

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

Appendix A: Executive Order 2019-03

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.

JB Pritzker, Governor

Issued by Governor: January 16, 2019

Appendix B: ICCB Programs of Study Inventory

PROGRAMS OF STUDY INVENTORY			
<p>A program of study is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that</p> <ul style="list-style-type: none"> i) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESSA) of 1965; ii) addresses both academic and technical knowledge and skills, including employability skills; iii) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; iv) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); v) has multiple entry and exit points that incorporate credentialing; and, vi) culminates in the attainment of a recognized postsecondary credential. 			
FISCAL YEAR 2020 FOCUS			
PROGRAM OF STUDY TITLE	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	OBJECTIVES Provide a brief explanation for why this program of study was selected as the focus. Address all requirements above identifying what currently exists and what needs to be created or implemented. An explanation must be provided for any program of study that does not meet the minimum expectations and/or quality standards.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PROGRAMS OF STUDY DEVELOPED TO DATE			
PROGRAM OF STUDY TITLE <i>(Add additional rows as necessary)</i>	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	UPDATE 1) Provide an update on the progress related to each program of study. 2) For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.
	<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	

Appendix B: ICCB Programs of Study Inventory

	<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	

Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

ISBE College and Career Readiness Indicator (April 2018)

Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT Composite Score: 30 or SAT Composite Score: 1400
3. At least one academic indicator in each English language arts (ELA) and mathematics during junior or senior year (Algebra II at any time)
4. Three career readiness indicators during junior or senior year
5. 95% attendance junior and senior year

College and Career Readiness

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)
 - Identify a career area of interest by the end of the sophomore year
 - Three career readiness indicators during junior or senior year

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Readiness Indicators
<ul style="list-style-type: none"> • Career Development Experience • Industry Credential • Military Service or an ASVAB Score of 31 or Higher • Dual Credit Career Pathway Course (College Credit Earned) • Completion of Program of Study • Attaining and Maintaining Consistent Employment for a Minimum of 12 Months • Consecutive Summer Employment • 25 Hours of Community Service • Two or More Organized Co-curricular Activities

**ISBE Accountability College and Career Readiness Indicator
Implementation Guidance
October 2018**

College and Career Readiness Indicator Data Points

The College and Career Readiness Indicator (CCRI) is composed of multiple points of data. These data points will combine to become 6.25% of the Student Success/School Quality Indicator within the Illinois Accountability System in the 2020-21 school year. Many data points are currently collected (e.g. SAT composite score and course assignments entered into SIS) while others will require additional collection efforts by districts. ISBE will revise SIS to include the new data points by the end of the 2018-19 school year to collect this indicator.

Information gathered for CCRI should be used to guide direction for students, schools, and communities. CCRI should not be used as the sole basis for postsecondary individual student advising. Additional information regarding Report Card Metrics may be found [here](#).

A. 95% Attendance Junior and Senior Years

Due to the repeal of 105 ILCS 5/18-8.05, there is no definition of “student attendance day” in the School Code. A school district must demonstrate that it has 176 student attendance days on its calendar, plus four days for institutes and/or teacher conferences. A district needs to work with its school board and collective bargaining unit to define a student attendance day. For the purposes of this indicator, a student is in attendance if they are participating in learning regardless of where and when that learning takes place as long as the board of education has approved. ISBE uses data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.

Implementation Guidance: Attendance can be counted when the student is participating in learning anywhere and anytime. For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a): “as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. “Valid cause” for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.”

B. 25 hours of community service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE in through a new file in SIS added by the end of the 2018-2019 school year.

Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served.

Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

C. Adaptive Competencies

As defined in Section 10 of the [Postsecondary and Workforce Readiness Act](#), "adaptive competencies" mean "foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving."

Implementation Guidance: This term is used in the definition for "Two or more organized co-curricular or extra-curricular activities" later in this document. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions.

D. Attaining and maintaining consistent employment for a minimum of 12 months

Verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours which is an average of 10 hours per week for 12 of the 24 months. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

E. Career Development Experience

A supervised work experience relating to an individual's career area of interest that meets all of the following:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Illinois [Essential Employability Skills framework](#);
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6. Takes place for a minimum of 60 total hours.
7. Career Development Experience may not consist solely of technical training by an education provider.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. The Illinois Essential Employability Skills framework, developed by a collaborative of state agencies and organizations, includes: personal ethic, work ethic, teamwork, and communication. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

F. Completion of a Program of Study

Completion of coursework necessary to qualify a student as a CTE Concentrator.

Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), “CTE Concentrator” means:

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

This information is currently captured in the student course assignment record in SIS and entered by the district.

G. Consecutive summer employment

Verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

H. Dual Credit Career Pathway Course (college credit earned)

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education, or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.

I. Grade Point Average (GPA)

Grade point average will be determined by districts. For the new indicator, the district will enter one of three codes into a new file in SIS that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “college and career readiness” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.

Implementation Guidance: Districts will continue to determine their own system for calculation of GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year. This indicator will be added to SIS by the end of the 2018-2019 school year.

J. Identify a career area of interest by the end of the sophomore year

A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the [College and Career Pathway Endorsement](#) program, or engaging in activities as part of Illinois Career Pathways (adopted by ICCB, ISBE, IWIB, P-20 Council, IBHE, and ISAC).

Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

Implementation Guidance: The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities such as those suggested in the [Postsecondary and Career Expectations framework](#). The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

K. Industry Credential

A work-related credential, certification, or license that:

1. Verifies an individual’s qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an “Industry Credential,” however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an Industry Credential examination. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year. A multi code will be available to enter specific credentials earned.

L. Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

Implementation Guidance: There are three ways to meet this indicator:

1. An Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher and student commitment to serve in the Armed Services.
2. Split training enlistment, which entails enlistment at age 17 as a Junior with permission of a parent or guardian, attendance at Basic Combat Training before Senior year, training one weekend per month through Senior year with a local unit, and planned attendance at Advanced Individual Training after Senior year.
3. Junior Reserve Officer Training Corps participation.

The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

M. Professional Skills Assessment

A Professional Skills Assessment is a tool-based observational assessment of a participant’s performance in a Career Development Experience administered by an adult supervisor addressing foundational professional skills including, at a minimum, those outlined in the Illinois Essential Employability Skills framework.

Implementation Guidance: The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

[Illinois WorkNet's Observational Assessment and Worksite Evaluation tools](#) may be used as a Professional Skills Assessment.

N. Two or more organized co-curricular or extra-curricular activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,
2. Take place outside of school or after regular school hours, and may be operated by outside organizations.
3. Instills adaptive competencies and/or Illinois Essential Employability Skills including personal ethic, work ethic, teamwork, and communication.

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities such as sports teams and general interest clubs toward the requirement. "Essential Employability Skills" are foundational skills needed for success in college, careers, and life including, but not limited to, the following:

1. Personal Ethic: integrity, respect, perseverance, positive attitude;
2. Work Ethic: dependability, professionalism;
3. Teamwork: critical thinking, effective and cooperative work; and
4. Communication: active listening, clear communication

The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

Additional Resources: [Illinois Essential Employability Skills Framework and Self-Assessment;](#)
[Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.](#)

O. Youth Apprenticeship

A program for youth (ages 16 to 24) currently enrolled in secondary or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field;
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills); and
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Implementation Guidance: Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range. Programs must include a documented partnership with an employer. For any industry area where an industry credential does not yet exist, a group of employers, representative of

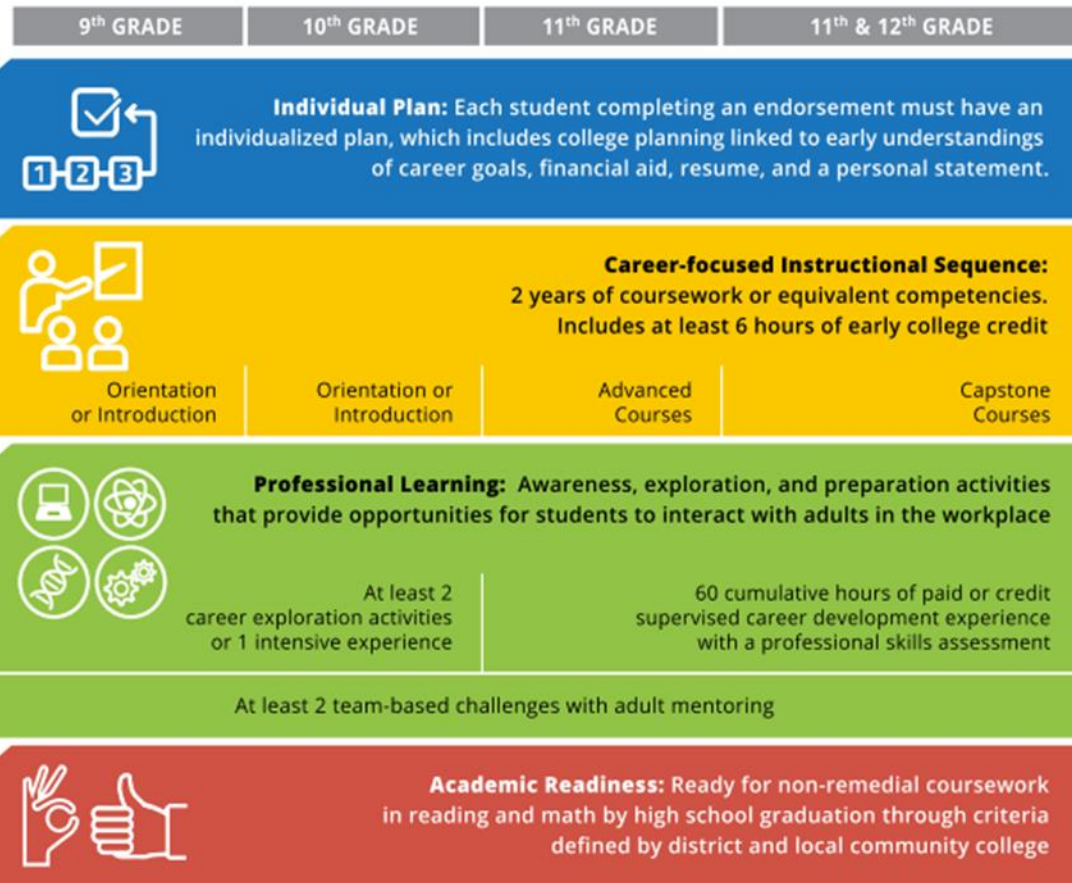
Appendix C: ISBE College and Career Readiness Indicator and Supplemental Guidance

the industry (including small, medium, and large firms) in Illinois, should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies.

Appendix D: College and Career Pathway Endorsement Framework



College and Career Pathway Endorsement Framework



Through these experiences a student gains essential employability and technical competencies in their identified sector.

District and local community college certify articulation to cert/degree with labor market value

Appendix E: ISBE's Value and Beliefs Statement



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

October 2018

ISBE Supports the Whole Child, the Whole School, and the Whole Community

Statement on Fair Access and Equitable Support

The Illinois State Board of Education commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality for all students in our state. When we act equitably, we raise whole, healthy children nested in whole, healthy schools and communities with differentiated support and equal opportunity to learn and succeed, irrespective of race, ethnicity, sexual orientation, gender, language, income, or ability. By investing in equity, we maximize all students' educational attainment, opportunities for success in the workforce, and contributions to their communities, and thus strengthen the whole state.

Past, Present, Future

ISBE recognizes and acknowledges the role that historical and ongoing institutional policies, programs, and practices have played in contributing to disparate and statistically predictable educational outcomes for all Illinois students and, specifically, for historically marginalized and underserved student populations.

To counter the impact of past policy means not only rectifying where possible the effects of these policies, programs, and practices, but also proactively and positively encouraging fair access and equitable support for our future.

ISBE Leads for Schools and Districts where all Children and Families Are Included

ISBE has a unique statewide vantage point to view the state's landscape - and while we see progress on many metrics, our achievement and opportunity gaps remain stubbornly large. On August 31, 2017, Illinois law established the common definition of adequate support for public school students in our state. The law considers 34 factors that research has determined are most effective for ensuring students develop content mastery. As of August 2018, we have a very wide gap in Illinois regarding community resources that are needed to provide an adequate education. The range of capacity begins with one district that has 47 percent of the resources required to provide that statutory minimum all the way to a district with 280 percent of what is required. Children and families in Illinois do not currently have fair access to schools that can provide what is detailed in state law. Over 80 percent of Illinois public school students go to schools in districts with less than 90 percent of what educators and families know all students deserve. We believe sharing data and discussing the implications of data is a critical role for the State Board to play in the effort to improve life outcomes for all families in Illinois.

In that statewide context, there are significant gaps in performance outcomes for low-income students, English Learners, and African-American students. In 2016, only 20 percent of students in low-income circumstances demonstrated readiness to move on to the next grade level, as measured by the PARCC

Appendix E: ISBE's Value and Beliefs Statement

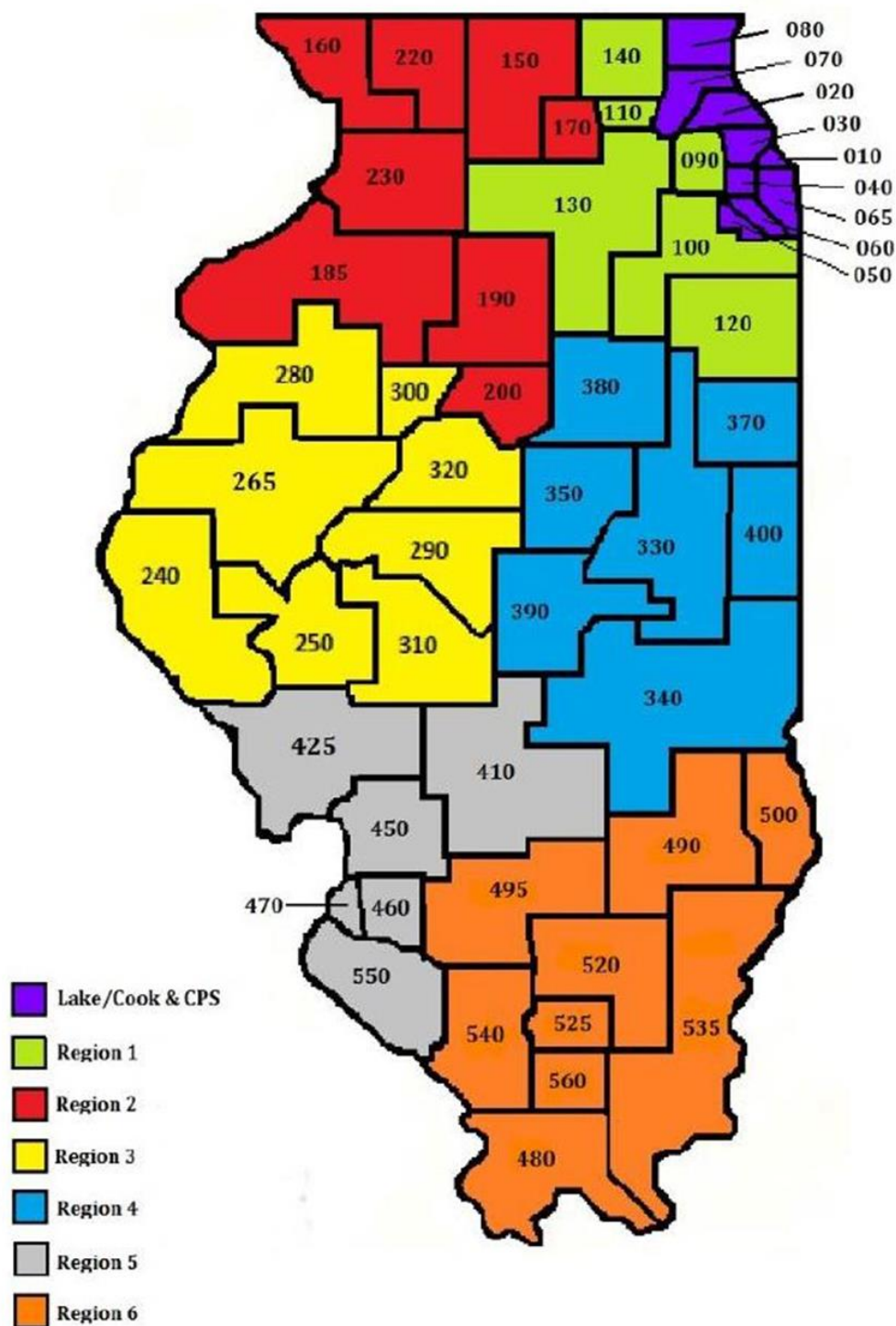
exam, as compared to 47 percent of students not identified as low-income. Amongst African-American students, only 15 percent demonstrated readiness to move on to the next level on PARCC, and English Learners were at 11 percent. Twenty-one percent of high school students in low-income circumstances met or exceeded standards on the SAT, compared to the 56 percent of students not identified as low-income who met or exceeded standards. Additionally, 16 percent of African-American students and 3 percent of English Learners met or exceeded standards on the SAT. In addition to performance gaps, as a percentage of the student population, Illinois continues to disproportionately discipline African-American and Hispanic students as well as diverse learners. Given the current state of inequity in educational outcomes, ISBE is committed to doing better in our work to create policy, advocate for funding, and support practices that nurture the whole child, the whole school, and the whole community.

Illinois educators are using the opportunities provided through the Every Student Succeeds Act to reduce barriers to learning in order to achieve fair access to high-quality educational opportunities for each and every child in every community in Illinois. Evidence-Based Funding is a tool that allows Illinoisans to have honest dialogue about who is situated nearer or further from high-quality educational opportunities and who is included or excluded from opportunities to learn. The Illinois State Board of Education and the agency it directs are committed to advocating for fair access to quality and the equitable supports all children in Illinois deserve.

VALUES AND BELIEFS

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Appendix F: ISBE Distribution of Funds to the EFE Systems Map



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 G: ISBE Formula Allocation for the EFE Systems**ISBE Formula Allocation for the EFE Systems**

Region	EFE #	EFE System	SFY2020 Perkins
CHGO	010	Chicago Public Schools	\$5,648,240
SCL	020	NSERVE	\$517,772
	030	Des Plaines	\$483,414
	040	Morton Regional System	\$375,365
	050	Moraine Area Career System	\$664,469
	060	Career Prep. Network	\$469,339
	065	Career Dev. System	\$696,672
	070	Northwest Suburban	\$568,511
	080	Lake County	\$905,851
Reg 1	090	DAOES	\$1,060,177
	100	TREES	\$836,685
	110	Northern Kane	\$624,906
	120	KARVES	\$227,100
	130	VALEES	\$684,307
	140	McHenry	\$294,973
Reg 2	150	CEANCI	\$653,703
	160	Eagle Ridge	\$48,000
	170	Kishwaukee Education Cons.	\$138,675
	185	Quad City CTE Consortium	\$359,900
	190	SRAVTE	\$221,929
	200	CIVEC	\$63,964
	220	CareerTEC	\$92,113
	230	Whiteside Voc. System	\$184,858

Appendix G: ISBE Formula Allocation for the EFE Systems

Reg 3	240	West Central	\$146,236
	250	Two Rivers	\$80,934
	265	Western Area Career System	\$142,307
	280	Delabar	\$127,135
	290	Lincolnland	\$62,816
	300	P.E.R.F.E.C.T	\$300,459
	310	R.O.C.T.E.	\$443,652
	320	Tazewell Area EFE	\$210,134
Reg 4	330	Champaign- Ford	\$332,293
	340	Eastern Illinois	\$266,313
	350	McLean-DeWitt	\$254,448
	370	Iroquois	\$34,961
	380	Livingston	\$64,114
	390	Heartland	\$214,844
	400	Vermillion	\$206,835
Reg 5	410	Bond/Fayette/Effingham	\$144,958
	425	Central Illinois Rural Region	\$115,448
	450	Madison County	\$483,144
	460	St. Clair County	\$364,237
	470	East St. Louis	\$176,835
	550	Okaw	\$99,085
Reg 6	480	Five County	\$129,481
	490	Clay/Jasper/Richland	\$74,430
	495	Marion/Clinton/Washington	\$130,344
	500	Twin Rivers	\$57,491
	520	Rend Lake	\$99,369
	525	Franklin County	\$86,526

Appendix G: ISBE Formula Allocation for the EFE Systems

535	Ohio & Wabash Valley	\$159,754
540	Jackson/Perry	\$149,878
560	Williamson County	\$119,273
	Total	\$21,098,657

Appendix H: State Fiscal Year 2020 Postsecondary Perkins Allocations

State Fiscal Year 2020 Postsecondary Perkins Allocations

College	Total Pell Count		CTE Pell Count		Final FY2020 Allocations (with 20% loss limit)
	FY2017	FY2020 Estimated Allocation	FY2018	FY2020 Estimated Allocation	
Black Hawk	1,747	\$263,972	796	\$368,667	\$368,667
City Colleges of Chicago	18,040	\$2,725,844	2,185	\$1,011,983	\$2,180,675
Danville	1,020	\$154,122	444	\$205,639	\$205,639
DuPage	6,385	\$964,774	3,766	\$1,744,223	\$1,744,223
Elgin	2,888	\$436,377	936	\$433,508	\$433,508
Harper	3,624	\$547,586	1,291	\$597,927	\$597,927
Heartland	1,487	\$224,686	297	\$137,556	\$179,749
Highland	857	\$129,493	285	\$131,998	\$131,998
Illinois Central	2,760	\$417,036	838	\$388,120	\$388,120
Illinois Eastern	1,280	\$193,408	576	\$266,774	\$266,774
Illinois Valley	1,196	\$180,716	468	\$216,754	\$216,754
Joliet	3,422	\$517,064	1,102	\$510,391	\$510,391
Kankakee	1,438	\$217,282	441	\$204,249	\$204,249
Kaskaskia	1,164	\$175,880	580	\$268,627	\$268,627
Kishwaukee	1,429	\$215,922	384	\$177,850	\$177,850
Lake County	3,163	\$477,929	904	\$418,688	\$418,688
Lake Land	1,488	\$224,837	786	\$364,036	\$364,036
Lewis & Clark	1,673	\$252,790	690	\$319,574	\$319,574
Lincoln Land	2,264	\$342,090	697	\$322,816	\$322,816
Logan	1,675	\$253,093	660	\$305,679	\$305,679
McHenry	1,459	\$220,455	490	\$226,944	\$226,944
Moraine Valley	4,643	\$701,557	1,134	\$525,212	\$561,246
Morton	1,957	\$295,703	887	\$410,814	\$410,814
Oakton	1,950	\$294,645	422	\$195,449	\$235,716
Parkland	2,634	\$397,997	1,388	\$642,852	\$642,852
Prairie State	2,379	\$359,467	762	\$352,920	\$352,920
Rend Lake	861	\$130,097	430	\$199,155	\$199,155
Richland	1,285	\$194,164	506	\$234,354	\$234,354
Rock Valley	2,495	\$376,995	498	\$230,649	\$301,596
Sandburg	1,112	\$168,023	332	\$153,766	\$153,766
Sauk Valley	790	\$119,369	342	\$158,397	\$158,397
Shawnee	764	\$115,440	319	\$147,745	\$147,745
South Suburban	2,779	\$419,907	1,203	\$557,169	\$557,169
Southeastern	576	\$87,034	247	\$114,398	\$114,398
Southwestern	3,979	\$601,227	2,043	\$946,215	\$946,215
Spoon River	729	\$110,152	140	\$64,841	\$88,122
Triton	3,444	\$520,388	1,407	\$651,652	\$651,652
Waubensee	2,379	\$359,467	621	\$287,616	\$287,616
Wood	1,025	\$154,878	101	\$46,778	\$123,902
TOTAL	96,240	\$14,541,864	31,398	\$14,541,984	\$16,000,521

\$151.10 pell rate

\$463.15 CTE
pell rate