

**Illinois Perkins V State Plan
State Fiscal Years 2025-28**

**Illinois State Board of Education
And
Illinois Community College Board**

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I. Introduction

Illinois Perkins V State Plan

This document details the Illinois State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for state fiscal years 2025-28 (July 1, 2024-June 30, 2028). It also provides historical information regarding the development and implementation of the Illinois Perkins V State Plan for SFY 2021-2024. Congress passed Perkins V in 2018. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and became effective July 1, 2019. Perkins V is the most important piece of federal legislation that has influenced Career and Technical Education (CTE) in Illinois. The law's purpose is to fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who enroll in CTE programs and programs of study. This plan meets all requirements set forth by the U.S. Department of Education (ED) Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029) and has been organized in a way that will clearly guide Perkins V implementation in Illinois. A crosswalk of the State Plan Guide Narrative elements and Illinois' responses within this State Plan is provided in Appendix A.

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) as they administer the federal Perkins program. The State Plan describes the processes and policies that will be carried out by ISBE, ICCB, Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. Activities within the State Plan are aligned to the state's CTE vision and mission and with other statewide education and workforce development goals and plans, which aim to create an educated and skilled workforce.

The SFY 2025-28 State Plan builds upon the strong foundation laid by the previous State Plan and places a more concerted focus on developing and implementing activities and strategies that will aid Illinois in meeting its goals. The vision, mission, foundational tenet, and goals remain unchanged.

The primary CTE delivery system in Illinois is a partnership between secondary schools and public community colleges, which collaborate with other partners, such as four-year colleges and universities, to broaden career pathways for students. ISBE oversees secondary CTE (Grades 5-12) by providing state-level leadership and technical assistance. This work is further operationalized using 56 regional Education for Employment (EFE) systems. Each EFE system is a consortia of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and 25 Area Career Centers. Additional information in Appendix C. EFE systems in Illinois include three systems organized by state agencies that serve

secondary students: the Illinois Department of Juvenile Justice (IDJJ); the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and the IDHS Division of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership, coordination, and technical assistance to the community college system. The Illinois community college system, which is composed of 48 colleges in 39 locally controlled community college districts, is the third-largest community college system in the country. In addition, ICCB provides funding to the Illinois Department of Corrections (IDOC) to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

Illinois is submitting the Perkins V State Plan and the Workforce Innovation Opportunity Act (WIOA) Unified Plan separately. ISBE; ICCB; and WIOA agencies, such as the Illinois Department of Commerce and Economic Opportunity (DCEO), have collaborated in the development of each plan. Activities and services, which are coordinated and aligned, are described in both plans.

II. State's Vision and Goals for Education and Workforce Development

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V) (State Plan Guide II.B.1.b)

The vision, mission, and set of goals detailed in this section will guide ISBE and ICCB in the administration of the State Plan. The vision, mission, and goals were developed as a part of the comprehensive stakeholder engagement and are aligned and coordinated with other statewide goals and priorities.

Vision: Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission: Illinois' Career and Technical Education system will promote success for students and their communities by fostering career pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted supports to students of a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois' Perkins State Plan Goals for SFY 2025-28

The SFY 2021-24 Illinois State Plan for Perkins V provided an exceptional foundation for the SFY 2025-28 State Plan to build upon. The core ideas and processes did not change from one plan to the next; rather, it was determined that the focus should be on enhancing strategies and activities to achieve the goals outlined below. The activities listed under each of the six Goals are represented throughout the Plan to ensure alignment with Illinois' strategic approach to the administration of CTE in Illinois.

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

- Illinois will place equity at the forefront of decisions made regarding CTE programming, acknowledging that an opportunity gap exists for members of special populations. Findings from equity-guided, continuous quality improvement processes and evaluations will drive fiscal and programmatic decision-making.

- It is critical that there be an increased focus on meeting the needs for members of special populations through educator professional learning so that there is a level playing field for all students.

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

- ISBE and ICCB will release a joint competitive grant opportunity requiring secondary and postsecondary collaboration. Objectives may include aligning the College and Career Pathway Endorsement framework with implementation of model programs of study or integrating employability skills and competencies into coursework.
- ISBE and ICCB will focus more intentional support on IDJJ and IDOC. This may include researching the effect of Federal Pell Grants being resourced to individuals in custody; having ISBE and ICCB collaborate to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.
- ICCB will support the implementation of Bridge programming through the utilization of the Integrated Career and Academic Preparation Systems (ICAPS) model to assist students in bridging the skills gap so they may more readily matriculate into CTE programs. Note: Perkins funds cannot monetarily support Bridge programming.
- ICCB and ISBE will strengthen partnerships and pathways with four-year degree-granting institutions of higher education to promote continuous improvement and learning for postsecondary CTE students. Specifically, ICCB will work in concert with the Illinois Board of Higher Education to bolster career paths in health care fields, namely nursing, utilizing collective state resources like the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant initiative.
- This goal aligns with the statewide objective for 60 percent of adults obtaining a postsecondary certificate, degree, or industry-recognized credential by 2025 set by the P-20 Council.¹
- ISBE will continuously update the list of industry-recognized credentials. Additionally, the agency will further develop the resource by including specific vendors that offer those credentials.
- ISBE and ICCB will explore additional avenues, including using social media and informing National Honor Societies and secondary and postsecondary clubs and student organizations, for promoting CTE throughout the state.
- ISBE and ICCB will work to create a process to look at data longitudinally to identify if the individual is in a career or degree/credential that aligned to their coursework six months after they graduate.

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

- ICCB will continue to support state-funded/led initiatives that impact CTE and special populations students like the Workforce Equity Initiative, the PATH grant, the Trade

¹ Currently, 51.2 percent of Illinois adults hold a postsecondary degree or credential, and attainment rates are lower across several special populations, as defined by Perkins V.

School Program grant, and state initiatives that support homelessness like the HOME Illinois Initiative and Public Act 102-0083 which established the Housing and Opportunities that are Useful for Students' Excellence (HOUSE) liaisons.

- ICCB will develop and facilitate a webinar series around each component of a local application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.
- ISBE and ICCB will continue to develop additional model programs of study, as needed, and update the existing models to reflect current economic trends and programming. Additionally, promote the integration and use of the existing models, including the promotion of career paths that may be underrepresented in the current narrative, such as careers in municipal government.
- In alignment with ICCB goals, ISBE and ICCB will aim to increase alignment and smooth transitions between secondary and postsecondary systems.
- Illinois will continue to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated progression and seamless transitions to and through programming. This will include alignment to policy frameworks, such as College and Career Pathway Endorsements, and the expansion of innovative strategies, such as competency-based education.
- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.
- ISBE and ICCB will work to create resources to embed academics into CTE programs and to share with secondary and postsecondary.
- The Illinois Essential Employability Skills Framework will be revised to include emerging skills, such as digital literacy. Not enough students developed these skills during the COVID-19 pandemic, which exacerbated already existing equity gaps.

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

- ISBE and ICCB are jointly committed to expanding participation in quality early college opportunities, including **dual credit, dual enrollment, articulated credit, and advanced placement**. Early college opportunities reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations (e.g., students of color, students from low-income families, and students with disabilities). ISBE and ICCB will provide resources and technical assistance pertaining to the Dual Credit Quality Act, specifically the model partnerships agreement.
- ISBE and ICCB will utilize disaggregated data to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. 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. The goal is to increase awareness, access, and participation in dual credit opportunities, specifically for students underrepresented in dual credit and higher education programming.
- ICCB will develop a process for assisting colleges with continuous improvement regarding

their approved programs of study. Specific areas of interest include expanding dual credit course offerings and other early college opportunities and developing additional team-based challenges and other work-based learning opportunities.

- ISBE will provide support to the schools on continuous improvement of their programs of study. Specific areas would be size, scope, and quality.
- ISBE and ICCB will work jointly to develop a best practices toolkit for local areas to increase the number of dual credit opportunities in core CTE coursework as opposed to just general education.
- Illinois will expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee at the secondary level review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2024.
- ICCB CTE division will work with the ICCB Academic Affairs and Student Success Division to support colleges with the SFY 2024 [*Access and Equity in Dual Credit Project*](#) grant program, which is funded by the state of Illinois.

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

- Comprehensive technical assistance pertaining to the Comprehensive Local Needs Assessment (CLNA) will be provided by utilizing the following strategies:
 - ISBE and ICCB will continue to provide technical assistance to community colleges regarding the CLNA process. Topics may include how to effectively engage advisory committees and other stakeholders, aligning the CLNA with institutional strategic plans that include a college's Equity Plan.
 - ISBE and ICCB will have EFE system directors and Perkins administrators work collaboratively on the CLNA before completing the CLNA that will inform the FY 2027 local application.
 - The agencies will conduct an individual, deep-dive webinar on each of the six components of the CLNA.
- ICCB will work to expand the Peer Review Initiative for Statewide Program Review.
- ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and high-skill.
- ISBE and ICCB will work collaboratively to ensure and support that CTE programming is in concert with national and statewide trends and tools, such as the use of artificial intelligence and virtual reality in programming.
- Comprehensive college and career advising and a full continuum of work-based learning to empower students with labor market information and skill development will be embedded within the college and career pathways system to inform education and career decisions.
- ISBE and ICCB will help educators expand programs to include an industry-recognized credential where possible and ensure collaboration with workforce partners on industry credentials in secondary and postsecondary programs.
- The agencies will share resources and programs with secondary and postsecondary.

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

- ISBE and ICCB will develop a “Why I Teach!” media campaign that includes videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.
- ISBE and ICCB will contract to research promising practices from other states for recruiting and retaining a sustainable pipeline of CTE educators. Also, use the Advance CTE framework for educator recruitment and retention to organize the research. The National CTE Faculty Shortage survey will inform this research.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching to support our culturally diverse students and will support strategies to recruit and retain educators who are underrepresented among CTE educators.
- The agencies will expand upon the success of the Training on Instructional Practices for Postsecondary Success (TIPPS) modules by including modules for secondary practitioners.
- Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway by coordinating recruitment activities and providing evidence-based professional learning opportunities for faculty and staff of CTE programs.

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

- ISBE and ICCB will create a statewide team-based challenge competition. The competition will require secondary and postsecondary collaboration with the winners announced during February, which is CTE Month.
 - ISBE and ICCB will promote the use of Career and Technical Student Organizations (CTSOs) in programming, as well as the use of team-based challenges, to enhance learners’ experience and to provide them with real-world critical thinking skills.
 - ISBE will work to more effectively capture the work-based learning that is imbedded in CTE coursework. This may involve technical assistance to local areas or the creation of a toolkit.
 - Recipients will integrate work-based learning opportunities into programs of study to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.
 - ICCB will utilize Perkins Leadership funds to support efforts to scale the success of the Customized Apprenticeship Programming in Information Technology grant (CAP-IT, funded through the U.S. Department of Labor). The CAP-IT grant program was extremely successful, and the models used to customize apprenticeship programming can be scaled to other career clusters. Figure 7 shows the customized apprenticeship model wherein integrated education and bridge programming are utilized.
 - ISBE and ICCB will develop resources for promoting work-based learning in all its forms—internships, apprenticeships, on-the-job-training, job shadowing, etc. ISBE and ICCB will provide awareness to business and industry regarding the benefits of work-based learning.
- The agencies will promote opportunities for individuals with disabilities around work-based learning, such as the Secondary Transition Experience Program (STEP) that is provided through IDHS in collaboration with ISBE.

III. Plan Development and Consultation

This section details the timeline and phases for developing the Illinois State Plan, including a description of stakeholders, engagement activities, opportunities for public comment, and notices of objections to the plan.

a. Stakeholder Engagement

How was the State Plan developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V? (State Plan Guide II.A.1.)

Perkins V emphasizes local flexibility, collaborative engagement and planning, innovation, equity, accountability, and alignment with other education and workforce programs. This State Plan builds upon the progress made during SFY 2020-24 and aligns with other statewide goals and initiatives, which include, but are not limited to, the following:

- Adult Education and Literacy Strategic Plan;
- Dual Credit Quality Act;
- Early Childhood Access Consortium for Equity;
- Every Student Succeeds Act (ESSA) State Plan;
- Executive Order 3 signed by Governor JB Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries as specified in Appendix B;
- Expansion of work-based learning based on the work of the Workforce Innovation Board's Apprenticeship Committee and adoption of an updated [Career Pathways Dictionary](#);
- House Bill 5464 (Public Act 102-1046), which is equity plan legislation that requires all public institutions of higher education to create and implement equity plans and practices to close gaps in enrollment, retention, completion, and student loan repayment rates;
- P-20 Higher Education Equity Targets
- Postsecondary and Workforce Readiness Act;
- Pipeline for the Advancement of the Healthcare Workforce (PATH) Initiative;
- Workforce Equity Initiative; and
- WIOA Unified State Plan.

State Plan Development Timeline

Table 1 outlines each phase and stakeholder engagement activities that occurred throughout the State Plan development process.

Table 1: Illinois Perkins V State Plan Development Timeline		
Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Summer 2023	Plan Writing	<ul style="list-style-type: none"> Interagency Perkins Core Team meeting(s) P-20 Council and subcommittee on Perkins V
Fall 2023	Feedback on successes of current State Plan and opportunities for improvement	<ul style="list-style-type: none"> Interagency Perkins Core Team meeting(s) ISBE and ICCB staff consultation with boards Individual presentations at conferences, meetings, and associations
Winter 2023 and 2024	Feedback on the draft of State Plan	<ul style="list-style-type: none"> Interagency Perkins Core Team meeting(s) Public webinar ISBE and ICCB staff consultation with boards Individual presentations at conferences, meetings, and associations
Spring 2024	Final submission (<i>Plan due May 10, 2024.</i>)	<ul style="list-style-type: none"> Interagency Perkins Core Team meeting(s) ISBE and ICCB staff consultation with boards Second public comment period for the State Plan and performance targets Individual presentations at conferences, meetings, and associations

Stakeholder Engagement Activities

ISBE and ICCB conducted stakeholder engagement throughout the planning and development of the State Plan. Critical partners were engaged in this process throughout. Additionally, the Core Team met once every two weeks during the development of the plan.

1. Interagency Perkins V Core Team

The Core Team included individuals from the ISBE and ICCB CTE departments. Internal partners from accountability, research, and fiscal departments also were included in the process, as necessary. The Core Team met on a regular basis to develop activities for the plan and identify stakeholder engagement strategies, statewide priorities, and areas for workforce and education coordination and alignment.

2. Information Sharing and Feedback Loops

ISBE and ICCB hosted several in-person opportunities across the state, as well as a statewide webinar, to share information about Perkins V and elicit feedback to inform the State Plan.

3. *Individual Engagement with Stakeholders through Presentations and Meetings*

ISBE and ICCB staff sought input from key stakeholders via various external meetings and conferences, and presentations on Illinois' Perkins V planning efforts, and Illinois' vision and goals for CTE. Presentations and meeting information were tailored to each audience. Summaries of various interactions follow:

- **Community Colleges** – ICCB regularly engaged community college administrators and faculty who represented academic, CTE, and adult education interests throughout each phase of the State Plan development process. This engagement included, but was not limited to, presentations at conferences and meetings, such as the Forum for Excellence, as well as webinars, site visits, and resource dissemination.
- **Secondary CTE System Leaders** – ISBE CTE staff conducted sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. The sessions provided an opportunity for these key stakeholders to provide additional feedback to inform Perkins V planning.
- **Professional Development Partners** – Professional development partners for both ISBE and the ICCB viewed drafts of the State Plan and provided feedback and suggestions.
- **Workforce Partners** – Representatives from DCEO were informed of proposed activities and given the opportunity to provide feedback.

4. *Public Webinars and Virtual Feedback Loops*

ISBE and ICCB offered a variety of public webinars and disseminated information virtually through listservs and websites to expand access to more stakeholders so they could learn about the plan and provide feedback.

- [ISBE Perkins V webpage](#)
- [ICCB Perkins V webpage](#)

b. Opportunities for Public Comment

Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)(State Plan Guide II.A.3.)

Successes and Opportunities: Reviewing the Current State Plan

ISBE and ICCB provided both in-person and virtual opportunities for public comment on the current State Plan. In order to build on the solid foundation of the current State Plan, ISBE and ICCB sought feedback from stakeholders on the successes, challenges, and ideas for expansion on the vision, mission, goals, and activities from the current State Plan. Utilizing this feedback allowed ISBE and ICCB to understand the vision, mission, and goals from the perspective of local areas. Feedback was carefully considered and then implemented where it made sense. Feedback can be found in Appendix P.

Draft of the State Plan and Performance Indicators

Opportunities to provide public comment on the draft of the State Plan were provided from February 16 - March 8, 2024, following presentations and discussions at both the ISBE and ICCB December and February Board meetings, respectively. The State Plan draft was posted on the websites of ISBE and ICCB with a second feedback survey. A public webinar was held on February 27, 2024. Emails, survey responses, and formal feedback on the draft of the State Plan are also provided in Appendix Q.

c. Notice of Objections

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the U.S. Secretary of Education. (State Plan Guide II.A.2.)

Any objections and corresponding responses will be included in Appendix R and will be filed with the final State Plan that will be submitted to ED.

IV. Program Administration and Implementation of CTE Programs

This section describes the administration of funding, program of study implementation, secondary and postsecondary program approval processes, and leadership funding.

a. Program Administration

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed 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. (State Plan Guide II.C.2.a.)

Illinois will allocate funds for Career and Technical Education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent, less any funds reserved up to 15 percent, will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula.
- Not more than 10 percent to be used for state leadership activities, including 2 percent to serve students in state institutions.
- Not less than \$60,000 and not more than \$150,000 will be used for services preparing young people for nontraditional training and employment.
- No more than 1 percent of state leadership funds will be used to recruit students in special populations.
- Not more than 5 percent 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.

The distribution of federal Perkins funds is split between secondary and postsecondary institutions, with 60 percent being allocated to ISBE for distribution and 40 percent to ICCB for distribution. Historically, the distribution between secondary and postsecondary institutions has been maintained at a 60/40 split. During SFY 2020, ISBE and ICCB leadership explored the adequacy of this distribution in meeting the needs of secondary and postsecondary education while also considering state priorities. ISBE and ICCB have the opportunity to revisit the allocation of Perkins resources each year of the State Plan, as necessary. Stakeholders were engaged in this process and asked to provide feedback on the split, with most responses supporting maintenance of the 60/40 split. There is an increasing number of requests from secondary and postsecondary recipients alike for more funding.

b. CTE Program Implementation

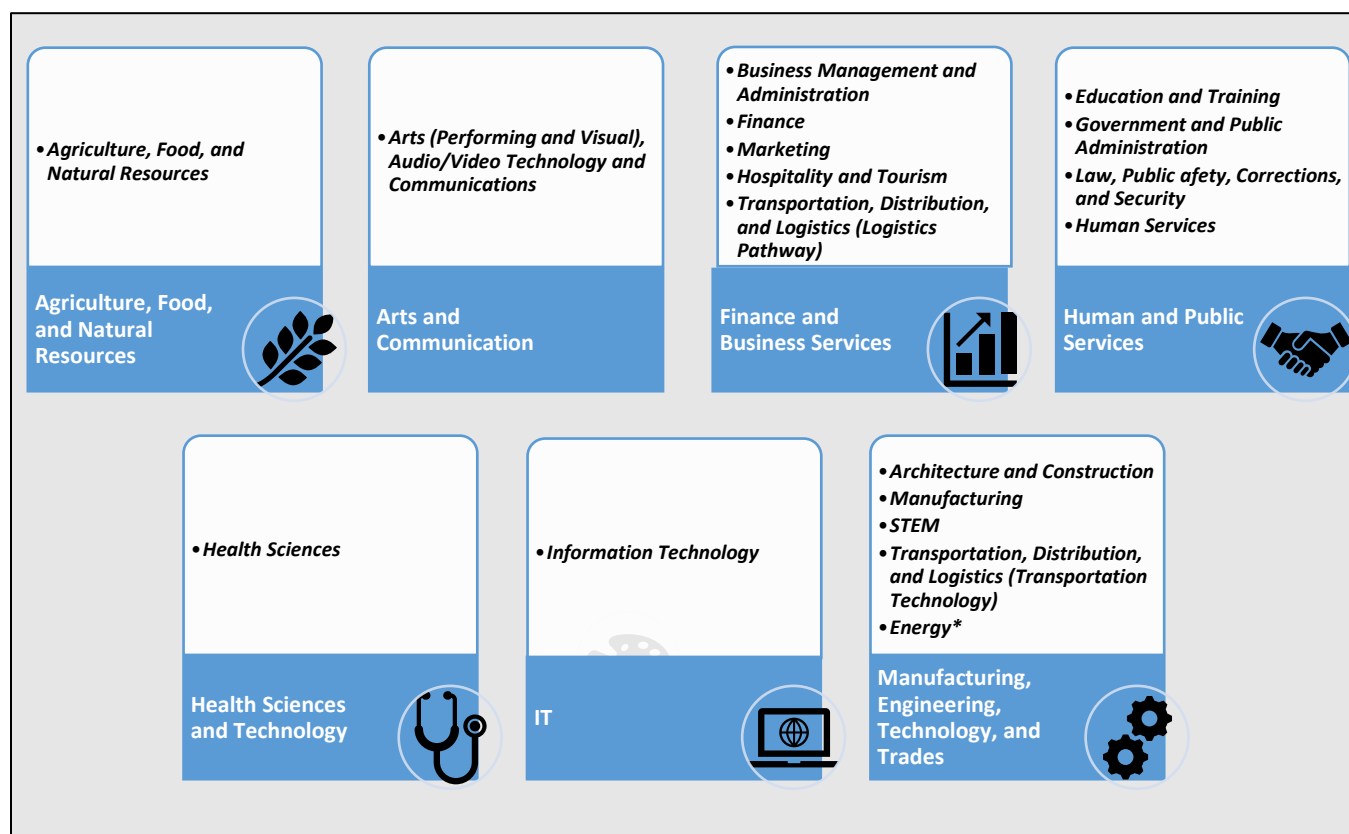
What career and technical education programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients? (Section 122(d)(4)(A) of Perkins V) (State Plan Guide II.B.2.a.)

All CTE programs and programs of study are developed at the local level according to local labor market data and in coordination with stakeholder feedback. Secondary and postsecondary entities work to develop these as they are needed. ISBE and ICCB will continue to promote the development of programs of study that align not only with local labor markets, but with state-level initiatives as well.

Career Clusters and Career Pathway Endorsements Supported in Illinois

Illinois secondary and postsecondary education will continue to organize and support programs of study that are developed from the 16 career clusters as outlined by Advance CTE and from the seven College and Career Pathway Endorsement areas under the Postsecondary and Workforce Readiness (PWR) Act. Labor market information for Illinois supports the need for programs across all 16 career clusters. In addition to these 16 career clusters, Illinois has included energy as a state-specific sector. Figure 1 outlines the intersection between the clusters and the endorsement areas in white and blue, respectively. Illinois is a large state with many diverse economic interests that vary by region and locale. This diversity means local entities require the ability to customize programs of study to meet their unique education and employment needs. ISBE and ICCB support these efforts as described beginning on the next page.

Figure 1. Illinois Career Cluster and Career Pathway Endorsement Pathway Intersection



Secondary CTE Programs

ISBE supports 81 unique instructional programs in 658 of the 701 Illinois public high schools and 25 Area Career Centers, which each serve multiple local districts. ISBE evaluated all currently approved programs of study to ensure their continued relevance and alignment with state and local workforce needs. Programs of study may be retired or added in response to the analysis of local workforce needs occurring during the Comprehensive Needs Assessment process described on page 29. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix D. Additionally, ISBE is working to support innovation in CTE through the development of model programs of study that are cross-cluster. An example of a cross-cluster program of study planned for development at the secondary level is Veterinary Technician Assistant. This model program of study will include coursework from both Health Sciences and Technology and Agriculture, Food, and Natural Resources.

Postsecondary CTE Programs

Collectively, the Illinois Community College System has 4,254 approved CTE programs, consisting of 1,217 degree programs and 3,037 certificate programs spanning across all career

clusters. These programs are approved by ICCB. Each community college must publish all program offerings annually.

Program of Study Models Development

ISBE and ICCB will continue to partner to support approved programs of study and improve them in accordance with this plan's goals and priorities. New program of study models will be developed based on a number of mitigating factors, including state and national trends and initiatives (e.g., electric vehicle technology or other clean energy initiatives) and stakeholder feedback. As a continuation of the work that has already been done, ISBE and ICCB will shift focus to how these models are being implemented at the local level. Additionally, ISBE and ICCB will develop a crosswalk to show how the secondary and postsecondary models align.

To date, the following program of study models have been developed:

Secondary level: Model Program of Study Guides were developed by ISBE in collaboration with ICCB and the EdSystems Center at Northern Illinois University. ISBE's model programs of study were designed to assist in identifying credit transfer opportunities, CTSOs, work-based learning opportunities, appropriate course sequences, and additional components of a quality CTE program. The process included research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders. To date, 11 Model Programs of Study Guides have been released for the focus areas of accounting, agribusiness, business management, construction, cybersecurity, education, engineering, graphic communications, machining, marketing, and nursing.

Postsecondary level: These guides were sponsored by ICCB and developed in consultation and collaboration with ISBE through a process led and facilitated by EdSystems Center at NIU. The process involved extensive research into labor market information and credential programs, and dialogue among secondary, postsecondary, and employer stakeholders. To date, 10 Model Programs of Study Guides have been released for the focus areas of education; health sciences and technology; information technology; manufacturing and engineering; agriculture, food, and natural resources; architecture, construction, and energy; arts and communications; finance and business service; culinary and hospitality; and human and public services.

Activity 1: ISBE and ICCB will continue to develop additional model programs of Study, as needed, and work with partners to update existing models to reflect current economic trends and programming. Additionally, the agencies will promote the integration and use of the models, including the promotion of career paths that may be underrepresented in the current narrative, such as careers in municipal government.

c. CTE Program Approval

This section details Illinois' definitions for size, scope, and quality, and outlines the CTE program of study approval processes used by ISBE and the ICCB.

i. Size, Scope, and Quality

Describe 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. (State Plan Guide II.B.2.h).

ISBE and ICCB jointly defined size, scope, and quality. The definitions for size, scope, and quality, and their elements will apply to all eligible recipients -- secondary and postsecondary -- unless specifically noted. These definitions are incorporated into both ISBE and ICCB CTE program of study approval processes, which are detailed in this section.

Size

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment in section d (i) on page 29. Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in Table 2. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and be a component of the continuous improvement plan for the LEA.

Table 2: Size of Secondary Program Recommendations

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

Scope

As defined in Perkins V, a program of study is 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.”

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

Quality

Programs of study must meet multiple quality criteria. Most criteria should be met at the time of initial application; all criteria, including specific strategies to address the unmet criterion in Years 1 and 2, must be met no later than the start of Year 3 of the local plan. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts.

- 1. Development and Engagement:** All programs of study must be developed through close K-12 and postsecondary collaboration; respond to the analysis and findings of the CLNA; and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). Currently, all postsecondary programs of study are required to have an advisory committee that meets, at minimum, annually. ICCB continues to stress collaboration with secondary partners for these advisory committees. The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in No. 9 of this list.
- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process. The [Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements](#) can be used as a reference for identifying employer-informed

technical and essential employability competencies.

3. **Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with the accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB Administrative Rules.
4. **Recruitment and Access:** Districts and colleges must develop a student recruitment and retention plan via a CLNA to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
5. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points, and stackable credentials must be incorporated.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

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

Postsecondary: The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and maximize opportunities for dual credit or articulated credit in applicable academic and technical areas;
- Include stackable credentials;
- Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
- Describe how work-based learning is incorporated into the curricula;
- Describe how employability skills are incorporated into the content of the program; and

- Ensure access and smooth transitions through programming for all students.
6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or CTSOs; and
 - One or more of the following at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (e.g., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or clinical experience ².
 7. **Instructors:** Instructors within programs of study must be qualified, collaborate with industry professionals, and engage in applicable professional learning.
 8. **Facilities and Equipment:** Programs of study must be offered in appropriate and accessible facilities that use industry standard technology and equipment.
 9. **Continuous Improvement:** The district and college must use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

ii. Program of Study Approval Processes

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 1327 will—

- *promote continuous improvement in academic achievement and technical skill attainment; and*
- *expand access to career and technical education for special populations. (State Plan Guide II.B.2.b.i. and ii.)*

Secondary Program of Study Approval Process

The process for development of local programs of study at the secondary level will be initiated by the appropriate CTE advisory committee. These committees can be organized on the local level or at a regional level with multiple LEAs collaborating to bring together a group to advise specific programs of study or career pathways. Representatives on the advisory committees should include, at a minimum, employers, industry labor unions, postsecondary institutions, members of special populations, parents, educators, school administrators, and students. The CTE advisory committees (local or regional) will promote and support program of study development and implementation. Collaboration among secondary education, postsecondary institutions, and industry representatives in the development of programs of study will be required.

²Please see the [Career Pathways Dictionary](#) for additional information.

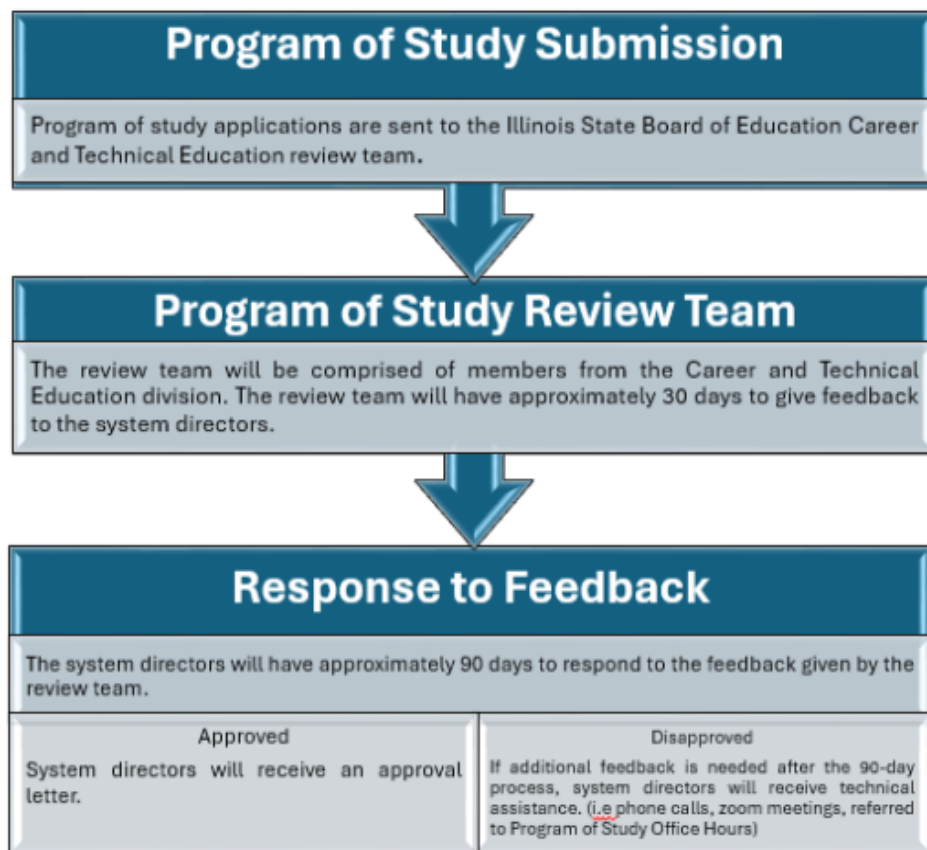
All ISBE-approved programs of study -- new and existing -- will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois must meet the [quality criteria](#) in this State Plan and the following additional ISBE-specific criterion, which will be evaluated at the time of completion of the program of study approval process:

1. **Labor Market Need:** A CTE program must be responsive to community employment needs that are informed by labor market information and are designed to meet current, intermediate, or long-term labor market projections. Labor market information is available from the Illinois Department of Employment Security, U.S. Bureau of Labor Statistics, or other labor market analytic sources. A grantee must conduct a review of the local labor market as part of completing the CLNA and that must be considered when determining what programs are to be offered.
2. **Cost-Effectiveness:** The grantee must possess the fiscal resources to support the CTE program of study in a cost-effective manner. Additionally, grantees must document the financial feasibility of the proposed program of study.
3. **Equitable Access:** CTE programs of study must include specific plans for expanding equal access and equitable program outcomes across demographic subgroups and special populations. This includes, but is not limited to, comprehensive support services to assist students in overcoming barriers to participating or remaining in CTE programs.

See ISBE's Program Approval Process in Appendix E and ICCB's Program Approval Process in Appendix F for full program approval policies and processes for additional detail. The approval process and provision for appeals for locally developed programs of study or career pathways at the secondary level is summarized in Figure 2.

Figure 2: ISBE Approval Process for Locally Developed Programs of Study

Program of Study Approval Process



ISBE recognizes that local programs of study are at various stages of implementation, and that schools require differentiation to progress on the continuum of high-quality CTE programming. To continuously review and strengthen programs, all ISBE-approved programs of study -- new and existing -- will complete the program of study approval process aligned to the size, scope and quality standards, within two years of receiving Perkins funding, then every four years after initial approval. The program of study submission process includes submission of documents and evidence to ISBE. Documents must align to the toolkit. A timeline for submission has been established.

A [Program of Study Toolkit](#) has been developed to guide LEAs through a series of performance descriptors, allowing the local schools to indicate where they fall on the performance level continuum. The Program of Study Toolkit and process will serve as a tool for reflection at the local level and as a data collection point for ISBE. The Program of Study Toolkit was created to ensure complete alignment with our size, scope, and quality standards. The full Program of Study Toolkit can be found in Appendix E.

The Access and Equity component of the Program of Study Toolkit includes discrete items that explicitly speak to expanding access for special populations students. Grantees must evaluate programming in the following ways:

- Curriculum, instruction, materials, assessments, and career guidance must be inclusive, non-discriminatory, and free from bias, and offered in a way that ensures all students are able to access the opportunity and achieve success in the program of study, including necessary accommodations per an Individualized Education Program or Section 504 Plan, as appropriate.
- The program of study must be promoted to all potential participants and their parents/guardians (as appropriate) in a manner that is inclusive, non-discriminatory, and free from bias.
- Facilities, equipment, technology, and materials in the delivery of the program must be provided in a way that ensures all students can achieve success in the program of study, including by meeting Title IX of the Civil Rights Act of 1964 and Title II of the Americans with Disabilities Act of 2010.
- Appropriate actions are taken to eliminate barriers to extended learning opportunities for all students, including special populations.

ISBE has designed this more rigorous approval and maintenance process for programs of study, and it will continue to be implemented. Previously, once an initially approved program hired a teacher and offered at least two courses within a pathway, it was considered valid. The program of study approval process will help to ensure that CTE programs being offered at the secondary level will continue to meet minimum standards of size, scope, and quality following initial approval.

Postsecondary Program of Study Approval Process

To date, 330 programs of study have been submitted to ICCB for approval, with 308 being fully approved.

All programs of study that seek ICCB approval must meet all six³ required Perkins V components of a program of study, as well as the additional criteria for need, capacity, cost-effectiveness, and quality. The postsecondary [Program of Study Approval form](#) and the [Programs of Study Expectations Tool](#) align with the elements of a high-quality CTE program outlined in the [Advance CTE Policy Benchmark Tool](#). Additionally, it includes the size, scope, and quality definitions noted in this plan. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act by completing the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college and meet the following criteria:

³A.) Incorporates challenging state academic standards, B.) addresses both academic and technical knowledge and skills including employability skills, C.) aligned with the needs of industry, 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.

- Labor Market Need -- Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.
- Quality Curriculum -- All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state, and local requirements; is responsive to local workforce needs; and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.
- Cost-effective -- Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.
- Other criteria as documented in the program approval process.
- The program must meet or be working toward fulfilling the federal and state requirements of a program of study to be supported, in whole or part, by federal Perkins funding.

Community colleges may submit programs of study for approval with their local application or throughout the grant cycle; however, colleges will be required to identify a program of study that will be developed, evaluated, or improved each fiscal year.

- *Activity 1: ICCB will develop a process for assisting colleges with continuous improvement regarding their approved programs of study. Specific areas of interest include expanding dual credit course offerings and developing additional team-based challenges and other work-based learning opportunities.*
- *Activity 2: ISBE will provide support to the schools on continuous improvement of their programs of study. Specific areas would be size, scope, and quality.*

d. Local Administration and Planning Requirements

This section describes the process and requirements for the Comprehensive Local Needs Assessment and the local application.

i. Comprehensive Local Needs Assessment

- Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act including how each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V). (State Plan Guide II.C.1.c)
- Provide a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. (State Plan Guide II.B.2.g.)

Process

Local secondary school districts complete a Local Needs Assessment (LNA) which is then fed up to their district EFE region. The EFE region then compiles the LNAs from their district into one comprehensive CLNA. Simultaneously, the community colleges complete their CLNA. See Figure 3 below.

The EFE regions and community colleges are equal partners regarding completion of the CLNA for their region or local area. Each recipient in a consortium model must complete a CLNA and a local application. Secondary and postsecondary recipients will be required to complete the CLNA process every two years after the local application has been revised as necessary and submitted.

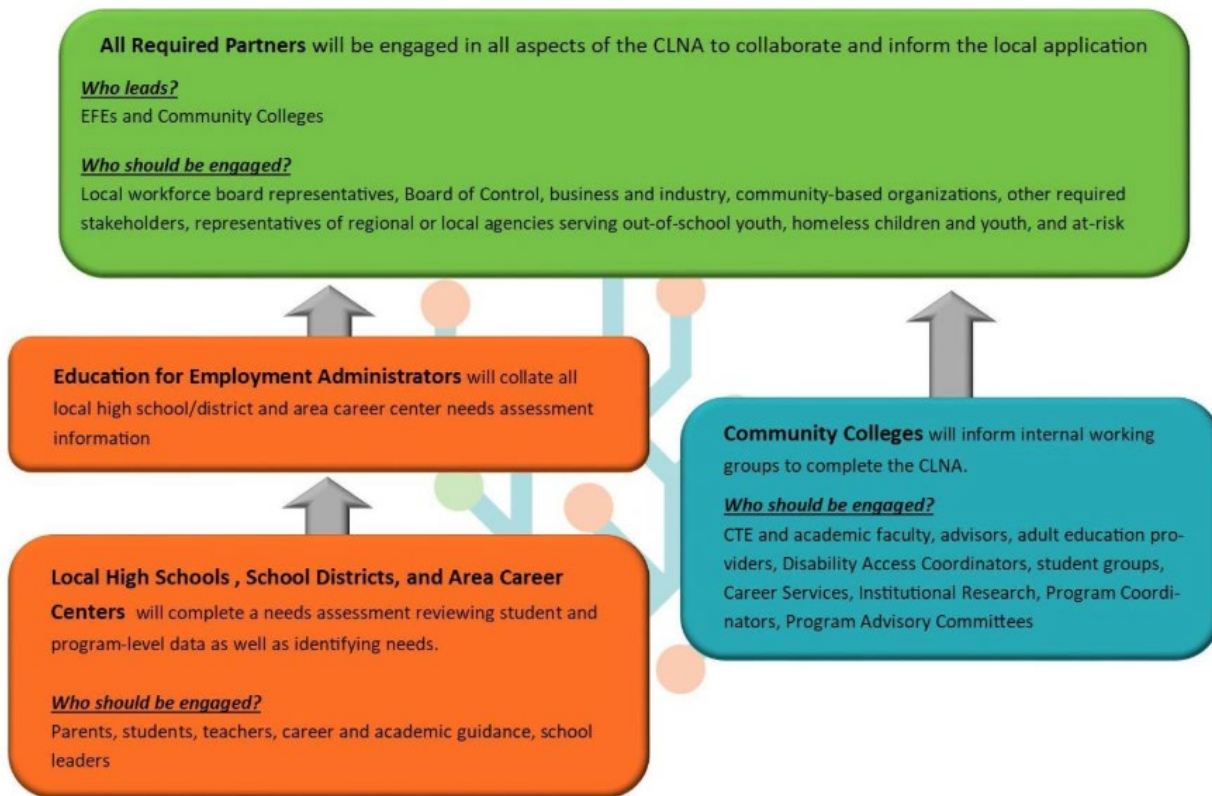
The EFE system director and postsecondary Perkins administrator are responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application.

Secondary Local Needs Assessment Template - Appendix G

Secondary Comprehensive Needs Assessment Template and Guidelines - Appendix G

Postsecondary Comprehensive Local Needs Assessment Template and Guidelines - Appendix H

Figure 3: CLNA Development Process



Meeting Local Education and Economic Needs as Determined by the CLNA

The Comprehensive Local Needs Assessment requires eligible recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors and occupations, in addition to other criteria as described in Section 134 of Perkins V. This analysis informs program offerings to be supported by Perkins funding. Secondary and postsecondary grantees will continue to complete their CLNAs to inform their local applications covering SFY 2025-28 and to ensure programming meets (or is working toward) the defined criteria for size, scope and quality.

Providing Technical Assistance to Eligible Recipients

ISBE and ICCB collaborated at the outset of Perkins V legislation to create guidance for local recipients as they complete their CLNA. The [CLNA Guidance Document](#) provides eligible recipients with information about the importance of the CLNA and local collaboration, a step-by-step process for planning and preparing the CLNA, and a side-by-side comparison of the secondary and postsecondary CLNA templates and how each aligns with the federal requirements. This guidance document provides eligible recipients with a strong foundation for collaboration and implementation efforts.

ISBE provided EFE directors with in-person technical assistance related to the CLNA in 2019. ISBE consultants have continued to provide support both in the field and virtually for issues and

questions brought forth as they begin engaging in the process of completing the CLNA and facilitating the completion of the [CLNA for Secondary Education](#) by the districts. ISBE consultants offered five in-person support sessions in late 2019 and one online webinar that was recorded and posted to ISBE's website to help local CTE administrators and EFE directors complete the CLNA for Secondary Education.

ISBE will continue to provide EFE directors with technical assistance related to the CLNA, focusing on data analysis and developing goals based on data. Updated guidance documents and data reports are available within each release of both the CLNA for the EFE directors and the LNA for secondary districts.

ICCB will continue to provide community colleges with targeted technical assistance, specifically focusing on the following objectives:

- Understanding and analyzing disaggregated data and labor market information,
 - Conducting an equity gap analysis, and
 - Developing and implementing strategies to address those disparities in performance. Under the direction of ICCB, the [Office for Community College Research and Leadership](#) at the University of Illinois Champaign-Urbana conducted a number of targeted technical assistance sessions to community colleges, both in-person and virtually.
-
- *Activity 1: Continue to provide technical assistance to community colleges regarding the CLNA process. Topics areas may include how to effectively engage advisory committees and other stakeholders to align the CLNA with institutional strategic plans, including a college's Equity Plan.*
 - *Activity 2: Conduct an individual, deep-dive webinar on each of the six components of the CLNA.*
 - *Activity 3: ISBE and ICCB will create a space for EFE system directors and community college Perkins Administrators to work collaboratively on the CLNA that will inform the SFY2027 Local Application.*

ii. Local Application

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act – including how:

- *each eligible recipient will promote academic achievement;*
- *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; (State Plan Guide II.C.1.a &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 support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V) (State Plan Guide II.B.2.b.iii.)

Provide a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. (State Plan Guide II.B.2.f.)

Local Application Requirements

ISBE oversees the administration of the local secondary funds and has developed a local application and process for the secondary regional consortium, while ICCB oversees the administration of the local postsecondary funds and has developed a local application and process for the community colleges. ISBE and ICCB require that local applications are informed by the CLNA, which will be completed in conjunction with the local application for the corresponding fiscal year.

The local application is submitted each spring, and revisions may be submitted annually after the first program year. Revisions may be submitted after the CLNA that was conducted is analyzed or other continuous quality improvement processes are undertaken in other years. If local allocations significantly change from year to year, rationale for changes to programs and activities -- supported by data -- must be provided.

Secondary Local Application- - Appendix I
Postsecondary Local Application -- Appendix J

The local application includes the following:

1. Comprehensive Local Needs Assessment: A fully completed CLNA (found in Appendix G), including assurances that all required partners were appropriately engaged, will be submitted every two years prior to submitting a local application (e.g.) for SFY 2025 and SFY 2027).
2. Program/Work Plan: The narrative or work plan should include a description of the activities and programs provided by the eligible recipient and should meet the requirements and components under Section 134 of the Perkins Act. The program plan must be informed by the results of the CLNA and must meet the size, scope, and quality

requirements in this State Plan.

3. Annual Budget: Grantees will submit a budget on an annual basis identifying each fiscal year's proposed expenditures and rationale for expenditures. Allocations for secondary and postsecondary recipients are determined via a formula.
4. State-Determined Levels of Performance: Eligible recipients not meeting the state-determined levels of performance in any year will be required to complete and submit a Performance Improvement Plan. Budget allocations should adequately support performance improvement activities.
5. Any other documents required by either ISBE or ICCB.

Promoting Academic Achievement through the Local Application

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a local application requiring the eligible recipient to demonstrate how it will promote academic achievement. Local recipients will be required to review and report program-level data, including disaggregated data, on an annual basis to appropriately analyze these data. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance does not meet the state-adjusted performance targets. The local application will require recipients to demonstrate and provide evidence of how approved programs of study and career pathways will expand access for special populations specifically in the following areas:

- Accessibility to programs, services, and activities,
- Preparation for employment,
- Training and assistance in overcoming barriers that may limit opportunities for success, and
- Anti-discrimination efforts.

ISBE will require information regarding integration of core academic standards and skills in programs of study and professional learning opportunities for CTE teachers related to individualized instructional approaches. In addition, should a student group not meet identified performance targets, recipients will submit a Performance Improvement Plan on their strategies for addressing any deficient performance measures.

ICCB will require community colleges to describe their efforts regarding academic and support services; advisement; student retention; and persistence, among other activities that promote academic achievement. ICCB will continue to assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including, but not limited to, grant monitoring and technical assistance procedures; ICCB's Statewide Program Review Process ([Program Review Manual](#)); and other continuous improvement processes. Monitoring procedures are grant-specific and are not utilized to review CTE programs holistically. Conversely, the Statewide Program Review Process is institution-wide and requires community colleges to cyclically review each community college program, including CTE programs, in

several different areas. Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to ED, as well as be available for public viewing.

- ***Activity 1: ICCB will develop and facilitate a webinar series around each component of the local application. CTE faculty and staff from the colleges will showcase best practices and innovations at each of the webinars.***

Promoting Skill Attainment through the Local Application

The CLNA and the local application require the eligible recipient to use data to describe how they will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential. ISBE requires applicants in secondary programs to describe how they will provide students with opportunities that lead to a recognized postsecondary credential, including work-based learning, dual credit, and integration of industry-recognized credentials. ICCB will require community colleges to describe their efforts regarding work-based learning; curriculum; contextualization; student retention; and persistence, among other activities that promote skill attainment leading to a recognized postsecondary credential. Attainment of recognized postsecondary credential is measured through 1P1, which is the postsecondary state-determined level of performance.

- ***Activity 1: ISBE will continuously update the industry-recognized credentials list that was created during the development of the SFY2021-24 State Plan with new credentials, based on stakeholder feedback.***

Integration of Employability Skills

Recipients will be required to describe within their local application how they plan to integrate employability skills into the core coursework of each CTE program of study. The process for ensuring the inclusion of employability skills leverages the use of [the Illinois Essential Employability Skills Framework and Self-Assessment](#), which was developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, and workforce representatives. This framework, bolstered by self-assessment tools and accompanying professional learning, supports local CTE programs as they design and integrate employability skills into curriculum and activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate more intentional integration that will lead to increased retention. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure

that employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework are detailed within Figure 4.

Figure 4: Employability Framework



This graphic illustrates the interconnected nature of employability skills by providing an overview of the elements of the Essential Employability Skills Framework and actions or behaviors that demonstrate competency in those elements.

Additionally, the [Top 10 Cross-Sector Essential Employability Competencies⁴](#) were created by the P-20 Council through a process involving extensive employer and educator input and integrated within the College and Career Pathway Endorsement (CCPE) under the PWR Act. The Recommended Technical and Essential Skill Competencies for College and Career Pathway Endorsements can be found in Appendix K. A crosswalk of the two frameworks for employability skills offered in Illinois is provided in Figure 5.

Figure 5: Employability Skills Framework and PWR Employability Competencies Crosswalk

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
Personal Ethic: Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
Work Ethic: Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
Teamwork: Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
Communication: Active Listening, Clear Communication	Communication: Written, Verbal, and Digital

ISBE and ICCB will continue to provide ways to use both the Illinois Essential Employability Skills Framework and the PWR Act CCPE Essential Employability Competencies to ensure programs of study are responsive to the industry-identified employability skills needed by completers of CTE programs for implementation. Integration of these frameworks will give CTE program administrators implementation and assessment resources, as well as guidelines for a self-assessment process to promote continuous program improvement in employability skills implementation.

- ***Activity 1: The Illinois Essential Employability Skills Framework will be revised to include emerging skills, such as digital literacy. Not enough students developed these skills during the COVID-19 pandemic, which exacerbated already existing equity gaps.***

iii. Dual Credit Enhancement

Describe how the eligible agency 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) (State Plan Guide II.B.2.d)

The community college system is the largest dual credit provider in Illinois. In SFY 2022, Illinois community colleges offered a total of 13,543 dual credit courses with a total of 75,507 individual (i.e., unduplicated) high school students enrolled in one or more community college dual credit courses. A total of 5,177 of those 13,543 courses (taken by 57,025 unduplicated students) were

CTE-specific. Additionally, nearly one in five students (19 percent) taking one or more Illinois community college credit courses was a high school dual credit student. The most popular CTE courses continue to be welding, certified nursing assistant, and construction trades.

ISBE and ICCB will continue to focus on increasing meaningful and intentional CTE dual credit opportunities, as well as additional early college opportunities such as dual enrollment, articulated credit, and advanced placement. Dual credit continues to be an important tool; however, inequitable participation among racial minorities and many special populations exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation. Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income. It is important to simultaneously reduce these equity gaps and champion other forms of early college learning which may be more readily accessible to high-need populations.

- ***Activity 1: ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee at the secondary level review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2024.***

ICCB and ISBE plan to provide additional support and expand dual credit and other early college opportunities utilizing the following strategies to build upon the system's success:

- ***Enhance High-Quality Credentialing Opportunities:*** The continued expansion of stackable credentials 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 high-skill, high-wage, and 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.
- ***Improve Access to Dual Credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation. Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income.
 - ***Activity 2: ISBE and ICCB will utilize disaggregated data to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. 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. The goal is to increase awareness, access, and participation in dual***

credit opportunities, specifically for students underrepresented in dual credit and higher education programming.

- *Activity 3: ICCB CTE division will work with the ICCB Academic Affairs and Student Success Division to support colleges with the SFY 2024 [Access and Equity in Dual Credit Project](#) grant program, which is funded by the state of Illinois.*
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Equity is a foundational tenet of Perkins, so considering dual credit through the lens of equity is essential. It is paramount to understand the factors that contribute to access to and student success in dual credit courses. Focusing on both access and student success through a disaggregated lens in in-demand career fields allows for curricular adjustments, student supports, and overall programmatic enhancements to be implemented. ISBE and ICCB connect de-identified dual credit student data via [Illinois Longitudinal Data System](#) efforts. They will continue to expand this effort to measure the impact of dual credit via student success outcomes, such as persistence, retention, and graduation rates.
- ***Implementation of the State’s Model Partnership Agreement:*** The amended Dual Credit Quality Act, which went into effect January 1, 2019, provides for the creation of formal partnership agreements between public secondary schools and community colleges. Partnership agreements outline the specific details of dual credit course delivery between systems, including responsibilities of the high school and community college, required faculty qualifications, instructional standards, and costs. Both ISBE and ICCB will provide technical assistance and support for implementation of the state’s Model Partnership Agreement for dual credit, which prioritizes career-focused courses included within a College and Career Pathway Endorsement instructional sequence.

iv. Work-based Learning

This section describes how ISBE and ICCB will support quality work-based learning opportunities throughout the CTE system.

Describe the eligible agencies’ program strategies for special populations, including a description of how students who are members of special populations will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (State Plan Guide II.3.A.v.)

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, including, but not be limited to, internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships (e.g., youth, registered, non-registered, pre-, research). ISBE and ICCB will

support local recipients through competitive grant opportunities in expanding work-based learning opportunities across the continuum that are aligned to local implementation of Postsecondary and Career Expectations (PaCE) frameworks and CCPE systems under the Postsecondary and Workforce Readiness Act. Figure 6 illustrates a work-based learning continuum. Definitions for each type of work-based learning activities are described in the [Career Pathways Dictionary](#).

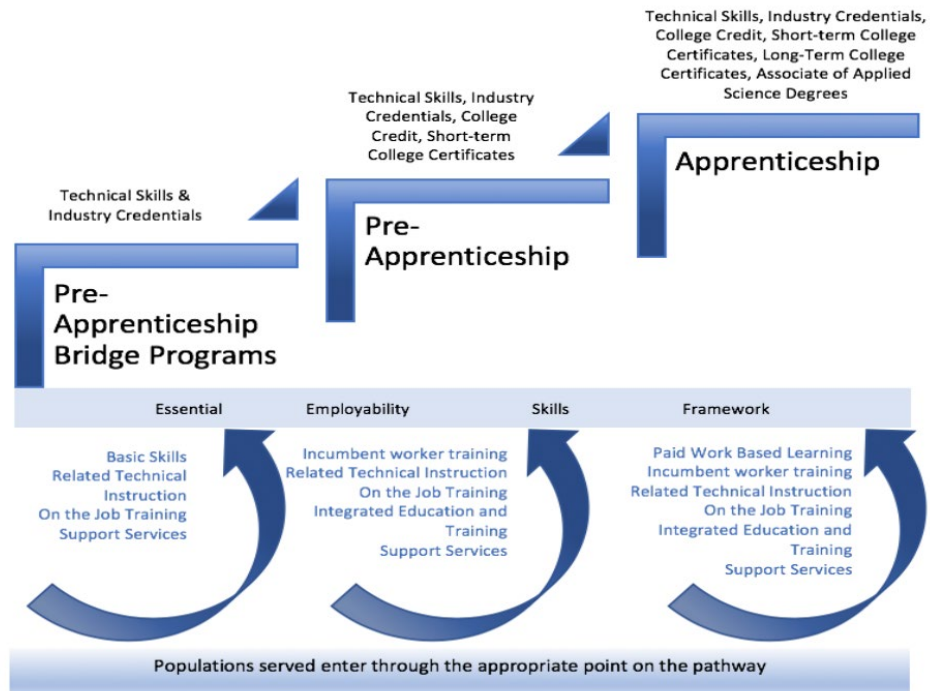
Figure 6: Work-based Learning Continuum



Efforts to Strengthen Work-based Learning: ISBE will be working with partners to develop curricular resources for Grades 7-12 that address the work-based learning continuum from career awareness to career development experiences. These resources will be made available for all CTE educators on ISBE’s website for CTE. Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents. ICCB will continue to support efforts for paid work-based learning, such as pre-apprenticeships and registered apprenticeships, during the implementation of the State Plan to increase equity in work-based learning opportunities.

- *Activity 1: ISBE and ICCB will create a statewide team-based challenge competition. The competition will require secondary and postsecondary collaboration with the winners announced during February, which is CTE Month.*
- *Activity 2: ISBE and ICCB will promote the use of Career and Technical Student Organizations (CTSOs) in programming, as well as the use of team-based challenges, to enhance learners’ experience and to provide them with real-world critical thinking skills.*
- *Activity 3: ISBE will work to more effectively capture the work-based learning that is imbedded in CTE coursework. This may involve technical assistance to local areas or the creation of a toolkit.*
- *Activity 4: ICCB will utilize Perkins Leadership funds to support efforts to scale the success of the Customized Apprenticeship Programming in Information Technology grant (CAP-IT, funded through the U.S. Department of Labor). The CAP-IT grant program was extremely successful, and the models used to customize apprenticeship programming can be scaled to other career clusters. Figure 7 shows the customized apprenticeship model wherein integrated education and bridge programming are utilized.*

Figure 7: Customized Apprenticeship Programming Model for Adults



V. Preparing Teachers and Faculty

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V) (State Plan Guide II.B.4.a.)

Recruitment and Preparation

Recruiting, retaining, and supporting strong educators and faculty is critical to the success of high-quality CTE programs. Illinois developed specific strategies to address teacher recruitment and preparation as required in Perkins V.

- **Secondary CTE Educator Data System:** ISBE identified the necessity of developing a process for using data to define CTE educator pipeline issues and project future need for recruitment and retention efforts based upon inconsistencies among existing data systems. Partnerships with other ISBE departments that work with data and teacher licensure are utilized to develop a process for annually compiling data on teachers holding CTE teacher licensure. Additionally, teacher preparation programs will provide data related to preservice teachers. EFE system directors will collect data related to program closures or programs not currently being offered due to an inability to find a qualified teacher. ISBE is additionally exploring ways to identify CTE teachers who are within five years of retirement as an additional datapoint for having a robust picture of the CTE teacher pipeline.
- **Educator Preparation Pathways in High Schools:** CTE in Illinois plays a critical role in addressing the statewide teacher shortage through the recruitment and early preparation of high school students for careers in education. The CTE Education Career Pathway State Grant, a competitive grant that will continue to be released based on available funds, will provide funding to support planning and implementation of a CTE Education Career Pathway directly connecting students to teacher preparation programs in any content areas delivered through institutions of higher education in Illinois. Funded programs will provide students opportunities to earn dual credit, the State Seal of Biliteracy, as appropriate; participate in work-based learning opportunities and internships; experience coursework along a program of study continuum leading to matriculation into a higher education teacher preparation program; or receive an industry certification, such as paraprofessional license; an Education College and Career Pathway Endorsement; or micro-credential. Districts may apply for a regional collaboration with a consortium of districts and universities and/or community colleges to strengthen opportunities. The expansion of the educator preparation pathway programs will enable the recruitment and preparation of more educators for a variety of positions in education, including teaching CTE courses, in the long term.
- **Licensure Rule Revisions:** Illinois is enacting [recommendations](#) from Teach Illinois, to

address a teacher shortage in the short term. The Teach Illinois project reported on the contributing issues and sustainable solutions to the educator shortage. The Teach Illinois collaboration of key participants resulted in [seven ISBE recommendations](#) that have implications for teacher preparation, collaboration, future initiatives, and teacher leader development. The second ISBE recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE responded to this recommendation by convening a group of stakeholders in early 2020 to review and update current CTE licensure rules to reduce barriers to entry for qualified teacher candidates as well as consider avenues for short-term approvals in Career and Technical Education to allow districts facing shortages greater flexibility in utilizing qualified teachers. ISBE will continue to review and find ways to implement recommendations.

- **Collaboration with Partners:** Additional recruitment and retention efforts focus specifically on teachers of color. Illinois was invited to participate in the Diverse and Learner Ready Teacher initiative, spearheaded by the Council of Chief State School Officers. It commenced in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Illinois has developed culturally responsive teaching standards to inform the development of culturally responsive competencies for pre-service and in-service educators. The standards/competencies will be incorporated into professional learning for in-service educators and into preparation programs for aspiring teachers, as well as used to drive the creation of recruitment and retention plans for teacher candidates within institutions of higher education and for teachers within Illinois public schools. CTE teachers will be included in this work.
 - *Activity 1: ISBE and ICCB will develop a “Why I Teach!” media campaign that includes videos from current and past educators from different CTE career clusters at both the secondary and postsecondary level.*
 - *Activity 2: ISBE and ICCB will contract to research promising practices from other states for recruiting and retaining a sustainable pipeline of CTE educators. Also, use the Advance CTE framework for educator recruitment and retention to organize the research.*

Ongoing Support and Professional Learning for CTE Educators

Perkins V implementation in Illinois will emphasize professional learning as a crucial element to program quality and specific supports for students exiting the private sector and entering teaching. Examples of the professional learning available to CTE teachers are outlined below.

- **Induction Programming for K-12 Teachers:** ISBE is partnering with state CTE teachers’ professional organizations to streamline and integrate CTE teacher induction programming statewide. One of the primary goals of this process is to differentiate sessions for novice educators who are entering with a traditional teacher preparation background and for those who are alternatively licensed, transitioning from careers in industry. This induction program, typically held early September, includes a kickoff event with professional learning carousels

and trainings based on needs identified by new teachers and the teacher preparation institutions. ISBE has an in-field mentoring program to support new teachers which includes CTE teachers ,. through the Illinois Education Association and the Illinois Federation of Teachers. ISBE will continue to grow and provide support for new CTE teachers through professional development.

- **Induction Programming for Postsecondary Educators:** ICCB responded to the need for professional learning for novice educators and requests from community colleges by contracting with Illinois State University to develop curriculum and professional learning modules designed for business and industry representatives entering teaching, specifically CTE faculty. Training on Instructional Practices for Postsecondary Success (TIPPS) is a comprehensive professional learning program designed for postsecondary instructors in Career and Technical Education. TIPPS is comprised of three instrumental components: Curriculum + Cohort + Coaching. The evidence-based TIPPS curriculum is presented in a series of online modules focused on these objectives: create optimal conditions for learning in an equitable and effective learning environment; design an accessible curriculum that embraces learner variability; apply instructional practices that are both rigorous and relevant to increase student engagement; and use a balanced assessment and feedback system to inform teaching and learning.
 - *Activity : Expand the TIPPS program to include modules for secondary CTE instructors.*
- **Postsecondary CTE Administrator Learning Communities:** The Perkins Administrator Cohort is composed of postsecondary CTE subrecipients of the Perkins grant. It is designed to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional learning. ICCB facilitates quarterly learning community virtual meetings to provide a platform where Perkins administrators can share effective practices within their institutions and programs and troubleshoot concerns/issues in relation to local Perkins grant implementation and CTE programs.
- **Learning Opportunities for All CTE Educators:** ISBE and ICCB will continue to collaborate to provide meaningful and relevant professional learning for all CTE educators statewide. These opportunities will be delivered at statewide conferences, such as the [Career Connections Conference](#) (held in multiple locations each spring) and the Forum for Excellence (held annually in the fall), while others will be ongoing opportunities presented by ISBE and ICCB. Sessions related to the topics listed below are already in progress.
 - Facilitation of effective work-based learning
 - Supporting postsecondary planning
 - Integration of core academic and CTE standards
 - Teacher leadership in CTE

- Differentiated instruction in the CTE classroom
- Trainings for administrators who work with CTE to further develop data collection and analytical skills
- ***Activity : ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching to support our culturally diverse students and will support strategies to recruit and retain educators who are underrepresented among CTE educators.***

It is a priority of ISBE and ICCB to support programs in serving every student. Therefore, professional learning for all educators, local CTE directors, EFE system directors, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will continue to be developed and delivered. ISBE and ICCB will also embed its focus on meeting the needs of special populations into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning for EFE system directors and CTE faculty and staff focused on strategies for improving instruction for students who are members of special populations. Strategies include, but are not limited to, Universal Design for Learning (UDL), differentiated instruction, and culturally responsive teaching. ISBE will also collaborate with other departments in the agency at their conferences related to low income (Elementary and Secondary Education Act [ESEA] Title I) homeless, youth in care, special education, and multilingual.
- ISBE staff will continue efforts to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Eligible applicants are required to submit plans for educator development to improve instruction to meet the needs of special populations as part of the local application, annual report and CLNA. The plans must include indicators for how recipients provide access to professional learning on special populations, report on barriers to CTE implementation, as well as show how teachers will learn and practice research-based strategies to meet the diverse needs of members of special populations. ISBE staff who review CTE funding applications also will receive training to ensure that proposals are evaluated correctly with regard to data collection, interpretation, and application, in particular the inclusion of professional learning to help teachers meet the needs of special populations.
- ICCB requires colleges to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. ICCB also requires colleges to conduct activities that will provide professional learning opportunities to faculty, counselors, and administrators on the following topic areas: utilizing the UDL framework, integrating academics and CTE, providing the appropriate accommodations for special populations students, and teaching skills that include promising practices to close gaps in student participation and performance.

VI. Meeting the Needs of Special Populations

Describe the eligible agencies' program strategies for special populations, including a description of how students who are members of special populations—

- will be provided with equal access to activities assisted under this Act;*
- will not be discriminated against on the basis of status as a member of a special population;*
- will be provided with programs designed to enable students who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
- will be provided with appropriate accommodations. (State Plan Guide II.B.3.a.i-iv.)*

Illinois recognizes the importance of diversity, equity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations⁵ as defined in Perkins V, as well as students of color and students identifying as LGBTQ, have not had equitable access to -- or been able to participate in -- educational programming, including CTE. For the list and definitions of the special populations see Appendix L. CTE courses and programs shall be offered equitably, with an absence of discrimination, to ensure access with appropriate accommodations for students through collaborative efforts and supports. The following guiding principles, developed by the Equity and Access Committee of the Perkins V Stakeholder Work Group, serve as the foundation for reducing inequities in CTE:

1. Illinois CTE will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
2. Illinois CTE will provide targeted support services, informed by evidenced-based practice, for special populations in collaboration with secondary and postsecondary districts and community-based organizations.
3. Illinois CTE will provide evidenced-based professional learning and resources to support programs in collecting and using data to critique and improve activities and services for those who are members of special populations, which will benefit all students.

⁵ Special populations include students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create programs that ensure equitable access and supports, create opportunities for work-based learning, and ensure access to high quality programming.

ISBE and ICCB will employ a variety of strategies to promote access and success for special populations students. There are many overarching strategies, such as professional learning and continuous improvement processes, that inform program strategies that may positively affect all members of special populations. These are detailed below.

a. Overarching Strategies to Meet the Needs of Special Populations Students

This section details the overarching strategies, which include local funding opportunities, professional learning, and continuous quality improvement, that will be utilized by ISBE and ICCB to meet the needs of special populations students.

1. Utilize Local Funding Opportunities

- Provide competitive or formula-based funding opportunities that utilize the flexibility of State Leadership and Reserve funds to support special populations in districts where disaggregated data does not reflect improved outcomes for students in special populations. Funding opportunities may support effective faculty, counselors and advisors, specialized instructional support personnel, and paraprofessionals.
- Conduct Special Population Leadership Academies for EFE directors, district and building-level administrators, and community college administrators so they can learn to drive change at the local level through the development of an equity action plan. Funding will be provided to research and enact evidenced-based strategies to address performance gaps, with a follow-up workshop wherein participants will share innovative practices and results.
- Expand competency-based educational opportunities to meet the needs of members of special populations, specifically, by utilizing leadership funding to support programs with a high labor market need.
- Provide opportunities for students to access and participate in Career and Technical Student Organizations and team-based challenges
- Research and develop open educational resources, particularly those that are culturally responsive to the students being served.

2. Support Professional Learning

- ISBE and ICCB will continue to support the development of professional learning opportunities for both secondary and postsecondary education systems. Professional

learning will be targeted to administrators, instructors, paraprofessionals, academic and career advisors and counselors, and student leadership groups. Professional learning will be offered through conferences, in-person workshops, webinars, and virtual meetings. Examples of potential professional learning topics include the following:

- a. Legislative changes related to special populations;
- b. Data analysis, data literacy, disaggregation, and action planning;
- c. Equity-driven change through continuous improvement processes, such as the CLNA and ICCB and ISBE program reviews;
- d. Universal Design for Learning, as well as differentiated instruction;
- e. Multi-tiered systems of support, including Response to Intervention and [Positive Behavioral Interventions and Support](#) (secondary only);
- f. Evidenced-based strategies to support special population students, including highlighting local effective practices;
- g. The recruitment and retention of instructors who are underrepresented in the teaching profession;
- h. Gender equity, micro aggressions,⁶ and stereotype threats;
- i. [Culturally responsive pedagogy and practices](#);
- j. Supports available for member of special populations and students who are underrepresented.

3. Continuous Quality Improvement

ISBE and ICCB are committed to the use of a data-driven approach to create programs of support for students. Perkins V requires states, school districts, and community colleges to continually progress toward improving access and performance for all CTE students, including racial and ethnic subgroups, as well as special populations.

- **CLNA:** Ensure equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the CLNA prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions; postsecondary institutions; and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs.
- **Program Review:** Other equity-driven processes include program reviews that are required by ISBE and ICCB. These processes require local areas to disaggregate equity data not only on a program level, but on a course level, as well. Multiple questions within the program review template require institutions to analyze their programs based on student access and success. These continuous quality improvement processes identify disparities

⁶ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

between special populations⁷ and in the areas of enrollment, persistence, performance, and success.

- *Activity 1: ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit that will provide creative strategies to meet the needs of diverse learners, including instructional best practice for technical skill attainment, academic integration, other differentiated instruction strategies with a focus on career skills, employability skills, and literacy.*
- *Activity 2: ICCB will work to expand the Peer Review Initiative for Statewide Program Review.*

4. Align with Federal Laws and Regulations

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds, including those resulting from the Individuals with Disabilities Education Act, must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act.
- Adopt and publish grievance procedures that are available to students, parents, employees, and the general public to address complaints of discrimination and harassment. Such procedures must include a specified timeline for prompt attention and resolution.
- Provide an annual notice of nondiscrimination and a continuous notice of nondiscrimination, including information for filing complaints, for its CTE programs.

MOA Program: In 2020, the U.S. Office for Civil Rights released a new Memorandum of Procedures (MOP), detailing the department's efforts to align MOA Program activities with those of Perkins. The updated MOP places a greater emphasis on providing local areas with technical assistance in assessing their own programs and services. The MOA Program was developed under the [Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs](#), which require that institutions receiving federal funds must provide programs of study and related activities without discrimination on the basis of race, color, national origin, sex, age, or disability.

- ISBE and ICCB conduct separate civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the ED Office for Civil Rights. The purpose of the onsite review is to determine an entity's compliance with the aforementioned guidelines and applicable federal laws and regulations related to Title VI, Title IX, Section 504, and Title II. These visits result in recipients being issued a letter of findings; they are required to address/correct findings through a plan of correction.
- ISBE will continue to provide increased technical assistance and training to LEAs related to the guidelines, including the annual notice of nondiscrimination, the continuous notice of nondiscrimination, and grievance procedures, as well as the civil rights review process as a whole.

- All LEAs will be asked to complete a [civil rights self-assessment](#). Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices.
- ICCB will continue to provide robust technical assistance to the community colleges both virtually and in-person. In-person training has been focused on assessing the physical accessibility of one's classrooms and campus; this practice will continue. Additionally, the ICCB will continue to conduct webinars and virtual training around the administrative regulations including notices of nondiscrimination and grievance procedures.

b. Specific Program Strategies to Support the Needs of Students from Special Populations

This section details the specific strategies that will be supported by ISBE and ICCB to assist secondary schools and community colleges in providing equitable access and participation for each identified special population. ISBE and ICCB acknowledge that students face varying and often multiple barriers to participation in CTE programming. Thus, these evidence-based strategies are unique to each special population group. ISBE and ICCB requires recipients of Perkins funds to provide information within their local applications regarding activities that support students from special populations.

Students with Disabilities

1. *Provide appropriate accommodations:* ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional learning to local recipients on providing appropriate accommodations for students with disabilities, in accordance with Individualized Education Programs and 504 Plans, so they may equitably access and participate in CTE programming.
 - LEAs and community colleges may refer to [Supporting Students with Disabilities: Recruitment Super Strategies](#) for guidance and direction. These documents include services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), assistive technology, self-determination, and instructional aids and devices.
 - Explore and expand professional learning opportunities related to best practices to close equity gaps, including the implementation of Universal Design for Learning, multi-tier systems of support, Response to Intervention; and differentiated instruction.
2. *Transition planning:* ISBE and ICCB will continue to facilitate transitions to and through postsecondary education and employment. Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points is crucial to student success.
 - ISBE and ICCB will continue to coordinate with the Illinois Department of Human

Services Division of Vocational Rehabilitation and DCEO to improve local connections between high schools, community colleges, and appropriate local providers that support students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB will provide support to local recipients to utilize effective strategies identified in ED's [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#), such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

Low-Income Youth and Adults

1. *Provide broader funding flexibility:* ISBE will continue to allow for more flexibility with state and federal funding to reduce barriers for special populations. This funding can be used to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs. ICCB has traditionally allowed flexibility in providing limited direct student support; however, previous ED guidance had limited direct student support. This guidance has been suspended under Perkins V. Additional flexibility will be afforded to the colleges moving forward to assist low-income students in participating and persisting in their CTE program of study. Examples of what local funding can support include:
 - Textbook loan libraries
 - Transportation
 - Child care
 - Supplies (e.g., uniforms, required tools and supplies, etc.)
 - Accommodations
2. *Expand paid work-based learning opportunities:* Work-based learning opportunities, such as internships, are meaningful learning experiences for students that create direct connections to potential careers. Unfortunately, many work-based learning opportunities are unpaid, creating additional barriers and disincentives for low-income students to participate. Participation in apprenticeships, which require a paid component and culminate in an employment opportunity, is increasing in Illinois.
 - ISBE and ICCB will increase support for the development and growth of high-quality youth and registered apprenticeships available to students in high school and college, particularly prioritizing support for low-income students or students who are traditionally underserved in these types of opportunities. This support is provided by ICCB through Perkins leadership funding.

Students Preparing for Nontraditional Fields

Advance gender equity: Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Retaining students in nontraditional fields is particularly important for advancing gender equity; gendered career selection has been proven to exacerbate the existing pay equity gap, particularly for women.

- Illinois will continue to seek advisement and consultation from the Gender Equity Advisory Committee to guide and support the work related to students pursuing nontraditional fields. LEAs and community colleges may refer to [Supporting Students in Nontraditional Careers: Recruitment Super Strategies](#) and [Informing and Supporting Students Interested in Nontraditional Fields](#) for guidance and direction. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions, stereotype threat, and effective practices for recruiting and retaining students preparing for nontraditional careers.

Single Parents, Including Pregnant Women and Parenting Teens

Access to affordable and flexible supports, including child care: Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming.

- ISBE and ICCB will continue throughout the implementation of the State Plan to support professional learning to local recipients on how to assist these students in overcoming barriers to participation.
- ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs.
- ICCB will provide guidance to colleges for connecting with community networks to provide families with additional assistance. Single parents who also experience financial barriers can access supports noted above for low-income youth and adults. Flexible scheduling options are encouraged to better serve single parents who are balancing familial and other responsibilities.

Out-of-Workforce Individuals

1. *Career pathway opportunities:* ICCB will support the development of stackable credentials and short-term certificates throughout the implementation of the State Plan to accelerate the education and training necessary to gain meaningful employment. Specifically, ICCB will support the development of seamless transitions and articulation between non-credit and credit CTE programs. Additionally, ICCB will support funding opportunities that promote competency-based education and prior learning assessments that accelerate progression through career pathways.
2. *Integrated education and training:* Out-of-workforce individuals without a high school diploma or its equivalency work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model that is supplemented by support courses (supplemental instruction) and comprehensive student supportive services and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while

enabling their transition into additional postsecondary certificate/degree programs. ICCB will support the development, implementation, and evaluation of integrated education and training programs throughout the implementation of the State Plan.

English Learners

Appropriate accommodations: English Learners must be provided appropriate accommodations and not be barred access or participation in CTE programming or activities due to the lack of development of their English language skills. Guidance and technical assistance are provided in the current [Supporting Students with Limited English Proficiency: Recruitment Super Strategies](#).

ISBE will continue to partner with the Illinois Migrant Education Program (MEP). The goal of MEP is to reduce the impact of educational disruptions and other challenges faced by migratory children and youth by providing supplemental educational and supportive services to migratory children.

Innovative program models that accelerate learning: ICCB supports innovative programming to address the needs of English Learners. Some colleges deliver curriculum in the students' native language, as well as bilingual curriculum, to accelerate the time it takes for English Learners to complete English as a Second Language (ESL) and CTE coursework.

Students Experiencing Homelessness

1. *McKinney-Vento:* In accordance with the McKinney-Vento Act, ISBE identified [procedures](#) to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth, including opportunities to participate fully in CTE programming.
 - Barriers (e.g., lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and homeless children and youth must be immediately enrolled in a public school. LEAs may refer to the [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#) for further information
 - ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act. See the [ISBE McKinney-Vento Education for Homeless Children webpage](#).
 - LEAs are allowed increased flexibility in budgeting to meet the needs of homeless children and youth. For example, funds can now be used for fees associated with CTE coursework and items such as class materials, uniform fees, lab fees, transportation, and mandated charges for entry into programs (e.g., background checks, physicals, etc.).
 - LEAs shall provide assistance to unaccompanied homeless youth and teens interested in postsecondary opportunities, so they can complete the Free Application for Federal Student Aid.
 - School districts should work closely with their designated homeless education liaison or

contact ISBE's Wellness Department or CTE Department for technical assistance and guidance, as needed.

- ICCB will work with the community college Homeless Liaisons to provide continued training and support, including services offered through the Perkins Act.

- 2. Addressing food and home insecurity among community college students:* ICCB will utilize the resources developed by the HOME Illinois state initiative to continue to provide support to students who are experiencing food and/or home insecurity. Additionally, ICCB will continue to promote and share best practices amongst the community college system, such as utilizing the term "snack cabinet" instead of food pantry, to lessen the stigma for students who need access to food.

Youth Who Are In or Have Aged Out of the Foster Care System

Illinois has the third-highest rate of foster youth aging out of the system. Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. Eighty-six percent of foster youth indicate that they want to attend college, but only 3 percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated.

1. ISBE and ICCB will employ strategies through this State Plan to increase career pathway opportunities for youth in care or those who are transitioning out of care. ISBE and ICCB will align with services provided under Perkins V to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance.
2. ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures to identify at-risk youth; targeted interventions; schoolwide interventions; and other career-related services to supports, including professional learning opportunities related to trauma-informed care.
3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB allow increased flexibility with funding to meet the needs of members of special populations.

Youth with a Parent Who is a Member of the Armed Forces and is on Active Duty

1. The reported population of students who fall within this special population is very small. ISBE and ICCB will support this population as needs arise and will work with local areas to ensure that these students are being captured by data reporting.
 - a. Considerations for resource development shall be related to academic, social, emotional, and behavior supports to meet the needs of students participating Career and Technical Education.
 - b. The agencies will provide guidance to LEAs and EFEs on supports for these students as they move from school to school.

c. Ensuring Equal Access

How will the eligible agency ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations? (State Plan Guide II.B.2.c. iv.)

Local recipients are required in the local application and the program of study approval process to address how equal access for special populations students will be ensured in their CTE programs of study and activities that will be assisted under Perkins V. The activities described in their local application will be driven by the results of the CLNA and the use of disaggregated data to determine disparities and gaps in performance and to make concrete plans for addressing those gaps. It is critical that recipients utilize the data gleaned from the CLNA to determine where, if any, gaps exist in providing academic and support services. Utilizing the program review process and targeted programmatic monitoring practices will allow ISBE and ICCB to ensure that eligible recipients are doing their due diligence in providing equal and equitable access to all students, specifically students who are members of special populations.

Secondary

LEAs are required to utilize data disaggregated by special population subgroups to complete the CLNA and local application. Local grantees provide a plan for addressing all achievement and opportunity gaps. These strategic plans then guide the appropriate uses of federal and state CTE funds for the LEAs. Information gathered through this process will allow state and federal CTE funds to be used to directly support local efforts that address achievement gaps. In addition, ISBE presents this information at relevant conferences and meetings to ensure compliance with civil rights laws is understood as an opportunity to articulate our commitment to ensuring access and opportunity for all.

Postsecondary

Community colleges in Illinois are open-access institutions, meaning that all students are eligible to receive academic and support services. In tandem to submitting a local application for SFY 2025-28 and completing the CLNA prior to SFY 2025 and SFY 2027, local recipients are also required to submit a Performance Improvement Plan (PIP) for all fiscal years in which their performance does not meet the state-adjusted performance targets. PIPs must identify disparities based on disaggregated data and utilize that data to develop and implement specific, evidence-based strategies or activities to address the identified disparities. Failure to create meaningful, targeted activities may result in disapproval of the recipients' local application or related programmatic monitoring compliance findings. Programmatic grant monitoring is grant-specific, not institution wide. Community college grant activities and outcomes are monitored on a consistent basis. If an activity is found to have been incomplete or unallowable, the community college would receive a compliance finding for that specific item. ICCB maintains a [website](#) as an online tool designed to provide information, direct links to legislation, and helpful resources

related to civil rights. In addition, ICCB provides statewide professional learning and technical assistance to the colleges on the importance and relevance of civil rights laws and anti-discrimination efforts. These opportunities present in several ways, including stand-alone workshops wherein colleges receive a simulated onsite civil rights review and as breakout sessions at larger conferences like the [Forum for Excellence](#). ICCB also will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

VII. Alignment with the Workforce System

a. Summary of State-Supported Workforce Development Activities

Summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State as identified by the State workforce development board. (Section 122(d)(1) of Perkins V) (State Plan Guide II.B.1.a.)

Illinois supports a variety of workforce development activities, including education and training. The degree to which the state's Career and Technical Education programs and programs of study are aligned with and address the education and skill needs of employers are explicitly identified within each set of activities.

Activities Specified by the Workforce Innovation and Opportunity Act

The vision for implementation of workforce development activities under Workforce Innovation and Opportunity Act (WIOA) is to promote business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, students, and communities the opportunity to prosper and contribute to growing the state's economy. WIOA is administered by four agencies: the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College Board, the Illinois Department of Employment Security (IDES), and the Illinois Department of Human Services Division of Vocational Rehabilitation Services. Each administers a Title of WIOA. These activities, under the direction of the Governor and the Illinois Workforce Innovation Board (IWIB), are coordinated through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and the spirit of collaboration. Postsecondary Perkins was included in the 2014 passage of WIOA as one of the required partners and is represented in all [One-Stop Centers](#) across the state.

1. **WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity:** The DCEO is the state agency that leads economic and workforce development efforts for Illinois. It works with businesses, local governments, and community organizations to advance economic development and improve the state's competitiveness in the global economy. Supporting innovative workforce programs that connect employers and a highly skilled workforce is central to Illinois' commitment to ensure that businesses thrive in Illinois. In this role, DCEO acts as the administrative agency for the workforce development services that include statewide activities, rapid response services, and the training component of the [Trade Adjustment Assistance Act Program](#). The reauthorization of Perkins presents an opportunity to more fully integrate CTE services within the workforce system. The opportunity to leverage WIOA statewide activity funds and Title 1 Part B becomes more likely as education and workforce partnership increase. Leveraging funds will create opportunities to coordinate career

pathways that include work-based learning and apprenticeship programs. Approaches that connect secondary and postsecondary CTE with students receiving workforce services ensure learners can access the programs and support they need to more fully prepare for their careers. Moving forward, other points of coordination can occur through the [Youth Career Pathways Program](#) or projects that place a priority on serving special populations/students with barriers to employment. These strategies can embed CTE in projects that address state priorities that combine workforce, education, and economic development services to break down barriers to training and work. Successful projects will inform a framework for the development of sustainable career pathways throughout the state.

2. **WIOA Title II - Adult Education and Literacy, administered by the Illinois Community College Board:** Economic changes and demographic shifts toward a more diverse workforce are dramatically increasing the need for adult education, literacy, and ESL programs. The scope and variety of need for adult education and literacy skills ranges from English language learning to employability skills for both students and employers. This expanding need requires a strategy involving a variety of providers. Community colleges, public schools, community-based organizations, and others each are uniquely suited to provide the education and services needed by this diverse group of adult learners. This increased emphasis on adult education students transitioning into postsecondary education and gainful employment offers a unique opportunity for postsecondary CTE programming to meet those goals. Illinois is a leader in its implementation of integrated education and training⁸ through its [Integrated Career and Academic Preparation System \(ICAPS\)](#), which aims to provide an integrated pathway in CTE for college credit and program certificate opportunities for adult education and literacy students who lack basic academic skills. ICAPS programs allow students to complete their high school equivalency and be concurrently in credit CTE courses or certificates through an integrated instructional model. This model is supplemented by comprehensive student supportive services, including academic support courses delivered through a team-teaching model that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate or degree programs.
3. **WIOA Title III - Wagner-Peyser Program, administered by the Illinois Department of Employment Security:** The intent of the [Wagner-Peyser Program](#) is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veteran coordinators and local IDES veterans' employment specialists to connect veterans with education, training, and employment

opportunities.

4. **WIOA Title IV - Vocational Rehabilitation, administered by the Department of Human Services:** The main focus of the IDHS Division of Rehabilitation Services is to assist students with significant disabilities in obtaining and retaining competitive employment. Vocational rehabilitation services are designed to prepare an individual for employment through an individualized planning process. ISBE and ICCB coordinates with [IDHS Vocational Rehabilitation services](#) to support secondary and postsecondary collaboration with local providers that provide support for students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB utilize many strategies identified in the ED Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities Students, which is focused on providing support to local recipients. This increases opportunities for students with disabilities to participate in career exploration, dual credit, and work-based learning opportunities.

Activities under the Postsecondary and Workforce Readiness (PWR) Act

ISBE and ICCB will align Perkins V implementation with the PWR Act, as appropriate. The PWR Act takes a student-centered and competency-based approach to support four strategies to help high school students prepare for postsecondary and workforce opportunities:

1. **Offering a Postsecondary and Career Expectations framework:** The Postsecondary and Career Expectations (PaCE) framework outlines what students should know and actions they should take from middle school through 12th grade to select the right postsecondary option, prepare for careers, and access financial aid opportunities. The framework is organized around three key areas: career exploration and development; postsecondary education exploration, preparation, and selection; and financial aid and literacy. The PaCE Framework can be found in Appendix M.
2. **Piloting competency-based high school graduation requirements:** Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge, removing the constraints of “seat time” and allowing for student-centered learning. This approach can make education more relevant both to students and employers by situating learning in the context of real work. Students can attain career-related competencies beyond those needed for high school graduation. ISBE currently has 47 school districts participating in a competency-based education pilot.
3. **Implementing and scaling transitional math and English instruction in the senior year to reduce remediation needs once in college:** Transitional math and English instruction provide high school students a means to address college readiness in mathematics and English before high school graduation. This instruction enables students to earn guaranteed placement into college-level math and English classes at all Illinois community colleges and accepting universities. Transitional math and English instruction also prepare students for entry into a career by strengthening core academic skills that employers say are necessary for new employees to have.
4. **Including College and Career Pathways Endorsements on high school diplomas:** The PWR Act mandates that school districts award at least one College and Career Pathway

Endorsement on the diplomas of high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the pathway endorsement industry area. Endorsements incentivize career exploration and development; include technical and employability competencies; and are available in eight sector areas, including a multidisciplinary option. See [Recommended Technical and Essential Employability Competencies](#).

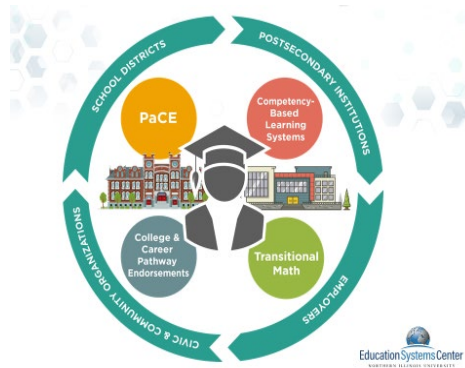


Figure 8: PWR Strategies

b. Coordination and Alignment with Workforce Development

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals (Section 122(d)(3) of Perkins V). (State Plan Guide II.B.1.c.)

ISBE and ICCB will continue to collaborate with WIOA partners (DCEO, IDES, and IDHS) and other education and workforce agencies to advance the statewide vision for Illinois CTE and make progress toward achieving the previously outlined goals for creating an educated and skilled workforce. The following strategies will be implemented:

- 1. Adopt Common Definitions and Frameworks:** The adoption of common definitions and common language is critical to effectively communicate and provide sustainable support structures for career pathway systems. In the spirit of collaboration, the education and workforce agencies in Illinois approved the [Career Pathways Dictionary](#) to ensure common language is used with all programs and recipients. These common definitions, particularly for the work-based learning continuum, will be used to inform implementation and data collection activities outside of this plan. Most core partners and agencies adopted the [Illinois Employability Skills Framework](#), but there still is an opportunity to increase the integration

of the framework and other resources, such as the college and career pathway competencies (as defined under the PWR Act). The College and Career Pathway Endorsement framework under the PWR Act provides a research- and best practice-based framework for college and career pathway systems that will be integrated into local program of study design under the Perkins State Plan for Illinois.

2. Coordinate Key Stakeholder Groups to Accelerate and Expand Career Pathways:

Perkins V promotes the expansion of career pathways, formally adopting the definition as defined in WIOA. Beyond supporting the seamless transition between secondary and postsecondary through programs of study, ISBE and ICCB will support strategies to accelerate and expand career pathways. Programs will feature multiple entry and exit points to allow individuals to access and successfully transition out of a program.

- a. Support the strengthening of integrated education and training programs that are collaborations among postsecondary CTE and adult education to allow adults who do not have a high school diploma or its equivalent to accelerate into and through postsecondary education.
- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels. [Stackable credentials](#) are defined by the Illinois Department of Labor as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying job.”
- c. Other examples include programs leading to a baccalaureate degree and scaling of competency-based education and prior learning assessment for veterans returning to education.

3. Coordinate Professional Learning: Illinois utilizes several mechanisms to facilitate collaboration among education and workforce partners at the local level. Coordinated professional learning is utilized to share a common message, allow for cross-training, and provide networking opportunities. The following professional learning events are supported by collaborations between state agencies.

- a. Forum for Excellence is Illinois’ premier CTE and adult education professional learning event, which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion.
- b. [WIOA Summit](#) is an annual statewide event that is designed for leadership of the WIOA and other workforce partners with the intent of fostering collaboration and service integration.
- c. WIOA regional workshops and webinars are held in coordination with the WIOA Summit to expand learning and continue fostering collaboration.
- d. [Transitions Academy](#) is an ongoing professional learning series designed to assist colleges and partnerships that are working to develop, implement, and evaluate

bridge and integrated education and training programs.

- e. [Career Connections Conference](#) is a statewide conference for CTE secondary and postsecondary educators and administrators.

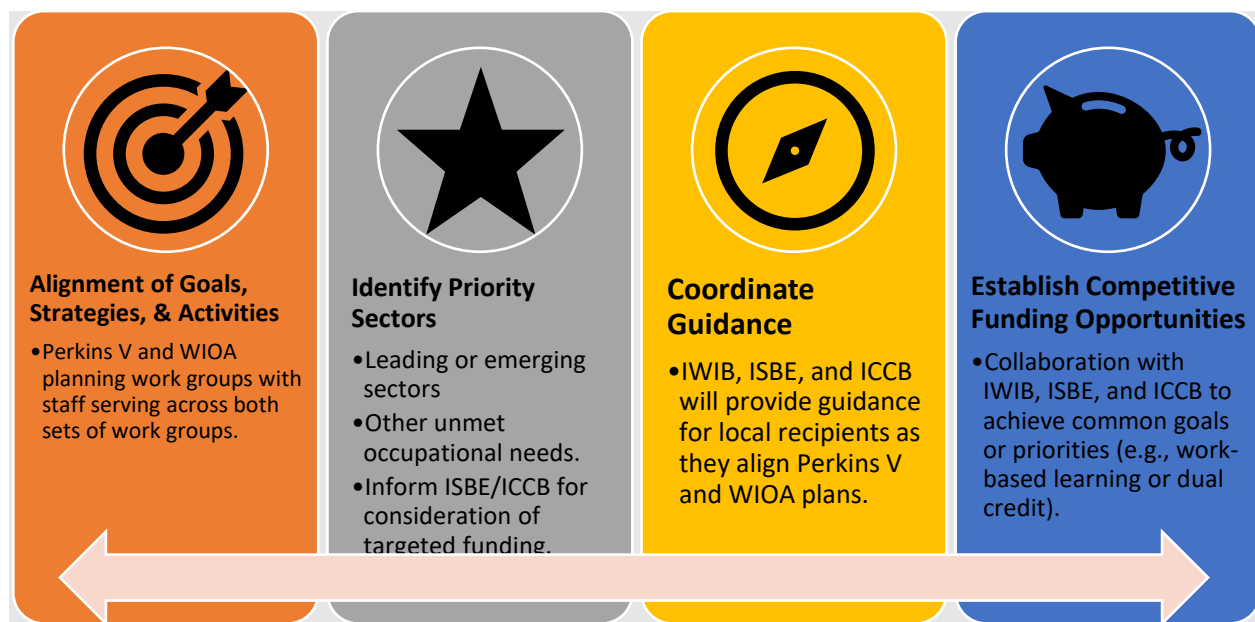
c. Collaboration with the State Workforce Board

- *Describe how the eligible agency will--coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate. (State Plan Guide II.B.2.c.v.)*
- *Describe how the eligible agency will--use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate. (State Plan Guide II.B.2.c.iii.)*

Coordination with the State Workforce Board to Support Local Career Pathway Development

Examples of career pathways within Illinois are outlined on the [Illinois WorkNet Center website](#)⁹ maintained by the Illinois Department of Commerce and Economic Opportunity. The State of Illinois Workforce Portal is a collaboration with multiple partners from state, local, and the private sectors, including ISBE, ICCB, and the Governor's Illinois Workforce Innovation Board. Representatives from ISBE and ICCB are active members of the IWIB. The inclusion of staff from ISBE and ICCB allows for strategic alignment with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in Figure 9.

Figure 9: Workforce Coordination



The coordination of local development of career pathways is designed to be an iterative annual process in which the entities involved are continuously working to ensure the programs of study and career pathways are responsive to current and future workforce and industry needs.

Utilizing Labor Market Information to Identify Workforce Needs

An initial assessment of the extent to which local programming is addressing workforce needs will occur through the local applications and programs of study submitted for approval at both the secondary and postsecondary levels. ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security to determine statewide and regional workforce projections and trends. ISBE and ICCB also will be able to utilize the State WIOA Unified Plan, alongside the regional and local WIOA plans, to ensure local CTE programs are aligned to labor market needs, as appropriate. Lastly, ISBE and ICCB will continue to collaborate with the Illinois Workforce Innovation Board to identify other emerging in-demand sectors or occupations. ISBE and ICCB are actively engaged on the board and its committees.

Secondary: ISBE's program of study approval process requires eligible recipients at the secondary level to provide documentation of engagement with a local or joint advisory committee that has reviewed labor market data and alignment of the CTE programs of study with local or regional industry needs and in-demand sectors.

Postsecondary: Postsecondary CTE is a required partner of the Workforce Innovation and Opportunity Act; therefore, local postsecondary CTE recipients will be actively engaged in

[regional and local WIOA planning processes](#). ICCB serves on the state-level team that reviews regional and local WIOA plans. Information gleaned from these plans will inform ICCB's review of the community colleges' Perkins plans. Several other review processes are in place to ensure labor market alignment is maintained, including ICCB's Program Review process.

- *Activity 1: ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and/or high-skills.*
- *Activity 2: ISBE and ICCB will work collaboratively to ensure and support CTE programming is in concert with national and statewide trends and tools, such as the use of artificial intelligence and virtual reality in programming.*
- *Activity 3: ISBE and ICCB will help educators expand programs to include an industry-recognized credential where possible and ensure collaboration with workforce partners on industry credentials in secondary and postsecondary programs.*

VIII. System Communication and Collaboration

This section describes how ISBE and ICCB will communicate and collaborate with stakeholders across the state as well as encourage and facilitate collaboration among local partners.

a. Communicating with the Public

Describe how the eligible agency will 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. (State Plan Guide II. B.2.c.i.)

Illinois State Board of Education

ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through *ISBE's Weekly Message* and frequently updated social media accounts on Facebook and Twitter to more directly communicate with students and parents. ISBE will continue to develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies.

ISBE redesigned its [CTE webpages](#) to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the PWR Act¹⁰. The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample PaCE framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions also can access ISBE's [statewide career guide](#) as a hard copy or in digital format. Both formats were translated into other languages and accessible through assistive technology to allow expanded access by special populations in SFY 2021. The career guide is organized around the nationally recognized career clusters. Information for each cluster is provided related to programs of study, entry and exit points connecting secondary to postsecondary opportunities, current labor market data, and statewide business and industry partners.

Illinois Community College Board

In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed via the agency website and social media accounts. The newsletter highlights exemplary CTE programs, shares effective practices, and distributes important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning opportunities. ICCB's [Directory of Programs webpage](#) provides the public with information on available programs of study at Illinois community colleges. Students can search by college or by program of study. Students are provided information on the available programs of study that colleges offer, the degree or certificate type, and the required number of hours for completion. Additionally, the [Illinois Postsecondary Profiles website](#) is a dynamic resource that provides a way to view, all in one place, numerous types of postsecondary data from local agencies. The IPP website is designed with a variety of users in mind and built to be useful and accessible. It users to follow their interests, easily locate the data they want, and quickly navigate among different views and visualizations.

A ZIP code locator also is offered to assist students in finding their local community college. Contact information for the colleges also is provided. Currently, ICCB provides technical assistance and training on web accessibility to community colleges to ensure program information is accessible to all community members. ICCB will continue to work collaboratively with other partners and the community colleges to ensure web and material accessibility is a priority.

¹⁰ For additional information on Illinois CTE webpage, please access <https://www.isbe.net/Pages/Career-Technical-Education.aspx>.

b. Stakeholder Engagement in the Planning, Development, and Implementation of CTE Programs

How will the eligible agency involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs? (Section 122(d)(12) of Perkins V) (State Plan Guide II. B.2.e.)

Comprehensive stakeholder engagement has occurred throughout the development of this State Plan; it is equally important that stakeholders be engaged throughout its implementation, specifically as it relates to the implementation of CTE programs. ISBE and ICCB will engage stakeholders, including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in state- and local-level efforts in the planning, development, implementation, and evaluation of secondary and postsecondary CTE programs.

1. Secondary CTE Industry Stakeholder Group: The Secondary CTE Industry Stakeholder Group (ISG) was formed in 2023 to provide feedback in the planning, development, implementation, evaluation, and ongoing improvement of Career and Technical Education programs in Illinois. ISG meets at least biannually with representatives from a broad range of stakeholders, including, but not be limited to, postsecondary education institutions, employers, CTE educators and administrators, trade organizations, local workforce entities, and guidance counselors from respective clusters.. Participants in this group have an opportunity to provide ongoing support to ensure that CTE programs are of high quality, relevant, and meet the current and foreseeable needs of the community and the workforce -- currently and in future. Additionally, they will provide unique experience and personal connection to valuable community and public group relationships, strategic resource development, and relevant legislation. In terms of ISG contributions, a priority goal is to provide invaluable advice, guidance, and advocacy to raise the quality of CTE programs. Ultimately, they will serve and help in development, implementation, improvement, and evaluation of CTE clusters to ensure that they are tailored to meet the workplace requirements and community needs.

2. Engagement through the 5Essentials Survey: Survey results from ISBE's [5Essentials Survey](#) will inform continuous improvement by identifying strengths, weaknesses, and implications of programming with the inclusion of CTE-specific items to be integrated for SFY 2027. This survey is administered in Grades K-12, and additional questions will be added to allow for the collection of data related to CTE in Grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School

Research, focuses on five domains -- effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

3. ICCB Program Review Advisory Committee: The Program Review Advisory Committee (PRAC) is made up of college administrators and faculty. The PRAC is charged with 1) improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) identifying, developing, and/or refining professional learning, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. The PRAC is actively engaged in enhancing the quality of the program review process, as well as kickstarting the Peer Review Initiative. The Peer Review Initiative was piloted for the 2023-24 program review submissions. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions.

c. Supporting Local Stakeholder Engagement in the Planning, Development, Implementation, and Evaluation of CTE Programs

- *How will the eligible agency facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points?*
- *Describe how the eligible agency will--support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities. (State Plan Guide II. B.2.c.ii & vi.)*

Facilitating Collaboration Among Secondary Schools and Community Colleges

ISBE and ICCB facilitate collaboration among eligible recipients throughout the development, evaluation, and coordination of CTE programs and programs of study and career pathways. Specifically, ISBE and ICCB will utilize the local planning process to facilitate collaboration among secondary and postsecondary grantees. The local planning process includes the completion of the CLNA and the local application. ISBE and ICCB have designed respective CLNAs and local applications so that collaboration is required for our secondary and postsecondary grantees.

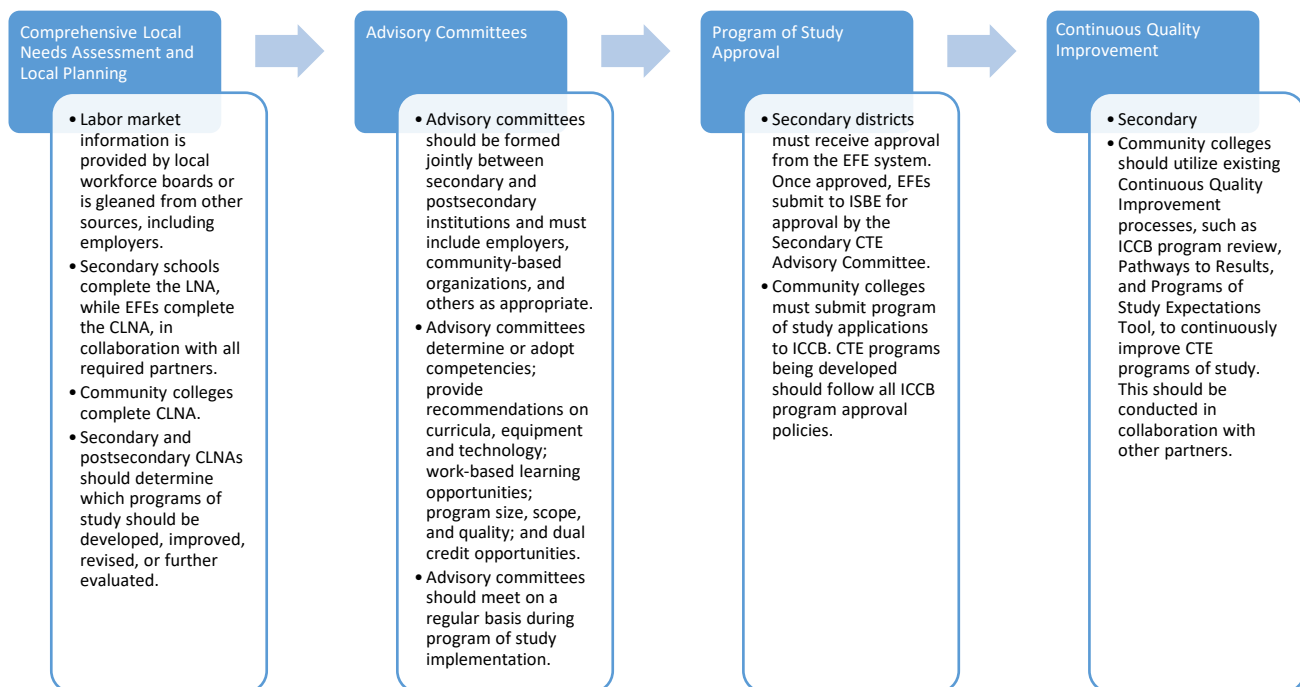
Additionally, other stakeholders, including adult education providers, local workforce boards, and community-based organizations, are required to participate in local planning efforts. The following strategies will promote collaboration among eligible recipients in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points:

- ISBE and ICCB will provide technical assistance and resources during implementation of the State Plan to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to engage key stakeholders regularly regarding the quality and impact of local CTE programs. Partnerships among local recipients (secondary and postsecondary); education and workforce entities under WIOA; and community-based organizations will be essential to the development, implementation, and evaluation of programs of study. These partnerships can allow for smooth transitions and coordination of services to increase student success by expanding access to and supporting persistence in CTE programming for special populations. Secondary and postsecondary recipients will be required to obtain signatures from all partners consulted as a part of the completion of the CLNA and local applications to ensure that there is coordination among stakeholders. ISBE and ICCB will facilitate these collaborative efforts by providing support and guidance on the development and implementation of local and joint CTE advisory committees.
 - *Activity 1: Updating the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level.*
 - *Activity 2: ISBE and ICCB will gather Education for Employment system directors and Perkins administrators to work collaboratively on the CLNA template that will inform SFY 2027 local applications.*
- ISBE and ICCB will create a variety of resources, such as communication and facilitation guides and planning templates, during the implementation of the State Plan to encourage and foster local engagement among these stakeholders in the evaluation of CTE programming. Additional resources, such as the [CTE Networking Directory](#) were created in SFY 2020 to provide a direct connection among secondary and postsecondary CTE administrators; local workforce board staff; adult education administrators; and organizations that support groups, such as veterans and students with disabilities. . This directory was created in response to requests from secondary and postsecondary grantees that are not aware of some of these organizations, and is helpful to new secondary and postsecondary CTE administrators. In addition, the [Advance CTE Stakeholder Engagement Tool](#) can be used to implement professional learning regarding the engagement of stakeholders.

Supporting Collaboration Between Secondary Schools, Community Colleges, and Employers

ISBE and ICCB are supporting collaboration among secondary schools, postsecondary institutions, and employers via a program of study approval process and having entities complete a CLNA and local application. The driving force behind the facilitation of these collaborations is to ensure students participating in CTE programming will be provided with program offerings that have seamless transitions and multiple entry and exit points, and that will prepare them with a deep understanding of and meaningful work-based experiences in the industry they are preparing to enter. Figure 10 highlights the steps in which secondary schools, postsecondary institutions, employers, and other partners are collaborating in the development of a CTE program of study.

Figure 10: Education and Employer Program Approval Collaboration



ISBE and ICCB have identified several additional strategies to support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers.

1. **Braiding of Funding to Support Local Collaboration:** Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) will continue to support the local collaboration of postsecondary CTE and adult education providers to develop, implement, and scale integrated education and training programs.

2. *Regional Networking and Planning Events:* ISBE, ICCB, and DCEO will annually host and facilitate networking events . The events will be structured opportunities for secondary schools, postsecondary institutions, and employers to share region-specific needs and opportunities and to initiate collaborative efforts to provide students with greater exposure to aspects of industry through contextualized learning through work-based learning and other hands-on activities. These events will capstone the submission of local WIOA and Perkins applications and will support and expand local partnerships, while facilitating coordination of programming through the implementation of the four-year local plans.

3. *Technical Assistance through Development of Local Resources:* ISBE and ICCB will continue to develop resources to support meaningful, local collaboration for advisory committees. The resources will be related to program of study implementation so that students can be provided with experience in, and understanding of, all aspects of an industry.

- *Advisory Committee Guidebook:* ISBE and ICCB set forth the expectation in SFY 2020 that a local or regional advisory committee, which includes local employers and other relevant stakeholders (including community-based organizations and students), provide input on all CTE programs of study. This guidebook was developed by ICCB to provide guidance for postsecondary CTE programs as they work to improve their advisory committees. Future plans involve ensuring that the advisory committee guidebook includes guidance for secondary grantees as well.
- *Career Development Experience Toolkit:* This [toolkit](#) helps to facilitate collaboration between secondary school and industry by highlighting best practices for facilitating career development experiences. It includes examples of how organizations are accomplishing this and spark innovation for other communities on how these examples might be modified to fit into their own unique context. Employers, school districts, and community colleges will receive training on the toolkit during the implementation of the State Plan.
- *Programs of Study Expectations Tool:* The [Illinois Programs of Study Expectations Tool](#) is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal program of study requirements and the high standards set in Illinois. It is intended to guide a partnership team, or an internal self-review team, through the various expectations and quality indicators.

4. *Professional Learning and Facilitated Networking Opportunities*

- *Career Connections Conference:* ISBE, in collaboration with ICCB, sponsors an annual practitioner-focused statewide [Career Connections Conference](#) in the spring with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities that are appropriate for secondary and postsecondary CTE educators, administrators, and

counselors. Additionally, the conference includes strands for Grades 5-8 teachers in the form of career-connected exploration.

- *Forum for Excellence:* The [Forum for Excellence](#) is Illinois' premier CTE and adult education professional learning event. It is sponsored by ICCB in collaboration with partners. The forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Additionally, the conference strives to build the foundation of partnership, showcasing local, regional, and national models that impact and improve opportunities for all students to access high-quality CTE programs. The conference supports administrators of CTE, including, but not limited to, postsecondary Perkins administrators, CTE faculty, adult education administrators/coordinators, deans, chief academic officers, ABE and ESL instructors, and workforce partners.
- *Illinois Transitions Academy:* The [Transitions Academy](#) is designed to assist program teams working toward developing Bridge and Integrated Education and Training (IET) programs. The Transitions Academy provides technical assistance, online and in-person professional learning, and product development to support programs as they work to develop, scale, and improve their ICAPS/IET programs. The Transitions Academy occurs once in the fall and once in the spring and is supported by ICCB and hosted through partnerships with professional development centers, such as the Southern Illinois Professional Development Center and the Illinois Center for Specialized Professional Support.
- *Professional Development Network:* The [CTE Professional Development Network](#) serves as a platform for regional collaboration amongst, community college CTE administrators, coordinators, and faculty, and Perkins Administrators. The intent is to ensure that community college CTE programs continue to focus effectively on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability. Professional development through this network is offered throughout the year.
- *WIOA Summit:* The [WIOA Summit](#) is an annual gathering of workforce entities, state agencies, and CTE education partners. It is a partnership among DCEO, ICCB, IDHS, IDHS, and others. It is designed to share the vision of service integration, customer centered design, and employer engagement in Illinois by addressing the components necessary for success that are impacted by policy. CTE funding does not monetarily support this annual convening, but ISBE and ICCB present and attend the meeting and encourage local recipients to attend.

IX. Funding

This section details the funding methodology for secondary and postsecondary local recipients, including any waivers that the State will apply for under the Perkins Act. Additionally, this section describes how the State will expend Leadership and Reserve Funds.

a. Funding for Secondary Schools

- *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) (State Plan Guide II.C.2.b.)*
- *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) (State Plan Guide II.C.3)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *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)(State Plan Guide II.C.5.)*
- *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a). (State Plan Guide II.C.6.)*

Secondary System Consortia

The Board of Control for each EFE, which consists of the district superintendents in the region, develop an intergovernmental agreement (IGA) between districts and the EFE. The district superintendents follow the IGA guidelines and use data provided by the EFE director and CLNA to decide how the funds are to be distributed in the region to ensure that students will be provided the necessary educational skill development opportunities to be successful in the workplace.

Upcoming Program Year Allocation

Eligible recipient allocations will be determined in accordance with the guidelines prescribed by

Perkins V. ISBE and ICCB split the allocation 60% ISBE and 40% ICCB. The distribution aligns to the guidelines in the Perkins law

Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

Funds will be distributed by the Illinois Comptroller's Office directly to grantees following allocation indicated in eGMS. All distributions of funds are subject to completion of all pre-grant requirements, including the CLNA. The secondary portion of the state allocation is distributed to the secondary eligible institutions and consortia of eligible institutions through eGMS based on formula.

Approval for Funding for Secondary Recipients

The secondary CTE delivery system currently consists of 56 regional EFE systems. The current function of the EFE system is to help in the delivery of Career and Technical Education by:

- 1) Addressing the principles of quality, access, and efficiency.
- 2) Serving adequate population bases.
- 3) Utilizing labor market information.
- 4) Collaborating with postsecondary institutions.
- 5) Collaborating with business and industry.
- 6) Collaborating with other public and private agencies.

ISBE will be continue to evaluate the EFE CTE system . ISBE will work with EFE system directors to define the scope of the evaluation. Changes to the system may be recommended to the Illinois State Board of Education, depending upon the findings of the evaluation.

Each eligible secondary recipient must submit a four-year local application for ISBE to approve funding.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per the [Illinois Grant Accountability and Transparency Act](#) (GATA) and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols, and internal controls governing program delivery increase an applicant's programmatic risk profile.
- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program.

Adjusting the Methodology to Reflect Changes in the Secondary System

Each year ISBE examines the data from the Census Bureau and adjusts the allocation to

accommodate for the changes in population and poverty. All state [charter schools](#) serve as their own LEA, while other charter schools are served within a school district. ISBE will ensure that the state charter schools serving students in Grades 5-12 in Career and Technical Education are included. Should school district boundaries change, a correlated adjustment will be made to regional CTE consortium that will lead to an adjustment of the allocation provided.

Secondary Formula Waiver

Illinois will not submit a waiver to modify the secondary allocation.

b. Funding for Postsecondary Institutions

- *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. (State Plan Guide II.C.4)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—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). (State Plan Guide II.C.7)*

Estimated SFY 2025 Postsecondary Local Funding

The Perkins V postsecondary distribution will be available in May 2024, based on past allocations and maintenance of the current MOU. The postsecondary portion of the state allocation is distributed by formula. 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 students who are Federal Pell Grant recipients enrolled in a CTE programs by such institution 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. No community college shall receive an allocation in an amount less than \$50,000.

Approval for Funding for Postsecondary Recipients

All 39 districts in the Illinois community college system are eligible for postsecondary CTE funding since all community colleges offer CTE programs. The community colleges receive

grant guidelines from ICCB. Grant funds must be expended in accordance with their governing board policies, the local grant guidelines, and the results of the CLNA. Each eligible postsecondary recipient must submit a four-year local application in order for ICCB to approve funding. See Appendix N for a map of all community college districts.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per [GATA](#) and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols, and internal controls governing program delivery increase an applicant's programmatic risk profile.
- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program.

Postsecondary Formula Waiver

Illinois will not submit a waiver to modify the postsecondary allocation and did not seek a waiver under the administration of Perkins IV.

c. Fiscal Maintenance of Effort

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the U.S. Secretary of Education'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) (State Plan Guide II.2.C.9).

ISBE and ICCB will determine during SFY 2025 if the MOE level will be a continuance of SFY 2020 level or if a new level will be established. The most recently submitted MOE was for SFY 2021, with an aggregate expenditure of \$57,056,651, which is a continuing level. The baseline for the fiscal effort per student was \$924.

ISBE requests a waiver for additional funds that are allocated for competitive grants in the CTE State Budget line. These funds are distributed for areas such as Educator Career Pathway Grants and other pathways as well as for work-based learning and dual credit opportunities.

d. State Leadership and Reserve Funding

How will the eligible agency use State leadership funds? (made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act) (State Plan Guide II.B.1.d.)

State leadership funds are used to support a variety of initiatives and programs that align with [Illinois' vision and statewide goals](#) for CTE. Stakeholder feedback significantly informed the prioritization of leadership funding. Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a).

i. Required State Leadership Activities

ISBE and ICCB will carry out required activities as described in Sec. 124 of the Perkins Act.

1. Promoting Gender Equity: Illinois is dedicated to advancing educational equity for CTE students. Providing support for students preparing for nontraditional fields is critical to increasing access to high-wage career opportunities for all people and diversifying our workforce. Leadership funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions, stereotype threat, and effective practices for recruiting and retaining students preparing for nontraditional careers. ISBE and ICCB coordinate to provide professional learning and technical assistance regarding support for special populations. These include a Nontraditional Occupations Summit, frequent webinars on nontraditional issues, and resource development to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

2. Expanding CTE for Students in State Institutions: Increasing high-quality educational opportunities for students in state institutions is a priority among Illinois' state leaders for the purposes of advancing educational equity, ensuring the ability to fully participate in society, reducing recidivism, and increasing re-entry success. students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

- *Activity 1: Focus more intentional support on the Illinois Departments of Juvenile Justice and Corrections (IDOC). This may include researching the effect of Federal Pell Grants being resourced to individuals in custody; ISBE and ICCB collaborating to support the new IDJJ school; and determining the correlation between the courses offered and the needs of the local area.*

3. Developing a Strong CTE Teacher Pipeline: Illinois recognizes the need to recruit and retain high-quality CTE teachers. Specific activities for teacher pipeline development are further described in the [Preparing Teachers and Faculty](#) section of this plan, but in short, leadership activities will include collaboration with stakeholders to remove barriers to licensure for qualified individuals, professional learning to support new CTE teachers so that they experience success and remain in the profession, and opportunities for teachers licensed in core academic areas to add endorsements in CTE.

4. Providing Targeted Technical Assistance: ISBE and ICCB will continue to use leadership funds to support local recipients in the administration of their CTE plans. These provisions include comprehensive, evidence-based professional learning and targeted technical assistance (e.g., advisory councils and teachers working with students from special populations, including students preparing for nontraditional occupations). This targeted work will be done collaboratively with the Multilingual/Language Development and Special Education Departments at ISBE.

5. Conducting Continuous Quality Improvement Activities and Reporting Effectiveness: ISBE and ICCB will conduct analysis of local, regional, and state level data against goals and State Determined Levels of Performance to determine the effectiveness of strategies and uses of funds. This information will be reported annually and also will result in the provision of additional support for local recipients who are not achieving appropriate levels of performance. Support may include technical assistance with quality improvement planning, professional learning, or targeted funding. ISBE will continue to conduct evaluations of the CTE system and the Area Career Centers in the future.

ii. Other State Leadership Activities

This section details State Leadership activities that will be supported by ISBE and ICCB throughout the implementation of the State Plan. These activities were determined through comprehensive stakeholder engagement and will assist the State in meeting its education and workforce goals.

1. Expansion of Integrated Education and Training (IET)

ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent, through the ICAPS models, Illinois' implementation of integrated education and training. There are more than 600,000 adults in Illinois without a high school diploma who also are lacking basic skills. State leadership funding will be used to support CTE programming for adults and out-of-school youth, concurrent with their completion of their secondary school education in a school or other educational setting that has high school equivalency programming. Competitive grant opportunities will be made available through ICCB for community colleges to develop or scale IET programming. Additionally, ICCB will encourage local areas to utilize marketing templates created by the Illinois Center for Specialized Professional Support and [Business Builders](#) to streamline messaging and ensure that ICAPS is properly represented throughout the state.

2. Comprehensive Professional Learning

Illinois supports a comprehensive practitioner-focused approach to professional learning that includes the following:

- *Forum for Excellence:* The premier postsecondary CTE and adult education professional

learning event in Illinois is sponsored by ICCB. The forum is designed to highlight educational initiatives and effective practices that impact career pathway implementation and expansion.

- *Transitions Academy*: This academy is designed to assist colleges and community-based organizations that are developing, implementing, scaling, or evaluating bridge and integrated education and training programs.
- *CTE Professional Development Network*: Postsecondary CTE administrators and educators are invited to participate in a variety of webinars on topics that are highlighted by ICCB in partnership with the Illinois Center for Specialized Professional Support and the Office of Community College Research and Leadership. Participants are asked to complete evaluations following engagement to ensure effective educator professional learning. ICCB also leads a monthly CTE learning community that provides a platform for networking through local effective practice and shared implementation strategies. Additionally, ICCB supports evidence-based research through partnerships to assist community colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.
- *Counselor Academy*: ISBE and ICCB will collaborate on a Counselor Academy program that provides focused professional learning for school counselors and community college advisors through the use of professional learning modules. The academy will provide opportunities for participants to network and gain additional knowledge and skills related to educational and career opportunities for students, including counselor-related supports such as the PaCE Framework. Research conducted by Advance CTE and the American School Counselor Association found that school counselors are often the gatekeepers to career pathways for students, which prompted the development of this academy. ISBE and ICCB set the theme and prioritize topics for presentation based on needs indicated through discussions with the Illinois School Counselor Association, regional CTE consortium director, and ISBE and ICCB staff.

3. Program of Study Development: Perkins V presents a prime opportunity for evaluation and improvement of Illinois' systems, policies, and support for locally developed programs of study. State leadership funds will support the following programs of study activities:

- New statewide program of study models -- each from different career clusters -- will be created as needed to assist secondary and postsecondary recipients in development of their own programs of study.
- CTE dual credit opportunities and articulation agreements between secondary schools, community colleges, and four-year institutions within programs of study will be expanded to ensure smooth transitions to and through postsecondary education.
- Local or joint program advisory committees among LEAs, community colleges, other institutions of higher education, adult education providers, employers, and other partners will be established.
- Policies and structures that support work-based learning opportunities will be improved.
- College and Career Pathway Endorsement systems, which under the PWR Act must bridge secondary and postsecondary, will be incentivized.

4. Expanding Innovative Delivery Models: Leadership funds will be used to support the creation and evaluation of innovative delivery models. These may include, but not be limited to, strategies that support competency-based curricula across the CTE system and distance learning (particularly to address rural barriers) and accelerate pathways.

5. Improving Career Guidance and Academic Counseling: Leadership funds will be used to provide professional learning and resources to improve career guidance and academic counseling programs so that they assist students in making informed academic and career decisions. This work began in the SFY 2020 transition year and continues throughout the implementation of the State Plan. These activities will be aligned at the secondary level to the Postsecondary and Career Expectations framework and College and Career Pathway Endorsements under the Postsecondary and Workforce Readiness Act as well as the College and Career Readiness Indicators as specified in ESSA.

iii. Reserve Funding

ISBE and ICCB are committed to fostering innovation and addressing gaps and disparities in CTE access and programming for students. Reserve funding will be utilized as needed, specifically to support rural and nontraditional populations. Specifically, ISBE will develop a grant for LEAs to support program innovation or expansion in alignment with the quality criteria and common definitions and frameworks emphasized in this plan, such as the PWR Act. ICCB will utilize reserve funding to address equity gaps in dual credit and CTE performance (as reflected in the State-Determined Levels of Performance). Reserve funding may also be used to expand innovation in the priority areas listed in the section on [State Leadership Activities](#).

X. Accountability for Results

a. Secondary State-Determined Levels of Performance

Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2025, State determined performance level of each of the secondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

The State determined performance levels for each of the secondary core indicators and program quality indicators are shown in Table 3. Detailed descriptions of the definitions used to determine the performance levels follow.

Table 3: Secondary Performance Indicators and Performance Levels for FFY 2025-28

Secondary Indicators	Baseline Level SFY2024	Performance Levels			
		FFY 2024 SFY2025	FFY 2025 SFY2026	FY 2026 SFY2027	FY 2027 SFY2028
IS1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the ESEA of 1965).	95.80	96.15	96.50	96.85	97.20
IS2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(with in six years of entering high school).	95.50	95.70	95.90	96.10	96.30
2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	29.64	30.84	32.04	33.24	34.44
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	25.64	27.14	28.64	30.14	31.64
2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	53.94	54.24	54.54	54.84	55.14
3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	64.30	64.80	65.30	65.80	66.30
4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	31.50	32.00	32.50	33.00	33.50

5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	38.00	38.40	38.80	39.20	39.60
5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.	10.00	10.60	11.20	11.80	12.40

Secondary 1S1: Four-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time Grade 9 student in any year between the report year and the reporting year minus three.

Denominator: The unduplicated number of exiting CTE concentrators who entered Grade 9 in the reporting year minus three with a qualifying exit code.

Secondary 1S2: Extended (Six-Year) Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time Grade 9 student in any year between the report year and the reporting year minus five.

Denominator: The unduplicated number of exiting CTE concentrators who entered Grade 9 in the reporting year minus five with a qualifying exit code.

Secondary 2S1: Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the reading/language arts section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S2: Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the mathematics section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S3: Academic Proficiency in Science

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the science section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 3S1: Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

Numerator: The unduplicated number of CTE concentrators exiting in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.

Denominator: The unduplicated number of exiting CTE concentrators who exited in the reporting year minus one.

Future Revisions: ISBE has identified a deficiency in the data systems for postsecondary placement as it currently only allows for tracking of exiting students who enter

postsecondary education. ISBE is exploring different avenues during SFY 2020 for obtaining more comprehensive placement data that includes workforce placement in addition to postsecondary education enrollment. Pilot data projects are being initiated to evaluate the quality of alignment of ISBE's student data systems to other state agency data systems that collect information on employment. Once a process is in place, compilation of three-year baseline data will begin. Multi-year placement data to include one- and five-year placement then will be accessible.

Secondary 4S1: Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: The unduplicated number of CTE concentrators in a CTE cluster area that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them, that is the student's official designation.)

Denominator: The unduplicated number of CTE concentrators enrolled in all clusters having a nontraditional designation during the reporting year.

i. Program Quality Indicator Determination

Identify and include at least one indicator of career and technical education program quality as described in Section 113(b)(2)(A)(iv)(I) of the Perkins Act.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use. (State Plan Guide II.D.1)

Illinois will measure the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant Career and Technical Education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement and the percentage of CTE concentrators graduating from high school who participated work-based learning as secondary program quality performance indicators. ISBE chose these secondary program quality performance indicators based on Executive Order 3 and feedback from stakeholders. ICCB supports the selection of this program quality indicator.

ISBE's measurement definitions for the program quality indicators are presented below.

Secondary 5S2: Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant Career and Technical Education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit. (Dual credit courses must have a postsecondary institution's Integrated Postsecondary Education Data System code to be accepted in SIS.)

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year.

5S3: Program Quality – Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: Unduplicated count of CTE concentrators who graduated during the reporting year and took at least one work-based learning course during their high school career.

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year.

b. Postsecondary State-Determined Levels of Performance

Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2025, State determined performance level of each of the postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2.)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

Table 4: Postsecondary Performance Indicators and Performance Levels for SFY 2025-28

Indicators	Baseline Level (FY24)	Performance Levels			
		FFY 2024 SFY 2025	FFY 2025 SFY 2026	FFY 2026 SFY 2027	FFY 2027 SFY 2028
Postsecondary Indicators					
1P1: Post-Program Placement	70.4	70.8	71.6	72.4	72.8

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.					
2P1: Earned Recognized Postsecondary Credential The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	71.3	71.7	72.1	72.5	72.9
3P1: Nontraditional Program Concentration The percentage of CTE concentrators in Career and Technical Education programs and programs of study that lead to nontraditional fields.	10.1	10.3	10.7	11.1	11.5

Definitions of postsecondary CTE core indicators are detailed below:

Postsecondary 1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Number of students in the denominator who in the second quarter after program completion are in a postsecondary education of advance training, military service, or a service program that receives assistance under Title I of the National Community Service Act or are employed.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned fewer than 12 CTE credits in a cohort year.

Postsecondary 2P1: Credential, Certificate, or Diploma

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

Postsecondary 3P1: Nontraditional Program Enrollment

The percentage of CTE concentrators in Career and Technical Education programs and programs of study that lead to nontraditional fields.

Numerator: Number of under-represented CTE concentrators in nontraditional CTE programs during the reporting year.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

c. Considerations for State-Determined Levels of Performance

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include:

- *a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of State determined levels of;*
- *Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act;*
- *A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws; and*
- *As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels. (State Plan Guide II.D.3.a &c and II.D.4)*

Public Comment of State-Determined Levels of Performance

The state-determined level of performance, related data, and feedback instructions were released for public comment to stakeholders for a period of time that was at least 60 days prior to submission of the State Plan. ICCB released postsecondary state-determined levels of performance in February 2024. ISBE released secondary state-determined levels of performance in December 2024. ISBE and ICCB have carefully reviewed and analyzed the responses categorically and by stakeholders before making a final decision on the state-determined levels of performance as described below. Any comments and the written response to stakeholders can be found in Appendix R.

Pursuant to any change of performance levels, the state shall:

- Explore how the levels involved compare with the state levels of performance established for other states with similar demographics, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program and the services or instruction to be provided;

- Ensure that the performance levels are higher than the average actual performance of the two most recently completed program years;
- Consider the extent to which the state-determined levels of performance advance the eligible agency's goals, as set forth by the State Plan; and
- Ensure that revised levels are submitted to the U.S. Department of Education for approval and then will be incorporated into the State Plan.

Unanticipated circumstances in the state or changes that may occur related to the improvements in data or measurement approaches may prompt the agency to revise the state-determined levels of performance after required public comment is considered. The agency shall submit such evidence supporting the revision to ED, and the U. S. Secretary of Education shall approve any such revision if the revision meets the requirement as described in the law.

Considerations for Secondary State-Determined Levels of Performance

The secondary state-determined levels of performance set by Illinois align with many of ISBE's levels, goals, and objectives, as well as with the other federal and state laws such as the approved College and Career Readiness Indicator in the ESSA State Plan for Illinois, WIOA, State Postsecondary Workforce Readiness Act, 60 x 2025 goal, Dual Credit Quality Act, and Executive Order 3. ISBE's mission is to provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students. ISBE's focus on quality, equity, collaboration, and community maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to their communities; thus, it strengthens the whole state.

Careful consideration was given during the process of determining the selected state-determined levels of performance as to how the targets meet the requirements set forth in the law; how the targets would support the improvement of CTE concentrators, including subgroups and special populations; and how the targets support the education and workforce needs of communities.

In addition to the monitoring and reporting progress of core academics (reading/language arts, mathematics, and science), ISBE selected the following as its program quality indicators:

- *Percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant Career and Technical Education programs and programs of study earned through a dual or concurrent enrollment program or another transfer agreement.*
- *The percentage of CTE concentrators graduating from high school having participated in work-based learning.*

Annually, these indicators will be collected and reported to ED.

Illinois secondary CTE performance targets will be expressed in a percentage of CTE concentrators who met the requirement for each of the defined indicators outlined in Perkins V. A

Prior 3-Year Rate (baseline level) calculates the average outcome Illinois observed in the last three years using the Perkins V requirements and sets the Target Rate for the first year of Perkins V (SFY 2021/federal fiscal year [FFY] 2020). This is intended to extend the trend Illinois witnessed in the last three years to the first three years of Perkins V. The forecasts starting at SFY 2025 (FFY 2024) follow this same pattern of applying a three-year average growth rate. ISBE will report disaggregated data by subgroups and special populations, as well as by CTE programs or programs of study, to allow for systematic program improvement.

Considerations for Postsecondary State-Determined Levels of Performance

The state-determined levels of performance for postsecondary indicators were established in accordance with Perkins V, utilizing the definitions provided and statutory requirements.

The following factors were used to determine the proposed targets:

- Historical Performance and Trend Analysis:
 - An analysis of the historical performance data for each measure (1P1, 2P1, and 3P1). This included analyzing past targets versus the actual performance achieved. Post-COVID-19 Illinois has seen a significant amount of hiring and job openings as businesses reopened and normal operations resumed. However, this will not continue indefinitely, and the labor market often goes through downturns after periods of growth and expansion. We believe it best to take a conservative yet continuous improvement approach to target-setting as we move forward.
 - An examination of the trend in actual performance relative to the targets over the past three years. We do not yet have data for SFY 2024.
- Gradual Improvement and a Balanced Approach:
 - A consideration of the organization's ability to improve over time, and then utilizing this logic to set targets that reflect a gradual improvement from historical performance, balancing ambition with achievability. This included avoiding setting targets unrealistically high to prevent demotivation or unrealistic expectations.

Additional factors of significance:

- CTE continues to be crucial to the revitalization of our economy.
- In SFY 2023, community colleges experienced an increase in headcount and full-time equivalents for the second year in a row, in which CTE increased by 10.4 percent in headcount.

Statewide initiatives like the Pipeline for the Advancement of the Healthcare Workforce (PATH) initiative and the Electric Vehicle initiative will get more students interested in nontraditional careers. This is especially true in health care, which has seen probably the largest shift away from being dominated by a single sex.

Attention will be given to the need for revision of the postsecondary performance levels prior to the third year of implementation of the Perkins V State Plan to make sure it meets all the requirements as specified by the law, including public comments. Changes are allowed per the law, with exception of the execution of an improvement plan, which is required due to lack of progress toward meeting performance targets.

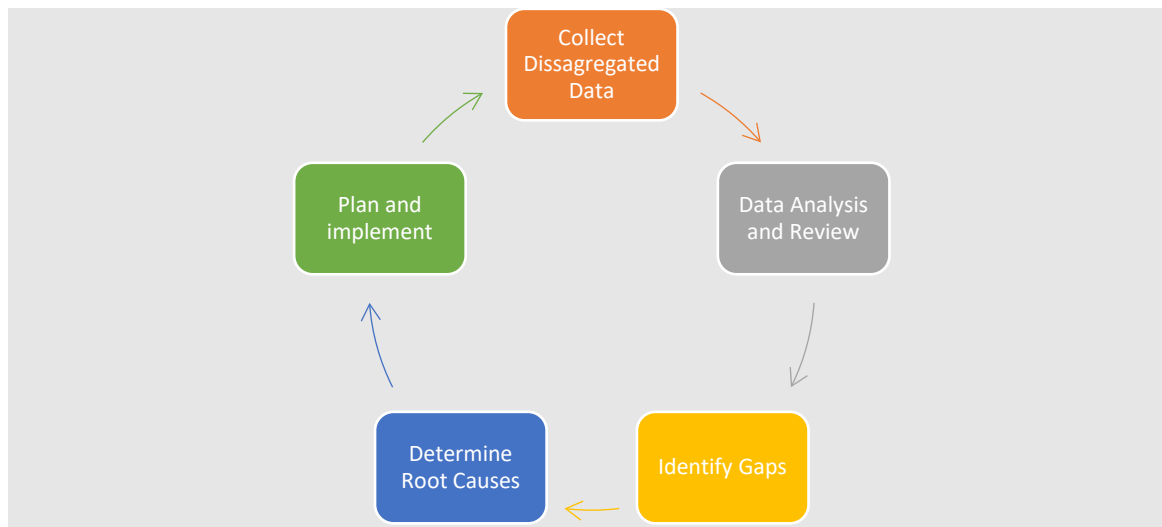
d. Continuous Quality Improvement

Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁸ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State Plan prior to the third program year to address this requirement. (State Plan Guide II.D.5.)

State and local recipients' reported data will be disaggregated by program or career cluster and by gender, race, and ethnicity. Each of the special population groups and migrant student groups for every performance measure will be examined to identify disparities or gaps in performance between any subgroup and the performance of all CTE concentrators. Both ISBE and ICCB will require the LEAs and colleges to develop and submit a performance improvement plan each year that they do not meet state-determined levels of performance. Subsequently, ISBE and ICCB will monitor local recipients and the implementation of performance improvement plans for three years.

The Continuous Program Quality Improvement Cycle adapted from the National Alliance for Partnerships in Equity model for the [Program Improvement Process for Equity](#) will be implemented in all of Illinois CTE programming to ensure continuous movement toward statewide commitment to providing high-quality programming for all Illinois students. Improvements and enhancements to ISBE and ICCB CTE data systems and dashboards will allow continual monitoring by ISBE and ICCB. This monitoring offers opportunity for early identification of disparities and gaps in performance to ensure meaningful progress in performance. The Continuous Program Quality Improvement Cycle to be implemented at all levels is detailed in the Figure 11.

Figure 11: Continuous Program Quality Improvement Cycle



1. *Disaggregation of Data:* Cluster or program-level data is collected and disaggregated to identify disparities. Data will be collected and disaggregated for race; gender; economic disadvantage; youth who are in or have aged out of the foster care systems; students with disabilities; English Learners; migrant students; homeless students; students with a parent in the active military; single parents, including single pregnant women; out-of-work individuals; and students pursuing nontraditional careers. This list is not exhaustive as grantees may disaggregate the data by other variables, as appropriate.
2. *Data Analysis and Review:* Initial analysis and review of the data will be conducted with an emphasis on special populations, CTE program subgroup, and career cluster.
3. *Identify Gaps in Equity and Outcomes:* Subgroups showing a gap from comparison groups will be identified to determine if the problem is consistent across all programs, specific to programs, subgroups/special populations, etc.
4. *Determine Potential Root Causes and Conduct Action Research:* Theories for why gaps exist will be developed and action research conducted to contextualize and clarify the root causes to be targeted for intervention.
5. *Plan and Implement:* Select interventions aligned with the identified root causes and implement interventions with fidelity. This step enables practitioners to use their knowledge of gaps in student outcomes to solve problems in practice and identify the primary contributing factors that act as impediments to effectively supporting student outcomes and/or limit improvement to processes and practices. Following implementation, the cycle of continuous improvement would be re-entered.

Secondary Level

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the MyData Dashboard. District and school administration, school counselors, and

educators can view student data in MyData to help them make data-informed instructional decisions.

The Illinois School Report posts the data for each school district related to their Perkins Performance Levels and participant and concentrator counts.

ISBE CTE , Information Systems, and Technology Support and Infrastructure Departments developed a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE SIS, the Illinois State Course System, data-sharing agreements with other state agencies, the National Student Clearinghouse. The dashboard will allow ISBE's CTE Department to monitor state-level, EFE-level, school district, and school performance indicator data disaggregated by the subgroups of students in ESEA and the special population categories in Perkins V. The Power Bi dashboard includes CTE program or career cluster data for the CTE staff to monitor data in conjunction with quarterly EFE GATA reporting. Monitoring by ISBE staff will identify disparities and gaps sooner and allow ISBE CTE staff to provide timely technical assistance based on evidence-based research.

ISBE annually provides EFE systems with actual performance levels disaggregated by student subgroups and special populations down to the CTE program or career cluster, unless the student population size is too low. EFE systems use these metrics to prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is achieved by the third program year, the EFE system must develop a plan of support in consultation with ISBE to identify evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

The grantees are monitored each year either through a desk monitoring or an onsite monitoring based on a risk assessment. The onsite programmatic monitoring will be based on a risk assessment. Each fiscal year, the EFE systems receive onsite monitoring visits based on the risk assessment. Target areas will be identified through the review of several reports, including, but not limited to, the previous year's annual local report, the current Perkins local application, quarterly GATA risk conditions, and Continuous Improvement Program Quality system. EFEs may also request specific technical assistance, as necessary.

Postsecondary Level

ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes. Colleges will be required to utilize the data to create a Performance Improvement Plan. The Performance Improvement Plan will be required to target activities that address any performance measures not meeting the state-determined levels of performance, specifically focusing on disparities. The [ICCB Perkins Online Data System Web Portal](#) makes it easy for local areas to access their data and

visualize data and performance trends.

ICCB will monitor community college progress annually through onsite monitoring and technical assistance. Onsite monitoring is determined through a risk-based cycle (where onsite visits occur no less than every five years), but every community college will receive technical assistance annually. ICCB will provide professional learning and technical assistance to analyze Perkins data, create a Performance Improvement Plan, and develop evidenced-based strategies for correcting disparities between student groups.

i. Improving Outcomes for CTE Concentrators

Describe how the eligible agency will--improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V) (State Plan Guide II.B.2.c.vii.)

ICCB and ISBE will continue to provide professional learning and targeted technical assistance to assist local recipients in improving outcomes and reducing performance gaps, including for those who are members of special populations. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjusted performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities including members from special populations. Recipients will be required to show a concerted effort in clear progress toward reducing and eliminating any identified disparities and gaps throughout the ensuing fiscal years to maintain eligibility.