last Name**  
Administrator

**First Name**  
Webinar

### Attendee Details

**Attended**

**Interest Rating**

**Last Name**

**First Name**

Yes 39  
Yes 86  
Yes 37  
Yes 34  
Yes 36  
Yes 44  
Yes 37  
Yes 95  
Yes 44  
Yes 55  
Yes 94

Albarado Chrys  
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Binanti Andy  
Blanton Kara  
Blickem Cassie  
Blunier Cathy  
Bolhous Courtney  
Boston Brittany  
Budziak Chase

Yes 59  
Yes 72  
Yes 36  
Yes 42

Bull Ignazia  
Campbell Bonnie  
Cardenas Rita  
Chahino Nancy

Yes 36  
Yes 40  
Yes 96  
Yes 35  
Yes 57  
Yes 39

Coloriano Jomarie  
Conn Tammi  
Copes Lance  
Creamer Erin  
Crouch Tom  
Davidson Jennifer

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Davis	Gina
Dominguez	Bianca
Donahue	Kimberly
Duensing	Scott
Dufour	Michelle
Edwards	Laura
Ellis	Jonita
Ezeigbo	Chibuzo
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Lauen	Wendy
Mack	Renee
McDonald	Nancy
McGuffey	Chris
McKenzie	Shannon
Meadows	Michelle
Messersmith	David
Moreno	Cynthia



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Moriarty	Michael
Morrison	Evelyn
Murphy	Felita
Nagel	Amanda
Newell	Jarrold
O'Brien	Brad
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Penczak	Heather
Powell	Devon
Presenter	ISBE

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Queener	Scott
Rademacher	David

Rienstra	Wendy
Robertson	Natalie
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Saiyed	Shaista

Schoen	Jodi
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Slade	Greg
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Smith	Justin

Stroh	Terry
Wandtke	Anna
Ward	Wanda
Washington	Janelle
Wernsman	Scott

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Wright	Lisa
Zipp	Marcella

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baker	shavina
kelley	matt
wherley	rich
Boudreau	Noah
Broderick	Daniela
Burns	Ellen
Cox	Lori
Dougherty	Tabatha
Elder	Nick
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Hicks	Dominique
Kastory	Amy
Klein	Jason
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Prigge	Shannon
Stegall	Brittany
Sullivan	Laura
Thompson	Whitney
Weston	Rev. Terry {TW}
Wight	Kathy
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91

**Clicked Registration Link**

175

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azures@ccc.edu	02/27/2024 09:45 AM CST

## Opened Invitation

45

### Join Time - Leave Time (Time in Session)

02/27/2024 09:53 AM CST - 02/27/2024 11:06 AM CST (1 hour 14 minutes)

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02/27/2024 10:38 AM CST - 02/27/2024 11:04 AM CST (27 minutes)

02/27/2024 10:43 AM CST - 02/27/2024 11:04 AM CST (21 minutes)

02/27/2024 10:29 AM CST - 02/27/2024 11:03 AM CST (34 minutes)

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02/27/2024 10:44 AM CST - 02/27/2024 11:06 AM CST (22 minutes)  
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**Time in Session**  
1 hour 14 minutes

<b>Time in Session</b>	<b>Unsubscribed Webinar Question 1</b>	<b>Webinar 1 Response</b>
27 minutes	No	
21 minutes	No	
34 minutes	No	
14 minutes	No	
38 minutes	No	
51 minutes	No	
33 minutes	No	
34 minutes	No	
23 minutes	No	
35 minutes	No	
33 minutes	No	
35 minutes	No	Is there a copy of the presentation that we can download?
1 hour 2 minutes	No	
32 minutes	No	
36 minutes	No	
14 minutes	No	Great session!
37 minutes	No	
41 minutes	No	
32 minutes	No	
28 minutes	No	
33 minutes	No	

44 minutes No

34 minutes No

42 minutes No

36 minutes No

37 minutes No

33 minutes No

26 minutes No

23 minutes No

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41 minutes No

33 minutes No

36 minutes No

33 minutes No

36 minutes No

31 minutes No

36 minutes No

36 minutes No

9 minutes No

33 minutes No

Thanks for the information - it is very much appreciated.

Thank you

How can we provide equitable access when Community Colleges across the state may or may not charge for dual credit and Perkins does not permit that as a use of funds.

38 minutes No

35 minutes No

31 minutes No

37 minutes No

33 minutes No

2 minutes No

31 minutes No

32 minutes No

36 minutes No

35 minutes No

29 minutes No

41 minutes No

33 minutes No

35 minutes	No
39 minutes	No
33 minutes	No
18 minutes	No
5 minutes	No
41 minutes	No
1 hour 11 minutes	No
1 hour 12 minutes	No
36 minutes	No
34 minutes	No
25 minutes	No
1 hour 11 minutes	No

ISBE

34 minutes	No
38 minutes	No
39 minutes	No

Is this webinar being recorded?

yes

43 minutes	No
36 minutes	No
37 minutes	No
36 minutes	No

What are the CLNA requirements, and when are they do?

37 minutes	No
17 minutes	No
22 minutes	No
36 minutes	No
24 minutes	No

Can we work to have language added that has community colleges offering classes on their campus that are aligned to high school schedules? Sending students to the community college can be difficult as we are held to the scheduled developed by the community college.

32 minutes	No
33 minutes	No
45 minutes	No
37 minutes	No
38 minutes	No

39 minutes	No
40 minutes	No
34 minutes	No

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No

No

If the plan draft could be available before the comment period closes, that might get better feedback?

**Webinar Question 2**

<b>Webinar</b>	<b>Response</b>
<b>2</b>	<b>Webinar Question 3</b>

ICCB and ISBE should align applications to include a min. of 6 college credits as part of the ICCB Perkins application as that is the baseline for the Pathway endorsement.

Why do ICCB not have an accelerated credit metric?



Can you please let us know when the Dashboard will be updated.

Will the Perkins FY25 application be due on May 10th also?

The nontrad postsecondary targets look a little high to me.  
Maybe implement a specific activity for nontrad in the  
ISBE/ICCB combo grant pool?

**Webinar Response**  
**3**

**Webinar Question 4**

**Webinar Response**  
**4**

Why does ICCB not have an accelerated credit metric?

## Appendix P: Feedback Responses for Proposed FY25-28 State Plan (emails, survey responses, and formal feedback)

					Please provide your public comment on the new performance measures for FY 25-28. These performance measures were determined based on historical achievements for 3S1, 4S1, 5S2, 5S3 or the all student	What are your thoughts on Goal 1?  Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credentials.  The activities conducted	What are your thoughts on Goal 2?  Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.  The activities con	What are your thoughts on Goal 3?  Goal 3: Increase participation in CTE dual credit coursework.  The activities conducted are:
Id	Start time	Completion time	Email	Name				
1	10/26/23 10:26:30	10/26/23 10:31:44	anonymous			Could you provide more information about what "Transitions Academy" is specifically?	I like this goal. How would you define transition points?	Perhaps a focus "on meaningful early college credit opportunities". Dual credit can work against a student if it does not specifically fit into their program. In our region, this can be a weak point if local schools struggle to maintain staff qualified to teach dual credit options.
2	10/27/23 8:53:27	10/27/23 8:58:58	anonymous			Percentage of what? I would recommend using the certs earned versus butts in seats as a baseline Due to enrollment fluctuations	Not written as a smart goal	Needs to be revised to measurable

3	11/1/23 11:42:50	11/1/23 12:29:23 anonymous	<p>The value of postsecondary certificates and/or industry-recognized credentials are only valuable if Industry truly recognizes them. If Industry stakeholders truly value credentials they would add an additional currency or starting wage, to the candidate holding this acknowledgement. Until we see full Business acceptance, (credentialing outside of CNA/Health Science) these are merely educational exercises, and Business/Industry are not fully committed or accepting.</p>	<p>Our program quality continues to evolve and improve based on the availability of technology.</p>	<p>We continue to work with our Community College partners to increase dual credit opportunities for our students. There have been significant changes and adjustments in this area in the recent past. Moving forward we feel our CTE dual credit opportunities at the Secondary level will continue to grow.</p>
4	11/3/23 9:42:23	11/3/23 9:45:48 anonymous		<p>Good</p>	<p>Positive</p> <p>More pressure needs to be put on ICCB and community colleges in general to "play nice" with HS's to accomplish this goal.</p>
5	11/6/23 11:38:35	11/6/23 12:51:26 anonymous	<p>This is a good goal; my question is regarding industry-recognized credentials. Do all industries honor industry-recognized credentials? How are you going to track and or verify that the students ended up working in the industry that they set out to work in?</p>	<p>This is a good goal. How much new financial resources is the state going to allocate to this? How much time is the state going to allocate for the development of this? How long are the financial resources going to last?</p>	<p>This is a good goal but it reads more like a stretch goal. How is the state going to standardize the Dual Credit approval process? How do you shift the control from the local colleges to the secondary schools? Teacher credentialing? How is the state going to ensure this opportunity is available to all students?</p>

6	11/7/23 9:01:27	11/7/23 9:08:44 anonymous	<p>CTE certificates and degrees have increased from FY20 through FY23, there are still disparities in certificate and degree completion across special populations, race/ethnicity and other student characteristics/demographics. The list of industry credentials, referenced as an accomplishment, names credentials that secondary schools currently offer. These are not necessarily industry vetted credentials, just credentials that secondary schools offer and submitted to the database. The hope is that those local entities have vetted the</p>	<p>listed for Goal 2 highlight a weakness in the state of IL's administration of Perkins and general strategy towards CTE. There is far too much duplication of effort between ISBE and ICCB. For example, ICCB commissioned EdSystems to develop model POS, then ISBE created CTE Model POS. ICCB supports EdSystems and its I-WIN group, that brings together WBL practitioners, then ISBE creates a WBL Manual for the state. In the WBL Manual, ISBE creates the term "workplace experience" to name the only secondary fundable model of WBL in</p>	<p>The increase in CTE dual credit coursework is cause for celebration and is a strength of the current Perkins V plan. Aligning the program quality indicator to dual credit and including dual credit in the CCPE have certainly brought clear focus and moved secondary and postsecondary CTE in a common direction! Now we need a goal and resources to meet that goal where we see disparities in access or success in CTE dual credit coursework around the state.</p>
7	11/8/23 12:18:17	11/8/23 13:24:36 anonymous	<p>I like the idea of certifications and credentials. I think it is essential to make sure that the certifications are also recognized by the industry. If the certification does not have currency behind them then number of certifications awarded is irrelevant.</p>	<p>I think CTE offerings and overall awareness are becoming more recognized. The grants and programs are offered are helping regions build on their programs and offerings.</p>	<p>Great work has been done in increasing dual credit in CTE. It is important to note that not all CTE recognized courses or pathways have options for dual credit. For example, cosmetology, plumbing, and RHOTC programs. The students will benefit if we can count trades partnerships within the "dual credit" community.</p>



						<p>Training for EFEs on Special Populations should be revisited and focused on developing partnerships for Special Populations with Community/Industry partners. Where are the opportunities for CCs and EFEs to work together? What opportunities have ICCB and ISBE provided for secondary and postsecondary to work together in a structured environment?</p>	<p>Allowing CTE funds to be used to assist CTE teacher through the coursework necessary for dual credit status. Exploring ways that CCs can assist with provisional CTE teachers to earn an associate's in education.</p>
8	11/9/23 10:37:32	11/9/23 11:39:45	anonymous	<p>What professional development is being offered to teachers to assist with building programs that offer industry-recognized credentials?</p>			
9	11/9/23 13:46:37	11/9/23 14:28:16	anonymous	<p>I think the CCPE will help in meeting this goal. Yes, that would be great.</p>	<p>That has been our mission for continued improvement. The work we are conducting with the CCPE coordinator is helping to close any and all gaps in this area.</p>	<p>We are currently working with Spoon River College and Carl Sandburg Community College to offer more opportunities for dual credit within our region.</p>	

				<p>funding placed on the obtainment of certifications. Certiport is so expensive when you have over 20 districts and each district needs their own access at about \$5000 each - If the state would contract with a vendor for some certifications that would be helpful. I would like to see a way for HS certifications of students tracked (but it has to be easy and not another report or spreadsheet - LOL!)</p> <p>I feel that change is coming in this area. Would the agency consider CLEP testing for early college credit or students who take college courses without high schools offering credit for it? Our college has some good options for offering college courses to students but I would like the agency to consider allowing EFE's to use state grant funds to support the students who enroll.</p>
10	11/9/23 14:53:17	11/9/23 15:37:51 anonymous	<p>How many of these post-secondary credentials include students who were once dual credit at the HS level? This would be good data to support the connection between high schools and colleges.</p>	<p>I'd like to see some way to track local "certifications" where students are trained alongside of business partners to meet their specific needs - such as welding for specialty items that are produced</p>
11	11/10/23 14:45:09	11/10/23 15:19:20 anonymous	<p>I still like this as a goal, but wonder where does this fit into our Perkins data metrics at the K-12 level. There have been many times that we have students earning certifications and then going right into the workforce without the need for any college coursework.</p>	<p>I think that this is also a good goal, but would like to see us have an easier transition from secondary/postsecondary programs into Union opportunities. This could be done by strengthening the partnerships with the unions.</p> <p>I feel that this is a tricky goal. Nationally, only roughly 33% of jobs require a bachelor's degree or higher, but we continue to push students into college programs when there is not necessarily a need for students that are looking to go into the trades and the overall success rates (graduation) for students in college are not looking great.</p>

12	11/10/23 15:07:41	11/10/23 15:20:45 anonymous	<p>The value of postsecondary certificates and/or industry-recognized credentials are only valuable in Industry truly recognizes them. If Industry stakeholders truly value credentials they would add an additional currency or starting wage, to the candidate holding this acknowledgement. Until we see full Business acceptance, (credentialing outside of CNA/Health Science) these are merely educational exercised, and Business/Industry are not fully committed or accepting.</p>	<p>Our program quality continues to evolve and improve based on the availability of technology.</p>	<p>We continue to work with our Community College partners to increase dual credit opportunities for our students. There have been significant changes and adjustments in this area in the recent past. Moving forward we feel our CTE dual credit opportunities at the Secondary level will continue to grow.</p>
13	11/10/23 15:27:20	11/10/23 15:51:48 anonymous	<p>I agree with this goal and its an advantage for high school students when competing agaist others for jobs. The numbers are flat and we need to find a way to add a section for students that have earned "stackable credentials" and track certifications by industry.</p>	<p>The College and Career Endorsement is a great to show access to the connection points between industry and workforce. ISBE needs to make sure that programs like Barbering, Cosmetology and Trade School Programs that align with industry receive the same media attention and support as early college programs.</p>	<p>To increase our dual credit numbers, there need to be a better way for high school teachers to get approved for dual credit. I would like to see ISBE and ICCB develop a way for dual credit to be attached in ELSI. This way schools know if a teacher is approved for dual credit before they are hired.</p>

What about the plan will require post-secondary partners to work more closely with their secondary counterparts? Until community colleges are required and incentivized to partner and offer dual-credit there will still be issues and local disconnects.

I would like to see more grants through ICCB that require them to work with a secondary partner to develop new programming. If there are funds to incentivize partnerships and new programs, they are more likely to happen.

Is there a definition of an industry-recognized credential, or can this be locally defined?

We need to develop a more realistic pathway for secondary instructors who do not meet a community college's teaching requirements to become eligible to teach dual-credit courses.

What are your thoughts on Goal 4?						
Goal 4: Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.	What are your thoughts on Goal 5?					
Goal 5: Recruit and retain a sustainable pipeline of CTE educators.	What are your thoughts on Goal 6?					
Goal 6: Expand access to quality work-based learning for all students.						
The activities conducted are:	The activities conducted are:	The activities conducted are:	Any additional comments or thoughts?	Name - First and Last	Email address	What is your role?
I like this goal exactly as it is.	What is "Equity Academy"? What are "TIPPS modules"? I am newer to Perkins and would love more detail about what the acronyms mean.	I like this goal just as it is.	No other additional comments to add	Joy Kaurin	jkaurin@lakelandcollege.edu	Other
Not measurable	Grow your own programs in place that include EDUC classes	Measurable?		Rich	rwherley@mths.us	CTE System Director - Secondary

This will continue to be a challenging goal. The workforce in our area versus north or south changes about every 18 months. Since the Pandemic there has been a shortage of labor. Recently we are hearing where several

Business partners in our area are freezing new hires and/or laying off employees. John Deere announced they are laying off 600 employees. We cannot be to hasty to eliminate CTE programs based on recent labor trends, only to see an uptick 18-24 months later.

The availability of quality CTE Teachers will remain a challenge for several years moving forward. Negative press, and the changes in pension and retirement options doesn't make this career path as appealing as it once was.

We are continually expanding our WBL student opportunities in our area. The success of this goal will directly depend on the job market and the number of employee layoffs that occur in a given period of time.

Feel free to contact us if you have any questions or need any statement clarified.

Chris Kendall

ckendall@perfectpeoria.com

CTE System  
Director -  
Secondary

Appropriate

Great goal, achievement will be difficult.

Good

None.

Bryce Hansen

hansenb@district87.org

CTE System  
Director -  
Secondary

This is a good goal local goal. I think it needs to include something about the global economy.

This is a good goal but it reads more like a stretch goal. Focus on professional development for new teachers designed by practitioners not by theorist from the university level. People can be recruited, its the financial gap between the industry and teaching profession that needs to be closed.

This is a good goal.

We need financial resources

Dr. Sebastian Kapala

skapala@techcampus.org

CTE System  
Director -  
Secondary

should not be listed as an accomplishment in this section. Business and industry did not ask for the CCPE, do not understand it, and do not value the CCPE in any meaningful way. Support for the CCPE only came from a small group of staff in the IMA office, not the IMA membership that conducts business and hires our students in our local communities. ISBE committed to running a statewide advisory. The group met twice the first year and has not met again. ISBE has asked for business and industry contacts to reform targeted advisories by CTE discipline. It presents a poor image to the	The ISBE Education Pathway grant is a strength in this goal area. The Education Pathway grant allowed regions and districts to start a new CTE program on a strong footing with adequate resources. The ISBE provisions for STA to add an endorsement to a PEL and the allowance to consider teaching hours as work experience hours while on the STA have literally saved programs in the VALEES region. That licensure flexibility is also an accomplishment under this section.	definitions of WBL in our state. We have confused our educators at all levels with our terms. Workplace experience - the only secondary fundable WBL course and the WBL term that does not appear in the Illinois Career Pathways Dictionary. Career development experience - the term used in the CCPE framework. We don't define internship (probably the most commonly used and understood term by the general public and students and families) in the career pathways dictionary. Terms in the WBL Manual for secondary like student-led enterprise and	A strength right now in IL secondary CTE is the professional learning being provided by the NIU IL CTE project. The opportunities are well advertised, targeted to teachers, offered virtually to reduce traveling barriers, and aligned to statewide priorities. Professional learning is thoughtfully presented and well organized.	Cassie Blickem	cblickem@waubonsee.edu	CTE System Director - Secondary
There has been some excellent, innovative work done to help increase the workforce deficiencies..	Revising the CTE licensure rules to expand the assignability has been very beneficial to increasing the CTE teacher pipeline. I do think that we can bring more awareness to the Industry Professional about licensure requirements, as I believe that would create an even larger pipeline.	This has been some great work. I think implementing programs that prepare students for work-based learning programs would be beneficial.	NA	Ericka Kouba	careercoordinator@dvr-efe.org	Other

Additional opportunities to share best practices and learn about stellar programs.	Using CCs to take additional course requirements for CTE endorsement.	Increase support and communication between community/industry and SPED students. Expansion is needed in this area.	Amy Kastory	akastory@maine207.org	CTE System Director - Secondary	
We look at the data as part of our CLNA work to address local market trends,	We do our best. The problem is the high cost to get the education to teach, and the low pay to teach. It is not Tier I vs. Tier II.	Work based learning in my opinion is the key to addressing job shortages. We need to introduce students to the field after their have studied their career options.	I think the work we are doing will address these goals. We certainly want continued improvement and the best for students and our future workforce.	David Messersmith	dmessersmith@roe26.net	CTE System Director - Secondary



Allow EFE's to create local certifications with local employers based on their needs....	All PD for new teachers is a great idea. Consider lessening the burden with state graduation requirements, documentation, reports, and all of the things to make day to day work easier.	These resources are good. NIU is a great Partner!	I feel there is still a disconnect between different departments at ISBE - I see Meta indicators on the school report card but aren't these Meta indicators CCRI indicators? Everything has too many names and it has become quite confusing even to a 20 year veteran. (workbased learning vs workplace experience vs internship vs etc) I have loved having a CCPE coordinator - keeping this grant for another couple of years would be helpful or finding ways to offer new EFE grants for support personnel for other initiatives would be awesome!	Laura Sullivan	lsullivan@eiefes.k12.il.us	CTE System Director - Secondary
I feel that many of us already do these things and this is not necessary.	I feel that this needs to stay as finding teachers for CTE areas is going to continue to be a struggle.			Terry Stroh	terry.stroh@central301.net	CTE System Director - Secondary

This will continue to be a challenging goal. The workforce in our area versus north or south changes about every 18 months. Since the Pandemic there has been a shortage of labor. Recently we are hearing where several

Business partners in our area are freezing new hires and/or laying off employees. John Deere announced they are laying off 600 employees. We cannot be to hasty to eliminate CTE programs based on recent Labor trends, only to see an uptick 18-24 months later.	The availability of quality CTE Teachers will remain a challenge for several years moving forward. Negative press, and the changes in pension and retirement options doesn't make this career path as appealing as it once was.	We are continually expanding our WBL student opportunities in our area. The success of this goal will directly depend on the job market and the number of employee layoffs that occur in a given period of time.	Feel free to contact us if you have any questions or need any statement clarified.	Chris Kendall	ckendall@perfectpeoria.com	CTE System Director - Secondary
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			Overall the Perkins V Plan is step in the right direction. ISBE and ICCB are working closer together, I see the workforce side lacking. The grants that are offered focus more on the education side and less on the workforce piece. I would like to see programs that allow students direct entry to industry.			
Good	The revised CTE licenture rules has been a great help in filling teachers in our region.	I would like to see additional work on expanding legislation for Work-based Learning.		Michael Kuhn	director@dvr-efe.org	CTE System Director - Secondary

This may be beyond the scope of this plan, but the limitations of DCEO

grants and funding make it difficult to utilize their resources to develop new programming in partnership with WIOA. If DCEO grants could be written with secondary partners in mind, we can better utilize their funds to develop new programming.

We need a rigorous and structured onboarding program for CTE teachers coming from industry. We need a training program that is focused on pedagogy and best practices for being CTE teacher that is partnered with a mentorship program.

While ISBE and NIU have provided resources for WBL, there is not one unified force or one go to point for our instructors to use for WBL. I strongly recommend we review the work Iowa has done in WBL and work to emulate their programs and resources.

CTE  
System  
Director -  
Secondary

## Appendix Q: Objections and Corresponding Responses

## Postsecondary Suggestions for State Determined Levels of Performance

Only one survey response collected via the JotForm platform was submitted regarding the proposed target levels for the postsecondary State Determined Levels of Performance. ICCB's corresponding response and methodology are below.

### Feedback for Proposed Postsecondary Perkins Targets (FY25-28)

Feedback Type	Suggestions
Describe Your Feedback:	<p>The recommended SDLP may have some negative unintended consequences. Granted, you have access to more data, so there may be a lot of pieces your seeing that I'm not. The comments and suggestions are based on what data is currently available in Postsecondary PODS as of the writing of this feedback.</p> <p>Looking at the Postsecondary PODS data from FY22, we have about 30% of institutions not meeting 3P1. I think increasing that measure to the extend recommended will put more schools into the red zone on this metric. Maybe keep increases more modest that currently recommending?</p> <p>Similarly, Postsecondary PODS FY22 data shows about 25% of institutions not meeting 2P1 or being right on the nose for the SDLP. Here again, a bit concerned the metrics may pull additional schools into the void. The ALPs don't demonstrate a consistent upward trajectory, so maybe pull back a bit on the increase?</p> <p>Postsecondary PODS FY22 data shows 1P1 has about 92% of schools hitting that metric, so you may be safer there to increase it closer to the ALP, although the last few years of data don't indicate a consistent upward trend in ALPs, but it's much closer to flat ALP than the other indicators (2P1 and 3P1) that seem to really bounce around from year to year.</p>
Name	Patty Zuccarello
E-mail	<a href="mailto:pattyzuccarello@gmail.com">pattyzuccarello@gmail.com</a>

#### ICCB Response:

While 25% of institutions may not be meeting the SDLP, that still leaves 75% of institutions that are. Our ALP, even during the pandemic, exceeded the target significantly. Our proposed targets show an increase of 0.4 each year, which is consistent with the increase we set for the last set of targets. I don't think that we could justify to the U.S. Department of Education, Office of Career, Technical, and Adult Education that we are going to show an increase of less than 0.4 when our ALP has so

greatly exceeded the targets the last few years, solely based on the fact that 25% of institutions are underperforming.

## Appendix R: Quality Indicators Survey Responses

**Perkins V Stakeholder Public Comment on Illinois State Perkins Fiscal Year 2025-28  
February 1 – March 10, 2024**

**Please provide your public comment on the new Secondary Performance Measures for FY 2025- 28. These measures were determined based on historical achievements for 3S1, 4S1, 5S2, 5S3 or the all student**

EdSystems Feedback is as follows:

- We commend ISBE for aligning these indicators conceptually with other levers like the CCRI and CCPE work, where components like WBL and academic proficiency are also emphasized.

Include raw counts in this table, especially of CTE concentrators by grade level, and those who graduate from high school. Doing so would allow the public to answer questions if schools and districts are growing their CTE pathways along with increasing the positive outcomes of students through WBL and PS Attainment. Answering these questions can provide more context to the scale and quality of CTE pathways and can provide a fuller picture of how CTE pathways are impacting school communities.

- Breakdown the data by grade level and not just combined as high school graduates. Grouping all these numbers together hide the robust learning that can happen if there was a focus on Juniors and seniors. The thinking is that knowing which juniors (in addition to graduates) earned either college credit, achieved academic proficiency, or completed a WBL activity, one would have a good sense of the potential universe of students who are in the potential universe for the CCPE. This allows one to see the gaps between “potential” CCPE earners and final earners of CCPE by senior.

- One thing to be aware of this data is that it combines Workforce and CTE data, but is not in the ILDS. We recommend using this reporting as an opportunity to create a Workforce/CTE dataset that can be used for further study in the ILDS.

- Point of Clarification: how is ISBE defining work-based learning? Does this address all experiences across the WBL continuum or just the workplace learning experience course/CDEs when schools mark that box? From our understanding, this program quality indicator is just about the course/CDEs.

**ISBE’s Response**

Great idea about using the raw counts by grade level. This information we share is what we share with US Ed but this is something we can look into changing our platform. ISBE has looked into the ILDS and it is not ready for data to be pulled from it but we will look into getting data from the ILDS in the future. The WBL data is currently if students are in the work based learning courses offered in their school. The Career Development Experiences are captured in the college and career ready indicators. We can look into the definition of Work Based learning to see how to capture more opportunities.

**What are your thoughts on Goal 1?**

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

EdSystems Feedback is as follows:



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- We commend bullet point 1 and suggest additional specificity as to how to target grant funds. The focus of the grants should be for the implementation of gaps of CCPE. For example, if regions struggle to implement Dual Credit locally for CCPE, they can use grant funds to funnel students to virtual or hybrid dual enrollment options that may come at a greater cost than the typical dual credit partnership but would still allow CCPE pathway completion. For WBL, grant funds could be used to subsidize an intermediary organization or the actual district as the employer of record while still being placed at local business students for CCPE. Grants can also be targeted by demography, i.e. subsidies to rural or high Black/Latine districts
- There's a lot of potential in better coordination with IDJJ, namely, finding ways to scale and connect Perkins-funded work there to broader pathways into postsecondary for returning residents.

### **ISBE's Response**

CCPE is more than career and technical education. We applaud districts for offering these endorsements but the funds we target are specifically for the programs offered in career and technical education.

### **What are your thoughts on Goal 2?**

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

EdSystems Feedback is as follows:

- We commend bullet point 3 and suggest additional specificity as to how to target incentives. The focus of the incentives should be for the gaps of CCPE that need to be overcome. For example, if regions struggle to implement Dual Credit locally for CCPE, they can use grant funds to funnel students to virtual or hybrid dual enrollment options that may come at a greater cost than the typical dual credit partnership but would still allow CCPE pathway completion. For WBL, incentives could be used to subsidize an intermediary organization or the actual district as the employer of record while still being placed at local business students for CCPE. Incentives can also be targeted by demography, i.e. subsidies to rural or high Black/Latine districts

### **ISBE's Response**

CCPE is more than career and technical education. We applaud districts for offering these endorsements but the funds we target are specifically for the programs offered in career and technical education. ISBE uses their grant funds to support rural programs and high concentrations of special populations. ISBE will continue to look at opportunities to incentivize the dual credit, wbl and rural and special populations.

### **What are your thoughts on Goal 3?**

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**Goal 3: Increase participation in CTE dual credit coursework.**

EdSystems Feedback is as follows:

- CTE dual credit would be a good place to pilot, with potentially less opposition than from the faculty of Gen ED subjects at Community College, the development a framework for mixed-eligibility classroom enrollment in Dual Credit (i.e. where students are allowed to sit in on a dual credit course although they may not test/place eligible to receive college as other students in the class). ICCB and ISBE could set a timeline to develop mixed-eligibility guidelines in alignment with DCQA and the MPA within this goal.

ISBE's Response

ISBE and ICCB plan to work with provide more information into the field about the Dual Credit Quality Act.

**What are your thoughts on Goal 4?**

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

N/A

**What are your thoughts on Goal 5?**

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

N/A

**What are your thoughts on Goal 6?**

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

EdSystems Feedback is as follows: We wonder about what this will look like - will this activity be done annually? Can participating schools submit this as one of their TBCs for their CCPE applications? How will they address a variety of endorsement areas in this showcase - or will it be a focused endorsement area each year? Is the showcase in-person? What exactly does secondary and postsecondary collaboration

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mean? If there are winners I assume there is one challenge that all communities are doing and that there is a rubric for that challenge that they can be aware of ahead of time?. Hinting at some of these dynamics might generate positive feedback from districts and staff.

**ISBEs Response**

ISBE and ICCB want to highlight the opportunities that students are taking advantage of in their team based challenges. This will be a highlight of the challenges rather than a competition.