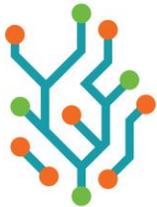


STATE FISCAL YEAR 2020

ILLINOIS STATE BOARD OF EDUCATION AND
THE ILLINOIS COMMUNITY COLLEGE BOARD



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students



**Illinois
State Board of
Education**



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Perkins V and Transition Planning

This document details Illinois' Transition Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act for State Fiscal Year (SFY) 2020 (July 1, 2019-June 30, 2020). On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), and will be effective July 01, 2019. This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the [Guide for Submission of the State Plans](#) (OMB 1830-0029). The purpose of the Transition Plan is to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan streamlines present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois will continue to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024).

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; and, alignment with other education and workforce programs. Illinois' Transition Plan integrates these elements, as well as aligns with other statewide goals and initiatives, which include the following:

- Illinois' Postsecondary education attainment goal of 60% of adults earning a certificate or degree by 2025;
- The Postsecondary and Workforce Readiness Act;
- The Dual Credit Quality Act;
- The Every Student Succeeds Act (ESSA) Plan;
- The Adult Education and Literacy Strategic Plan;
- The Workforce Education Strategic Plan;
- Executive Order 2019-03 signed by Governor Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries in the State (see Appendix A); and,
- Expansion of work-based learning, including Illinois' recent National Governor's Association Grant and the work of the Workforce Innovation Board's Apprenticeship Committee.

The CTE delivery system in Illinois is divided into secondary and postsecondary CTE and is supported by two state agencies. Secondary CTE is regulated on two levels - the Illinois State

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Board of Education (ISBE), which provides state-level leadership, technical assistance, and holds accountable the Education for Employment (EFE) systems (see Appendix F); and the EFE systems, which provide planning and delivery resources to local school districts and Area Career Centers. In Illinois, there are 56 EFE systems, including three systems organized by state agencies that serve secondary students as part of their responsibilities- the Illinois Department of Juvenile Justice, the Illinois Department of Human Services Office of Mental Health Services, and the Office of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by the Illinois Community College Board (ICCB) which approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership and technical assistance to the community college system. The Illinois community college system, which is comprised of 39 locally-controlled community college districts, comprised of 48 total colleges, is the third largest community college system in the country. In addition, the Illinois Department of Corrections, in partnership with the community college system, offers postsecondary CTE coursework at Illinois correctional centers.

This Transition Plan will be administered by ISBE and ICCB and was developed through a collaborative effort with representatives from the Illinois Workforce Innovation Board (IWIB), the Department of Commerce and Economic Opportunity (DCEO), and other stakeholders.

B. Plan Administration and Implementation

4. Implementing Career and Technical Education Programs and Programs of Study

- a. *Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

Currently supported: Illinois secondary schools and postsecondary institutions will continue to organize career and technical education (CTE) programs of study (POS) around the 16 Career Clusters adopted nationally and which are outlined by Advance CTE¹. The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) will continue to partner to support previously approved programs of study. Currently, ISBE supports 81 Classification of Instructional Programs² (CIPs) offered by 657 of 713 Illinois public high schools, excluding regional programs and Area Career Centers. In the state of Illinois there are 24 Area Career Centers. Collectively, the Illinois community college system has over 4,265 active, approved CTE programs spanning across all 16 career clusters. These programs are approved by the ICCB. Each community college is required to publish all program offerings on an annual basis.

To be developed and improved: By the end of SFY2020 (June 30, 2020), ISBE and ICCB will develop new programs of study models, to be made available for adoption and implementation in SFY2021, that prepare students for in-demand, high-wage, and high-skill occupations. ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security (IDES) to understand statewide and regional workforce projections and trends. In addition, the ISBE and ICCB will collaborate with the State's Workforce Innovation Board to further inform this decision-making. According to state-level labor market data, the following sectors are experiencing the most growth statewide: Healthcare (77,876 new jobs by 2026), Professional and Business Services (93,528 new jobs by 2026), Hospitality (83,173 new jobs by 2026), and Nonfarm Agriculture (397,530 new jobs by 2026). At least one program of study in each of the aforementioned sectors will be developed as statewide models.

To ensure that high-quality programming is being offered, ISBE initiated a statewide curricular review of CTE curriculum in SFY2019 to identify curricula in need of improvement. As a result of the initial review, a Request for Proposals will be released in SFY2020 for the purpose of

¹ National Career Clusters Framework: <https://careertech.org/career-clusters>

² ISBE CTE Classification of Instructional Programs:
https://www.isbe.net/Documents/cip_catalog.pdf

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conducting an external evaluation in order to provide state guidance for reviewing and creating high-quality, standards-aligned curriculum resources. The ICCB assesses and will continue to assess CTE programs through the statewide program review process³. Similar to the program approval process, institutions must evaluate programming on the basis of need, cost, and quality. The ICCB Program Review Manual provides guidelines and describes reporting methods for statewide review of instructional programs.

During SFY2020, ISBE and ICCB will collaboratively work to meet the following deliverables:

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE and ICCB: Complete analysis of current program of study offerings. • ISBE and ICCB: Identify at least one program of study within each of the identified sectors to be developed and/or adopted.
By June 30, 2020	<ul style="list-style-type: none"> • ISBE and ICCB: Finalize program of study models to be adopted. • ISBE: Review course codes. • ISBE: Revise, add, or remove programs of study from approved list accordingly • ISBE and ICCB: Offer professional development and technical assistance to local recipients on the newly adopted program of study models.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

ISBE approves locally developed programs of study offered by the secondary schools. The process includes, at minimum, the following criteria:

1. offering both introductory and advanced courses;
2. implementation of an advisory committee for each career cluster; and
3. employment of a qualified teacher(s) for all courses within the endorsement area.

³ Statewide Program Review Process: https://www.iccb.org/academic_affairs/program-review/

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The secondary approval process is currently overseen by the regional Education for Employment (EFE) Systems. The EFE systems are a consortia of local school districts based on geographical regions in Illinois. Each EFE has a board of control, which consists of the district superintendents. Annually, the EFE directors review all POS offered at each of their local school districts. When making approval decisions regarding programs of study, each EFE director will consider the needs of the Economic Development Region (EDR) in which they are located as defined by the Workforce Innovation and Opportunity Act (WIOA).

ICCB utilizes a similar process to approve CTE programs at the postsecondary level through the ICCB's Program Approval Manual⁴ metrics of need, cost, and quality. For example, postsecondary institutions must demonstrate need by providing a thorough analysis of the local or regional labor market concluding that the program will meet workforce needs. Additional evidence often includes employer letters of commitment. These metrics are more thoroughly detailed in the Manual, which is currently under revision. The ICCB began revising this process and policy in September 2018 to ensure programs meet high-quality metrics, specifically in the areas of work-based and experiential learning and secondary to postsecondary transitions. These two areas were noted as needing improvement through both statewide and local assessments. Through a grant project funded by the Joyce Foundation, the ICCB utilized the High-Quality CTE Benchmark Policy Tool⁵ and technical assistance provided by Advance CTE to re-craft state-level policies. Local recipients were engaged in this process from the beginning of the grant. The revised Manual will be released for use by postsecondary recipients in August 2019 with a statewide training to be held in fall 2019.

ICCB approves CTE programs of study through the annual local application submission process where postsecondary institutions must complete the Programs of Study Inventory (see Appendix B) addressing both minimum expectations and quality standards, which are outlined in the Programs of Study Expectations Tool⁶. The Programs of Study Inventory require postsecondary institutions to identify all fully-articulated, non-duplicate programs of study that will be implemented during the state fiscal year. Additionally, institutions must identify at least one program of study that will be created or improved. Programs of study must meet all requirements outlined in Section 122(c)(1)(A) of Perkins V and fall within a CTE program previously approved or currently seeking approval by the ICCB.

Labor market information can be derived from sources such as IDES or the Bureau of Labor Statistics, or local secondary and postsecondary institutions can utilize the labor market

⁴ ICCB Program Approval Manual: https://www.iccb.org/academic_affairs/programcourse-approval/

⁵ Advance CTE Policy Benchmark Tool: CTE Program of Study Approval: <https://careertech.org/resource/program-approval-policy-benchmark-tool>

⁶ Illinois Programs of Study Expectation Tool: <https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/>

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information and priority sectors outlined in Illinois' Workforce Innovation and Opportunity Act (WIOA) regional and local plans. This labor market data provides information on how the program will address Illinois workforce development needs. In addition to analyzing this data, the implementation of an advisory committee is required for the program of study which must include secondary, postsecondary, and industry partners. These committees are designed to ensure that programming is responsive to state workforce development and education needs. During the transition year, to address state workforce development and educational needs more concretely, ISBE will be implementing criteria specific to these each locally offered program of study should be informed by labor market data at the local level. This information will be provided by local entities in the local needs assessments to be completed in SFY2020 that will be used to complete local applications beginning in SFY2021.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ICCB: Program Approval Manual released to community colleges for use effective August 1, 2019. • ICCB: Provide fall training to community college administrators. • ISBE and ICCB: Complete and release the comprehensive needs assessment to assist local recipients in a collaborative and intentional use of labor market information to address workforce needs
By June 30, 2020	<ul style="list-style-type: none"> • Local recipients will utilize the comprehensive needs assessment to inform their local application due Spring 2020.

i.promote continuous improvement in academic achievement and technical skill attainment;

The Program of Study Expectations Tool, initially developed in 2009 by ISBE, ICCB, and other stakeholders after the reauthorization of Perkins IV, will continue to guide local programs of study improvement for the transition year of SFY2020. This tool assists local recipients with the development, implementation, and evaluation of programs of study. In the fall of 2019, the Program of Study Expectations Tool will be reviewed and updated to reflect the new guidelines of Perkins V to include salient points related to *academic achievement and technical skill attainment*. This review and update of the tool will require ISBE and ICCB to provide written guidance and active technical support (via phone, email, and field visits) for local recipients on strategies to engage all the required partners and stakeholders, emphasizing the importance of a collaborative approach to implementation of programs of study. This guidance will include emphasizing academic and career and technical courses, which are aligned between secondary and

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postsecondary institutions. This will assist students in planning for specific careers within a career pathway.

In preparation for implementation of the full state plan and all requirements of Perkins V, online tools and guidance for the comprehensive local needs assessment will be created and implemented in SFY2020 to assist local recipients in identifying programmatic gaps and deficiencies in performance. The comprehensive needs assessment will be released for use in fall 2019, along with technical assessment that will occur into spring 2020. In addition to other policies and processes that affect high-quality CTE programming (e.g. program approval, program review, etc.), these resources will further assist local recipients in making programmatic decisions such as scaling, significantly modifying, or closing programs to ensure continual focus on *improvement in academic achievement and attainment of technical skill*.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE and ICCB: The Programs of Study Expectations Tool will be revised by September 1, 2019. • ISBE and ICCB: Conduct at least one webinar on the use of the Programs of Study Expectations Tool for local recipients. Other tools and technical assistance may be provided as necessary.
By June 30, 2020	<ul style="list-style-type: none"> • ISBE and ICCB: Provide technical assistance and professional development on the utilization of the comprehensive needs assessment in coordination with the Programs of Study Expectations Tool.

ii. expand access to career and technical education for special populations; and

In SFY2020, guidance and support related to special populations will focus on clarification of the newly defined special populations categories and best practices for integration of these populations into CTE. Local applications will require recipients to address how they will *expand access to CTE for special populations*⁷, specifically, how they will assist students in overcoming barriers to success. Continued professional learning opportunities related to gaps identified in data for special populations will be provided to the local recipients to move towards the reduction of barriers to and expansion of access. Additionally, partnerships among local recipients (secondary and

⁷ Special populations for Perkins V include the following individuals: a) individuals with disabilities; b) individuals from economically disadvantaged families; c) individuals preparing for non-traditional fields; d) single parents, including single pregnant women; e) out-of-workforce individuals; f) English learners; g) homeless individuals; h) youth in or aged out of the foster care system; and i) youth with a parent who is a member of the armed forces or is on active duty.

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postsecondary), education and workforce entities under WIOA, and community-based organizations will be considered in discussions on expanding access to and support persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will also be working more closely with the divisions for Special Education and English Learners in the development and implementation of guidance documents and active technical support for *special populations*. A timeline for this process is outlined at the end of this section.

For postsecondary recipients, ICCB will continue to support continuous quality improvement processes such as Pathways to Results⁸. Pathways to Results is an outcomes-focused, equity-guided process designed to improve pathways that support student transition to and through postsecondary education and employment. This process assists local CTE practitioners in developing, implementing, and evaluating programs of study with an equity lens often identifying barriers that prevent access and persistence of special populations or other marginalized student groups. Additionally, the ICCB will continue to support equity-focused trainings and webinars for CTE faculty, practitioners, and administrators. The timeline below outlines the development and implementation of supports that will be provided for local recipients related to special populations.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE and ICCB: Analyze data on special populations and work with contractors, as appropriate, to conduct research, analysis, professional development, or resource creation to assist local recipients in serving the added special population groups in Perkins V. • ISBE and ICCB: Collaborate with education and workforce entities and agencies to identify common goals and resources available to support special populations (i.e. access, persistence, and employment) • ISBE: Work with divisions for Special Education and English Learners and relevant stakeholder groups to develop guidance and support for serving individuals with disabilities and English Learners • ICCB: release competitive grant opportunities for postsecondary participants to participate in the Pathways to Results process.

⁸ ICCB Pathways to Results: <https://www.iccb.org/cte/projects-initiatives/pathways-to-results/>

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By June 30, 2020	<ul style="list-style-type: none">• ISBE and ICCB: On-going technical assistance and professional development.
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iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In 2017, Illinois, led by the Community College Board's Division of Adult Education, adopted the Essential Employability Skills Framework and Self-Assessment⁹ which was developed with input from employers and other workforce representatives and informed by OCTAE's Employability Framework. The Essential Employability Skills Framework focuses on the specific areas where these skill gaps currently exist, particularly those that are considered high priority by employers. This framework can support local recipients as they design and integrate employability skills curriculum and activities into CTE programs and programs of study. Other work that may be utilized include the Top 10 Cross-Sector Essential Employability Competencies integrated within the College and Career Pathway Endorsement¹⁰ (CCPEs; developed in July 2018, see Appendix D) under the Postsecondary and Workforce Readiness Act¹¹ (PWR), enacted in 2016. These competencies range from cultural competence and critical thinking to teamwork and conflict resolution and communication across verbal, written, and digital means. Developed through an iterative process utilizing public-private steering committees the 10 competencies were approved jointly by ISBE and ISBE in June 2018. These endorsements denote readiness for pursuit of postsecondary education or entry into a career aligned with CCPE industry areas. The CCPEs are not yet in effect and are slated to be offered during academic calendar year 2019-2020. Illinois will offer professional development and technical assistance on the inclusion of employability skills into CTE pathways for local recipients.

⁹ Illinois Essential Employability Skills Framework and Self-Assessment document link: <https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf>

¹⁰ Postsecondary & Workforce Readiness Act Recommended Technical and Essential Employability Competencies guide: <http://pwract.org/wp-content/uploads/2018/09/PWR-College-Career-Pathway-Competencies.pdf>

¹¹ Illinois Postsecondary and Workforce Readiness Act: <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3722&ChapterID=18>

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For SFY20, postsecondary recipients will be required to describe in their local plans how they will integrate employability skills into their CTE programs. Their submitted activities will help inform ICCB's targeted technical assistance in order to share effective practices across the system.

For SFY2020, employability skills will not be required as a component of programs of study for secondary schools. Employability skills were previously and will continue to be encouraged for inclusion in programs of study by ISBE. Employability skills are supported by ISBE through the College and Career Readiness Indicator¹² (see Appendix C) that are included in the statewide Every Student Succeeds Act (ESSA) plan (approved in August 2018). For instance, one of three indicators for College and Career Readiness includes the choice of two options for a) College and Career Pathway Endorsement under the Illinois Postsecondary and Workforce Readiness Act; OR b) meeting three criteria, one of which is satisfactory completion of any three indicators from a list of nine items that includes Career Development Experience.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> ISBE: Development of tools and technical guidance documents related to the employability skills components to be implements in SFY21
By June 30, 2020	<ul style="list-style-type: none"> ISBE and ICCB: On-going technical assistance and professional development on how to integrate employability skills into CTE curriculum.

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ISBE and ICCB currently use several modes of communication with the field through listservs and email chains with CTE practitioners and stakeholders. ISBE shares relevant information to EFE directors through a CTE listserv and communicates directly with school counselors through a separate listserv. Additionally, ISBE has a Superintendent's Bulletin that is sent out on a weekly

¹² ISBE College and Career Readiness Indicator and Implementation Guidance: <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

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basis as well as social media accounts on Facebook and Twitter that are used more frequently to relay information; social media accounts allow for more direct communication with parents and students. ICCB disseminates information to CTE practitioners through a monthly CTE newsletter, which is often embedded within the agency website and social media accounts to highlight exemplary CTE programs, effective practices, and share important guidance. Additionally, the ICCB will be launching a periodic update publication for the system in the near future. All these methods include information that can be tailored by the local recipients to share with students and their communities.

Ongoing efforts in SFY2019 and SFY2020 will be updating the ISBE webpages to align the CTE areas to 16 federal career clusters and the endorsements in the Postsecondary and Workforce Readiness Act. The renovated websites will provide details on approved programs of study and career pathways available to secondary students in Illinois. This information will be composed with language accessible to students, secondary/postsecondary representatives, and special populations. The new webpages will be vetted for language accessibility by relevant stakeholder groups to include special populations defined in Perkins V. The School Counselor webpage for ISBE is being remodeled in SFY2020 to include a focus on career-connected learning across all grade levels and will provide resources for career exploration, dual or concurrent enrollment programs, and work-based learning. This webpage will be focused on providing resources for guidance and advisement with resources specifically for students and parents, such as links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample PaCE framework, and links to current career trend data. Relevant resources for secondary and postsecondary representatives can also be found on the school counselor webpage, including links to state policies such as graduation requirements, college and career readiness indicator procedures, dual credit policies, and pathway endorsements. Revisions for both websites will be finalized by spring of 2020.

In a project initiated during SFY2019 for release during SFY2020, ISBE is developing a statewide career guide that will be available in both hard copy and digital format composed with a broad audience in mind from *students and parents to representatives from secondary and postsecondary institutions*. The digital format can be translated into other languages and accessed through assistive technology for more specific impairments to allow *expanded access by special populations*. Formerly, materials of this nature were provided in hard copy, which can limit document accessibility. The career guide is organized by the nationally recognized career clusters. For each cluster, information is provided related to programs of study, entry and exit points connecting secondary and postsecondary, current labor market data, and also features statewide business and industry partners. The career guide can be customized with a more regional or local focus for school districts or regions to use with their students and communities. Printed copies and a digital format of the Illinois CTE Career Guide will be available at the beginning of SFY2020.

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In addition, ISBE and ICCB will coordinate with the Illinois Gender Equity Advisory Committee, that meets biannually, to ensure equitable access to career-connected learning for all students. As an on-going effort, communication tools, resources, and professional development will be evaluated for effectiveness, language barriers, readability, and alignment. Research-tested messaging and tools, such as those by Advance CTE, will be utilized, as appropriate, to more effectively reach students and parents. ISBE and ICCB will collect feedback from stakeholders to determine how effectively the existing resources reach educators, school counselors, advisors, parents, and students.

In preparation for Perkins V, ISBE and ICCB developed a shared Illinois CTE logo to rebrand CTE and unify career-connected learning across Illinois. In the development of the transition plan, Illinois stakeholders shared various values with ISBE and ICCB. As Illinois develops its state plan, ISBE and ICCB will continue to meet with stakeholders to craft a vision statement and, from this, programming that is reflective of these shared values. The vision statement will be finalized and made available for public comment with the Perkins V State Plan.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE: update webpages to align the CTE areas to 16 federal career clusters and the endorsements in the Postsecondary and Workforce Readiness Act. • ISBE: Release the CTE Career Guides to local districts. ICCB will collaborate with ISBE to disseminate in local communities as appropriate. • ISBE and ICCB: Finalize statewide CTE Vision Statement. • ISBE and ICCB: Work with Gender Equity Advisory Committee to align strategies and activities to full incorporate into the Perkins V State Plan.
By June 30, 2020	<ul style="list-style-type: none"> • ISBE: Update Career Guidance webpages. • ISBE and ICCB: Offer technical assistance and professional development on how to make information available to communities to increase communication and awareness of CTE programming.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

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The Dual Credit Quality¹³ Act legislates dual credit in Illinois. As amended, effective January 1, 2019, the Act provides for formal partnership agreements between public secondary schools and community colleges to be created. Partnership agreements outline specifics of dual credit course delivery between systems such as responsibilities of the high school and community college, faculty qualifications, instructional standards, and costs.

The community college system, coordinated by ICCB, is the largest dual credit provider in Illinois. During academic year 2017-18, there were over 117,000 *secondary students enrolled in community college dual credit* across all 48 community colleges. Specifically, in CTE, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE course was welding, but courses ranged from certified nursing assistant (CNA) to construction trades.

To build upon the system's success in dual credit, ICCB plans to expand dual credit utilizing the following strategies. These strategies will begin in SFY2020 and will remain ongoing, as appropriate

- *Enhance high-quality credentialing opportunities:* The continued expansion of stackable credentials (short-term certificates embedded in longer-term certificates and degrees) and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.
- *Advance Higher Education Equity through Dual Credit:* Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Through improved student data tracking and intentional data analysis, ISBE and ICCB will identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts. Furthermore, this allows the system to expand access to dual credit courses, ensuring a diverse and representative student body and workforce for high skill, high wage in-demand occupations. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. Overall, this strategy lends itself to ensuring that all students have access to dual credit, especially in smaller and low-income

¹³ Text of the Dual Credit Quality Act:

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-1049>

districts.

- ICCB will continue to provide competitive grant opportunities provided through Perkins Title I Leadership funding to postsecondary recipients to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

In ongoing efforts from previous years continuing into SFY2020, ISBE is working to expand dual credit opportunities through the Postsecondary and Workforce Readiness Act (PWR Act). One of the components of the PWR Act allows for the creation of pilot school districts in *competency-based education* models. This approach incorporates real-world knowledge and challenges and provides for the growth potential of students to be reached through a *competency-based education (CBE) system* which allows for the expansion of dual and concurrent enrollment of secondary students in postsecondary coursework. A CBE system allows students to demonstrate mastery of course competencies at a rate not based on seat time or grade level. Students who master course competencies early may choose to move into available dual credit opportunities earlier. Currently, 45 school districts participate in the competency-based education pilot. These school districts are paving the way for students to attain career-related competencies beyond those needed for high school graduation. These districts are working closely with their local community college and/or university to expand dual credit offerings, as appropriate.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135 (b) of Perkins. V

Prior to SFY2020, a statewide definition for size, scope, and quality did not exist in the approved Perkins IV State Plan for Illinois. However, local recipients, using their own definitions and policies, were required to address how their programming would meet sufficient size, scope, and quality. The ISBE and ICCB have drafted the following definitions for size, scope, and quality. During the fall of 2019, ISBE and ICCB will collect feedback on these definitions for formal adoption and implementation in SFY2021. The final adopted definition for size, scope, and quality and its elements will apply to all eligible recipients, secondary and postsecondary, unless specifically noted. The draft definitions are as follows:

Size

- Recipients must implement and offer at least one state-approved 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 need.
- Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.
- Postsecondary recipients: must follow local board policies on class sizes.
- Secondary students in the district have access to state approved Programs of Study

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(Graduated by enrollment of district students in grades 9-12).

Size of LEA District (No. of students)	Minimum Number of CTE Programs of Study
Less than 500	One Program
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Scope

The scope of a program may include the goals, objectives, and purpose of the program. These elements should be specified through curricular development, evaluation, and revision. A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. Program scope should be defined in consultation with all stakeholders including business and industry.

A program of study means 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;
- e. has multiple entry and exit points that incorporate credentialing; and,
- f. culminates in the attainment of a recognized postsecondary credential.

Quality

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to at least *one* of the following: high-skill, high-wage, in-demand occupations. Eligible recipients are encouraged to offer programming that meet two or three of those characteristics.

Quality programs of study at the postsecondary level:

- Are continuously evaluated and improved using a continuous program improvement process (e.g. Pathways to Results, program review, other course or program evaluation methods)
- Are informed by external stakeholders, including but not limited to secondary partners, business and industry, adult education providers, and community-based organizations

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through advisory committees.

- 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, career exploration, and technical instruction aligned with the skillsets of business and industry.
- Adopt and implement academic and technical instruction that is rigorous, integrated, and aligned with the skillsets of business and industry.
- Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
- Includes other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.)
- Maintain appropriate facilities using current technology and equipment
- Qualified faculty and staff who are provided opportunities for comprehensive professional development

Quality programs of study at the secondary level:

- Are continuously evaluated and improved across all high-quality CTE program components approved by the state:
 - Access, Equity, and Opportunity for all students, including special populations
 - Standards Aligned, Rigorous, Integrated Curriculum with Technical Instruction
 - Student Assessment
 - Sequencing and Articulation
 - Prepared and Effective Staff
 - Facilities, Equipment, Technology and Materials
 - Student Career Development, including Career Guidance and Incorporation of Essential Employability Skills
 - Career and Technical Student Organizations (CTSOs)
 - Business and Community Partners
 - Work-Based Learning
- Have a program/content advisory committee that meets a minimum of once a year. This committee should include stakeholders required in Perkins V who are representatives from or for: secondary CTE programs, postsecondary CTE programs, local workforce boards, local business or industry, parents and students, special populations, and local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
- Provide evidence of appropriate teacher licensing, professional development, and dual credit agreements.
- Achieve targets established for Perkins performance indicators.
- It is strongly encouraged to develop a graduation plan/pathway plan for each student that identifies recommended academic and technical courses, which connect to postsecondary

education.

3. Meeting the Needs of Special Populations

- a. *Describe the eligible agencies program strategies for special populations, including a description of how individuals who are members of special populations—*
 - i. *will be provided with equal access to activities assisted under this Act;*

At the secondary level, for SFY2020, ISBE is phasing in evidence-based funding, which considers metrics involving special populations to determine financial need of the district into funding opportunities that are offered for CTE. In SFY2018, Illinois Public Act 100-0465 or the Evidence-Based Funding for Student Success Act was signed into law. This law enacted evidence-based funding (EBF) and comprehensively changed the way that school districts receive the bulk of their state funds. EBF sends more resources to Illinois' most under-resourced students. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates a new mindset for understanding the relationship between equity, adequacy, and student outcomes.

ISBE will focus on the inclusion of Universal Design for Learning (UDL), multi-tier systems of support (Response to Intervention or RtI), and positive behavioral interventions and support (PBIS) in accordance with the stipulations provided in the Perkins V Act. Although ISBE does not directly support PBIS, resources are made available online to districts through ISBE's website. Increased funding provided to districts with high need through the implementation of the EBF will help to ensure expanded access to CTE activities through increased ability to provide accommodations, special programming, curriculum enhancements, and other supports as needed to allow for *equal access to CTE activities*.

Strategies to develop teacher competence in and design of curriculum and spaces according to UDL will be prioritized for funding opportunities offered for CTE. UDL is a relatively new framework for CTE professionals and as anecdotally identified by ISBE, CTE professionals possess a low level of understanding across the state. ISBE will develop guidance documents for secondary schools related to the implementation of UDL for CTE program areas in partnership with UDL experts, special education, disability access coordinators, teachers, and industry professionals. ICCB will collaborate with ISBE on the development of resource documents and professional development on UDL as appropriate. Professional development for CTE staff at ISBE related to UDL will be encouraged for all and required for those staff members developing the guidance documents and providing support. The timeline below provides the outline for deliverables and action steps related to supporting equal access to CTE activities.

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Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE: Planning and coordination for efforts related to UDL, PBIS, & RtI for CTE • ISBE: Develop guidance documents, professional development, and direct technical support for documenting and ensuring equal access to CTE activities • ISBE: Release of definition and metrics for equal access, documentation, and evaluation requirements/suggestions. ICCB will collaborate with ISBE as appropriate.
By June 30, 2020	<ul style="list-style-type: none"> • ISBE and ICCB: Offer technical assistance and professional development on providing access to special populations students in CTE programs.

ii. will not be discriminated against on the basis of status as a member of a special population;

ISBE’s Values and Beliefs ¹³ (see Appendix E), adopted in October 2018, identifies the guiding core values for PreK-12 education in the State of Illinois. In this document, ISBE commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality education for all students in our state. The values and beliefs adopted by ISBE emphasize inclusivity for every student within a system that embraces differences. The values promote an approach that considers the whole child as opposed to only the learner in the classroom to promote future success and build strong communities within the state.

Similarly, postsecondary Perkins recipients are required to address the following elements regarding special populations within their annual local applications: program, service, and activity accessibility; preparation for employment; training and assistance in overcoming barriers that may limit opportunities for success; and anti-discrimination efforts. These requirements ensure a continued, concerted focus on ensuring all members of special populations are provided equitable access to all programs and services and are likewise not discriminated against in any program or service based on their status as a member of a special population.

ISBE and ICCB will also increase efforts around the CTE Counseling Academy, a three-part professional development series where counselors, advisors, and other student support professionals can learn strategies for supporting and expanding opportunities for special population students. Typically, these individuals are on the frontline of providing students with

¹³ Illinois State Board of Education Values and Beliefs: <https://www.isbe.net/Documents/ISBE-Values-Beliefs.pdf>

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assistance, but are oftentimes unaware of available supports. This professional development highlights the inclusive nature of CTE and provides participants with strategies to support members of special populations and ensures that all special population students are provided equitable access to programs and services, free from discrimination. The timeline below outlines the activities related to the reinvigoration of the CTE Counseling Academy project.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ISBE and ICCB: On-going technical assistance.
By June 30, 2020	<ul style="list-style-type: none"> • ISBE and ICCB: Professional Learning for School Counselors and Advisors as a pre-conference to the Connections Conference to be held in March. • ISBE and ICCB: Host a two-day workshop as part of a three-part series for School Counselors and Advisors in late Spring 2020.

iv. will be provided with appropriate accommodations;

ISBE and ICCB recognize the importance of diversity and inclusion in every aspect of education. Career and technical education courses and programs must be offered in a way that ensures they do not discriminate on the basis of race, color, national origin, sex, disability or age. Furthermore, CTE programs must provide equal access, specifically for students with disabilities and English Learners through appropriate accommodations. One method to promote equal access to education and educational excellence is through the civil rights review process, as mandated by the U.S. Department of Education, Office for Civil Rights. To provide technical assistance with the process, ISBE maintains a website called ilequity.com, which provides tools and resources for schools and districts to assist them complying with federal requirements, promoting equitable learning environments for all students. Through the review process, ISBE has identified common trends that create obstacles, which prevent appropriate accommodations for all students.

ISBE is committed to providing LEAs with the necessary resources and technical assistance to meet the needs of students in special populations and build equitable access to all programs and services. ISBE in collaboration with Illinois State University and Illinois Center for Specialized Professional Support (ICSPPS) is in the process of developing increased professional development for educators through various avenues, (e.g., annual statewide leadership conferences, webinars, websites, and other means as determined appropriate.) Topics such as: civil rights administration, data informed decisions on equity gaps, micro-messaging, and Universal Design for Learning (UDL) will be offered to provide assistance and tools to the districts in providing accommodations to students.

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In addition, ISBE and ICCB will collaborate with the Illinois Center for Specialized Professional Support (ICSPPS) to create, support, and provide professional development for career and technical professionals across Illinois.

Specifically, ICCB and ICSPPS will provide new and innovative strategies regarding the following elements: accommodating special population students in work-based learning opportunities including apprenticeship programs and adapting instructional materials and equipment for English language learners and learners with disabilities. Research will occur in the fall of 2019 for resource dissemination in the spring of 2020. Additionally, ICCB and ICSPPS created Special Populations Support Super Strategy documents.¹⁴ These documents outline specific, research-based methods to improve special population recruitment and retention efforts, as well as provide strategies for accommodating special populations students in CTE programs. By Spring 2020, these documents will be expanded to include strategies for the added special populations groups.

Timeline	Deliverables
By December 31, 2019	<ul style="list-style-type: none"> • ICCB: Contract with ICSPPS to conduct research on Special Populations Students, specifically individuals with disabilities and how to appropriately provide accommodations. • ISBE will have modules developed in the Ed Leaders Network sponsored by Illinois Principals Association to provide awareness of special populations. • ISBE will provide resources to the Education for Employment (EFEs) to be disseminated to the schools and posted on ISBE website.
By June 30, 2020	<ul style="list-style-type: none"> • ICCB: Disseminate resources created from research conducted by ICSPPS. Collaborate with ISBE on resource dissemination. • ISBE have presentations thru conferences and webinars

¹⁴ ICCB Special Populations Support Super Strategies documents:
<https://www.iccb.org/cte/web-resources/>

Fiscal Responsibility

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*
 - a. *each eligible recipient will promote academic achievement;*
 - b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*

ISBE and ICCB will continue their current local application process with their local eligible recipients during the transition year. ISBE uses electronic grant application system, whereas ICCB uses a paper grant application. Any changes to applications are submitted annually to the respective agency. The current applications were approved by U.S. Department. of Education under the current state plan. The SFY2020 local application will be modified to include new allowable uses and activities in Perkins V, allowing more flexibility and career exploration down to the 5th grade.

During the transition year, the local application and local needs assessment that ensures promotion of academic achievement, access to nontraditional programs, focused support for special populations, skill attainment, and alignment with in-demand industry sectors will be disseminated to local recipients to assist planning for the next state fiscal year. Each eligible secondary and postsecondary local recipient will submit a local needs assessment to be collaboratively developed by ISBE and ICCB with local input. The local needs assessment will be completed in partnership and consultation with the required stakeholders (i.e., postsecondary, local workforce boards, business and industry partners, community, parents and student.)

2. *Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—*
 - a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and*
 - b. *among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)*

Through the allotment made under Section 111 of the Act,

- a minimum of 85%, less any funds reserved, will be distributed to *local eligible agencies*
- at the *secondary and postsecondary levels* with not more than 10% to be used for state leadership activities,
 - including 1% to serve individuals in state institutions and

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- not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment,
- \$50,000 for Special Populations recruitment, and
- no more than 5% of the funds will be used for state administration of the plan. These State Administrative funds will provide leadership activities and support for secondary and postsecondary education. Funds will be used at the state level to administer the plan.

The funds toward nontraditional occupations will bring awareness on the skills students need to succeed in the workplace through technical assistance and resources. Funds towards special populations will focus on looking at the gaps and disparities and provide the resources and technical assistance in closing the gaps.

Currently, ISBE has a system of consortia that is based on geographical region called the Education for Employment System (EFE). The EFE system was developed to ensure that rural programs or programs that would not generate \$15,000 would still receive services. The SFY2020 distributions will still be generated based on 30% population, 70% low income. ISBE will be reviewing this distribution to the districts/EFEs for SFY2020-2021 based on Illinois' principles of equity *and looking at the Evidence Based Funding approach.*

3. ***For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)***

ISBE distributes the funds through a regional approach using EFE Systems (See Appendix F for the map of the EFE regions) spread throughout Illinois. ISBE looks at each school districts' enrollment and their poverty use the U. S. Census. It is them distributed though the EFE (See Appendix G ISBE formula spreadsheet from 2019.) Each EFE has a board of control, which consists of the District Superintendents. The Board of Control decides how the funds that are allocated to the region will be distributed using the current distribution method based on 30% population and 70% low income. ISBE will be looking at submitting a waiver for this method for SFY2020-2021 to move towards aligning it with the Evidence-Based Formula (EBF) funding cost factors.

4. ***For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.***

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The postsecondary portion of the state allocation is distributed by formula. 40 percent of the 85 percent, less any funds reserved, is distributed to postsecondary agencies consisting of 39 community college districts. The community colleges receive grant guidelines and allocations. In determining the scope of work and budget, they must obtain approval from their governing boards on their proposal and how the funds will be spent according to the local grant guidelines. The community colleges must submit their grant proposals to the ICCB for approval. No community college shall receive an allocation in an amount less than \$50,000. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

See Appendix H for allocations to community colleges.

5. ***Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)***

Each year ISBE looks at the data from the census and adjusts the allocation to accommodate for the change in population and poverty. Charter Schools are included in these services. Illinois has nine Charter schools who serve as their own LEAs. All other Charter schools are schools within a school district. ISBE will ensure that the nine charter schools are included in the areas for the system.

6. ***If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—***
 - a. ***include a proposal for such an alternative formula; and***
 - b. ***describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)***

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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ISBE did not submit a waiver request under Perkins IV. ISBE will be requesting a waiver for an alternative formula for Perkins V. At minimum, the alternative formula will contemplate Evidence-Based Funding Formula. These determinations shall occur in SFY2020.

In SFY2018, Illinois Public Act 100-0465 or the Evidence-Based Funding for Student Success Act was signed into law. This law enacted evidence-based funding (EBF) and comprehensively changed the way that school districts receive the bulk of their state funds. EBF sends more resources to Illinois' most under-resourced students. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates a new mindset for understanding the relationship between equity, adequacy, and student outcomes. ISBE CCR staff will work with ISBE's Finance Divisions to explore a similar model for CTE funding.

7. ***If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—***
 - a. ***include a proposal for such an alternative formula; and***
 - b. ***describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)***

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Illinois will not allocate funds among any consortia that are formed among postsecondary institutions as described in Section 132(a). This waiver was not requested under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

8. ***Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)***

The baseline for the Maintenance of Effort for Secondary CTE is \$38,062,100 for SFY2019-2020. This is a continuing level.