



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Illinois State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

JULY 1, 2020-JUNE 30, 2024



Illinois
State Board of
Education



The following document is a draft of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) shared for public comment and review.

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Illinois' Perkins V State Plan ("State Plan")

This document details Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act for State Fiscal Years (SFY) 2021-2024 (July 1, 2020- June 30, 2024). In 2018, Congress passed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), and became effective July 1, 2019. This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029).

¹(DRAFT) Vision for Illinois CTE: Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so they may explore and complete a personalized pathway that enables them to achieve their education and career goals.

Illinois will support this vision through the implementation of five goals:

1. Increase Postsecondary and Industry-Recognized Credential Attainment
2. Enhance Career Pathway Opportunities
3. Expand Early College Credit Opportunities
4. Increase Responsiveness to Communities' Workforce Needs
5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, while acknowledging an opportunity gap that points to a previous lack of prioritization on equity and access, especially for members of special populations. There will be an increased focus on meeting the needs of members of special populations through professional learning to level the playing field for all students. Alignment among K-12, postsecondary, and workforce equity targets will also be an essential component to ensuring that educational equity is expanded from entry into early learning opportunities transitioning to the workforce.

The purpose of the State Plan is to 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 plan describes the processes and policies that will be carried out by ISBE, ICCB, and the local education agencies and community colleges who are responsible for local administration of Perkins dollars. Activities within the State Plan aim to achieve the State's Vision and Goals for creating an educated and skilled workforce, in partnership with many state and local partners.

Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this goal by placing a greater emphasis on the following areas: local flexibility; comprehensive stakeholder engagement and collaborative planning; innovation; equity and accountability; and alignment with other education and workforce programs. This State Plan by Illinois builds on the progress made during SFY2020, under the

¹ This section is a draft proposal as of September 2019 that will be finalized once feedback from stakeholders is received and integrated.

direction of the Transition Plan by Illinois, and aligns with other statewide goals and initiatives which include, but are not limited to, the following:

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

The CTE delivery system in Illinois is a partnership between secondary and postsecondary CTE and is supported by two state agencies. Secondary CTE is regulated on two levels - the Illinois State Board of Education (ISBE), which provides state-level leadership, technical assistance, and holds accountable the Education for Employment (EFE) system (see Appendix B), which provides planning and delivery resources to local school districts and Area Career Centers (ACC). In Illinois, there are 56 EFE systems, including three systems organized by state agencies that serve secondary students as part of their responsibilities: the Illinois Department of Juvenile Justice; the Illinois Department of Human Services, the Office of Mental Health Services; and the Illinois Department of Human Services, Division of Rehabilitation Services.

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

This Full State Plan will be administered by both the ISBE and the ICCB and was developed through a collaborative statewide effort.

A. Plan Development and Consultation

1. 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?

This 4-Year State Plan (July 1, 2020- June 30, 2024) will be administered by the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) and developed through a collaborative approach involving the following stakeholders¹:

- Representatives of secondary and postsecondary Career and Technical Education (CTE) programs, including eligible recipients and representatives of two-year minority-serving institutions, adult education providers, and charter school representatives, which includes teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- Interested community representatives including: parents, students, and community organizations;
- Representatives of the State Workforce Development Board, Local Workforce Boards, and workforce professionals;
- Members and representatives of special populations, specifically state agencies and community-based organizations;
- Representatives of business and industry (including representatives from small business);
- Representatives of labor organizations;
- Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the state coordinator for education of homeless children and youths (McKinney-Vento Homeless Assistance Act);
- Individuals with disabilities; and
- Representatives from Governor J.B. Pritzker's office.

Illinois has intentionally engaged all stakeholders in the process of Perkins V planning and development. Stakeholders have been engaged using a variety of strategies and means of communication including open listening sessions, surveys to collect feedback, email blasts, and webinars. Illinois has also targeted invited stakeholder working teams to focus on the areas of equity, innovation, business engagement, professional learning, and alignment and transition. The strategies, activities, and events are detailed below. A timeline that demonstrates Illinois' meaningful engagement with the public, practitioners, state leaders, and all required partners under the Perkins Act is also provided below. Specific event details, participant lists, agendas, and other information can be found in Appendix C.

Guiding principles for the development of the State Plan and programming for Illinois CTE were composed through a collaborative effort of the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Center for Specialized Professional Support (ICSPS) with guidance from the Office of Community College Research and Leadership (OCCRL).

¹ Note: Illinois does not contain the following: Tribal Organizations and Historically-Black Colleges or Universities.

These guiding principles were considered the foundation for discussion and decisions made in the development of this draft version of the State Plan:

1. *Access, Equity, and Opportunity*: Access to CTE educational opportunities at multiple entry and exit points for each and every student with support services available that lead to equitable outcomes.
2. *Accountability*: Data is collected, shared, and utilized to longitudinally track student progression through pathways to improve student outcomes and demonstrate accountability.
3. *Alignment and Smooth Transitions*: Curriculum, programs, and credentials are informed by education and training providers (with input from business and industry) and are aligned to facilitate student preparation and transition through the educational pipeline.
4. *Business Engagement*: Through all levels of CTE programming, business partners are engaged to ensure relevant and rigorous programs of study and curricula.
5. *Collaboration and Support*: CTE programming is developed and supported with guidance from collaborative partners.
6. *Community-Building/Engagement*: Community engagement promotes positive relationships among state organizations and community groups, civic organizations, nonprofits, and municipalities. Strengthening these relationships is critical to offering students opportunities to learn and grow beyond the classroom.
7. *Innovation*: Foster innovation through the identification and promotion of promising and evidence-based programs, practices, and strategies.
8. *Quality Curriculum and Instruction*: Curriculum and pedagogy offer rigorous and relevant instruction that enhances learning and enables student mastery of competencies aligned with industry-recognized standards and credentials.
9. *Strong Teacher Pipeline*: Coordinated recruitment and retention efforts through working with teacher preparation programs, industry partners, CTE teachers' associations, LEAs, EFEs, and other innovative partnerships, will continue to evolve to meet the recruitment and professional learning needs of the CTE educator continuum at both the secondary and postsecondary level.

Core Team: ISBE and ICCB created a Perkins V Core Team, inclusive of state leaders, who met to provide leadership on Perkins planning. The Core Team identified stakeholder engagement strategies, outlined statewide priorities, identified areas for workforce and education coordination and alignment, and made recommendations to ISBE and ICCB on Perkins-related action steps. The Core Team included representatives from each of the following essential areas:

- ISBE Departments of Career and Technical Education and Innovation, Curriculum and Instruction, Special Education, Data, Legislative Affairs, and Public Relations
- ICCB Departments of Career and Technical Education, Adult Education, Institutional Effectiveness, and Legislative and External Affairs
- The Governor's Office
- Illinois Workforce Innovation Board¹
- Department of Commerce and Economic Opportunity (WIOA Title I)

¹ The Governor-appointed Illinois Workforce Investment Board (IWIB) includes leaders from state, business, industry, labor, education, and community-based organizations. IWIB provides oversight and strategic leadership for the state workforce development system to ensure the workforce preparations needs of Illinois' employers and workers are met.

Additionally, the Perkins V Core Team utilized two subcommittees: Communications and Data. The Communications Subcommittee worked to determine the re-branding of CTE as well as the communication methods and strategies for engaging with partners and the public. Specifically, the communications team created press releases, flyers, and logos to communicate CTE and Perkins planning to the state. The Data Subcommittee worked to analyze performance trends for both secondary and postsecondary CTE, align indicators as appropriate, and identify performance target recommendations.

Perkins V State Plan Work Group: This group engaged and consulted with external stakeholders in the development of the State’s Career and Technical Education Plan for FY2021-FY2024. The guiding principles of the planning process were designed to ensure all external stakeholders were heard and that there was a shared responsibility for identifying statewide goals, objectives, and actions steps to inform the drafting of the State Plan. Participants in this work group were invited to an in-person meeting in Bloomington, Illinois on February 21, 2019 at the DoubleTree Hotel and Conference Center. Over 100 participants representing all required partners as identified in Sec. 122(c)(2) of the Act. A full list of attendees and affiliations can be found in Appendix D. Participants were distributed among six committees based on their area of expertise, involvement, and perspective. The six committees represented six areas of opportunity within Perkins V:

1. Innovation
2. Transition and Alignment
3. Teacher Pipeline and Professional Learning
4. Employer Engagement
5. Equity and Access
6. Data and Accountability

Each committee met three times (virtually) following the in-person meeting to identify recommendations to be considered for inclusion in the State Plan. The recommendations considered for inclusion are found integrated within the strategies and activities of the State Plan. For a full list of the Work Group’s recommendations, see Appendix E.

Student Engagement: ISBE and ICCB engaged secondary and postsecondary students respectively through each of the agencies’ student advisory committees. Additionally, leaders from all Career and Technical Student Organizations (CTSOs) were asked to provide feedback on their experiences in CTE and within the CTOS. Lastly, ISBE and ICCB have, and will continue to, intentionally engage students in the development of the State Plan that will inform the CTE system in Illinois. On behalf of ISBE and ICCB, the Joyce Foundation will facilitate focus groups with high school and community college students, including Adult Education students across the state. Focus groups will be held at the following locations:

- *September 19:* St. Clair Regional Office of Education, Belleville
- *September 27:* Woodruff High School, Peoria
- *October 1:* Rock Valley College, Rockford
- *October 7:* Buffalo Grove High School, Buffalo Grove
- *October 8:* Carl Sandburg College, Galesburg

Employer Engagement: In addition to employer engagement through the IWIB, State Plan Work Group, and regional road shows, employer focus groups will also be facilitated by the Joyce Foundation to understand how our CTE system can be more responsive to employer needs. Employers will participate in focus groups in the same locations and dates as the students, as listed above.

Regional Road Shows: The purpose of the Regional Road Shows was to share information with local communities on career and technical education and explain new opportunities made available through reauthorization of the Perkins Act. In addition, the Regional Road Shows provided an opportunity to share expectations for stakeholder engagement and local planning and to collect feedback from local communities and practitioners to inform statewide planning (Appendix F).

- In December 2018, ISBE and ICCB convened a Regional Road Show and conducted in-person sessions at four locations across the State. The goals of the sessions were to provide information on pertinent details within the Perkins V Act and to emphasize the increased flexibility to scale innovation within CTE programs. State and local required partners and other interested parties, including parents and community-based organizations, were invited to participate in these listening sessions. Surveys were disseminated to participants to identify barriers within the current CTE system, highlight successes/effective practices to support, and collect feedback on state leadership funding priorities. This feedback informed the initial drafting of the Full State Plan. The Regional Road Show engaged over 200 participants. More details including the presentation provided, and a summary of the feedback collected can be found in Appendix F.

December 4, 2018: Palos Hills, 75 participants

December 6, 2018: Springfield, 46 participants

December 10, 2018: Mt. Vernon, 36 participants

December 12, 2018: Elgin, 25 participants

December 18, 2018: Open Webinar, 125 participants

- In Fall 2019, ISBE and ICCB is convening a second Regional Road Show to invite in-person feedback on the first draft of the State Plan for Perkins V. Like the road show forums held in December of 2018, ISBE and ICCB leadership will present the goals, priorities, and activities incorporated into the draft State Plan to carry out Illinois' vision for CTE. The second half of the road show events will be dedicated to participant feedback.
 - October 7, 2019 ~ 5:00pm - 7:00pm
Buffalo Grove High School, Library, 1100 W. Dundee Rd., Buffalo Grove, IL 60089
 - October 10, 2019 ~ 4:00pm - 6:00pm
Wilco Area Career Center, Room A-114, 500 Wilco Blvd., Romeoville, IL 60446
 - October 23, 2019 ~ 4:00pm - 6:00pm
Richland Community College, Shilling Education Center, Salon 1, One College Park, Decatur, IL 62521
 - October 24, 2019 ~ 4:00pm - 6:00pm
Kaskaskia College - Lifelong Learning Center, 27210 College Rd., Centralia, IL 62801
 - October 25, 2019 ~ 4:00pm - 6:00pm
Chicago Public Schools District Office, CPS Board Room, 42 W. Madison St, Chicago, IL 60602

In addition to the Regional Road Shows, ICCB and ISBE staff sought input from key stakeholders through various meetings, conferences, and presentations on Perkins reauthorization, Illinois' Perkins V planning efforts, and Illinois' proposed vision and goals for CTE. Presentations and meeting information were tailored to each specific group. Time was always allotted for comment to collect feedback from participants and facilitate meaningful stakeholder engagement discussions. While a comprehensive list is found in Appendix C, these meetings and presentations included the following:

- Secondary system and CTE meetings, associations, and conferences
- Postsecondary CTE and community college meetings, associations, and conferences
- P-20 Council¹
- Adult Education-related meetings and conferences
- State and Local Workforce Innovation Boards
- Interagency Work Groups responsible for drafting the WIOA Unified State Plan
- Student groups including student advisory committees

Media/Electronic Communication: While in-person meetings and forums provided an extensive opportunity for meaningful engagement, ISBE and ICCB engaged a broader range of stakeholders through social media and web-based communications. ISBE and ICCB created specific websites for CTE and Perkins Reauthorization and provide dedicated email addresses to obtain feedback or receive questions related to Perkins V state planning efforts. Presentations and opportunities for discussions were also delivered through webinars that were open to the public. ISBE and ICCB intentionally maintained a collaborative relationship throughout the planning process and utilized a variety of communication mechanisms to share information on Illinois' Perkins V priorities and planning efforts. These mechanisms included email blasts on listservs, flyers, press releases, webinars, and social media posts. Additionally, Illinois capitalized on the national and state focus on CTE by using CTE Month (February) to promote CTE programs of study, CTE educators, and CTE students in Illinois.

Webinar Dates and Topics:

- | | |
|----------------------|--|
| ▪ April 25, 2019 | Nontraditional Occupations—What is New for Perkins V? |
| ▪ April 18, 2019 | What is a Program of Study? |
| ▪ March 27, 2019 | Perkins V Deep Dive |
| ▪ March 12, 2019 | Perkins V and Special Populations: What is on the Horizon? |
| ▪ December 18, 2018 | Inform Five-Year Plan on Career-Connected Learning |
| ▪ September 27, 2018 | Perkins Reauthorization Overview |

House Resolution 371: In response to stakeholder engagement efforts, the Illinois General Assembly passed House Resolution 371 in May 2019. The resolution identified recommendations for ISBE and ICCB to consider for the State Plan. In brief, the Resolution called for alignment between the State Plan and the WIOA Unified Plan; consideration for support of the College and Career Pathway Endorsements (outlined in the Postsecondary and Workforce Readiness Act); and consideration for adopting multiple program quality indicators. In response, ISBE, ICCB, and IWIB representatives (and/or DCEO) will present a report outlining

¹ The Illinois P-20 Council was established by the legislature in 2009 to foster collaboration among state agencies, education institutions, local schools, community groups, employers, taxpayers, and families, and to collectively identify needed reforms. The mission of the Illinois P-20 Council is to deliberate and make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' educational attainment, opportunities for success in the workforce, and contributions to their local communities. The goal is to increase the proportion of Illinoisans with high-quality degrees and credentials to 60 percent by the year 2025.

their coordinated response to the recommendations to the P-20 Council and the General Assembly in December 2019, as required by the Resolution (Appendix G).

State Agency and Other Partners: State agencies and other workforce and education-related advocacy or non-profit organizations took part in developing the strategies of the State Plan. Through the State Plan Work Group and other means of stakeholder engagement, state agency partners and other non-agency partners that have contributed to the advancement of this State Plan include:

- Adult Education Advisory Council
- Community College President's Council
- Education Systems Center at Northern Illinois University
- Educational Opportunities for Military Children Council
- Gender Equity Advisory Council
- High School Graduation, Achievement, and Success Commission
- Illinois Association for Career and Technical Education
- Illinois Board of Higher Education
- Illinois Center for Specialized Professional Support at Illinois State University
- Illinois Department of Commerce and Economic Opportunity
- Illinois Department of Corrections
- Illinois Department of Employment Security
- Illinois Department of Human Services
- Illinois Department of Veterans Affairs
- Illinois Early Learning Council
- Illinois Education Research Council
- Illinois Mathematics and Science Academy
- Illinois Student Assistance Commission
- Illinois Workforce Innovation Board
- Illinois Workforce Partnership
- Office of Community College Research and Leadership at the University of Illinois
- Office of the Lieutenant Governor
- P-20 Council
- Partnership for College Completion
- School Success Task Force
- Stand for Children
- Women Employed

A detailed description of each of these organizations can be found in Appendix H.

2. 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 Secretary.

ISBE, the eligible agency representing secondary education and ICCB, the eligible agency representing the community college system and adult education, co-lead the efforts to develop and coordinate Illinois' 4-Year CTE State Plan. The State Plan represents a collaborative partnership among secondary CTE, postsecondary CTE, and adult education programming to meet Illinois' education and workforce needs.

Any objections and corresponding responses will be included in Appendix I and providing there are no objections, will be filed with the final State Plan submitted to the Secretary.

3. Opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Internal and external communications from ISBE and ICCB will be utilized to promote opportunities for public comment on the State Plan. This communication will include email listservs, websites, ISBE Weekly Superintendent Messages, the ICCB Monthly Newsletter, and social media posts. In September 2019, ISBE and ICCB announced the release of the State Plan which included details on the regional in-person convenings, and how to review and provide feedback on the State Plan electronically. After incorporation of feedback gathered during the fall 2019 Regional Road Shows, a second draft of the State Plan will be released for 30 days of public comment in mid-January 2020.

Since December 2018, Perkins V email addresses have been available to allow stakeholders to provide written feedback and submit questions directly to ISBE and ICCB staff. In conjunction with this engagement strategy, both agencies developed a website dedicated to Perkins V that promote Illinois' development of the State Plan. The website addresses are found below:

- ISBE Perkins V Website - www.isbe.net/perkins
- ICCB Perkins V Website - www.iccb.org/cte/

As stated, ISBE and ICCB will host regional, in-person, public feedback sessions on the State Plan throughout the months of September and October of 2019. ISBE and ICCB have posted a draft version of the State Plan on their websites for public viewing. This process allows for feedback from all external stakeholders to be collected in September and October of 2019. The State Plan is also available in Spanish. This feedback will be collected, compiled, and reviewed using a web-based survey form to ensure efficiency and accuracy. While the public and other stakeholders can offer feedback on any part of the State Plan, there are specific questions embedded within this State Plan and the survey, where targeted feedback is desired. Utilizing this initial feedback, the State Plan will be revised, as appropriate. The State Plan will be shared with Governor Pritzker and released for a 30-day public comment period from mid-January through mid-February of 2020. Feedback collected through the public comment period will be considered and revisions will be incorporated into the final State Plan, as appropriate.

B. Program Administration and Implementation

1. State Vision for Education and Workforce Development

a. 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)

Vision and leadership for workforce development activities, inclusive of education and training, is coordinated through various statewide boards, councils, or working groups and facilitated by the Workforce Readiness through Apprenticeships Pathways (WRAP) Committee. Membership of each of these groups vary in organizational affiliation and sector expertise and includes representatives from businesses (large and small), elected officials (including the Governor), labor-related associations, educational leaders, and state agency executive officials. While there are many groups providing regional or statewide leadership, the ones listed below closely tied to state-supported workforce development activities that are coordinated or aligned with the administration of career and technical education programs.

- **The Illinois Workforce Innovation Board (IWIB):** The IWIB is responsible for overseeing the development, implementation, and modification of the Workforce Innovation and Opportunity Act Unified State Plan (WIOA); convening all relevant programs, required partners, and stakeholders; and providing oversight and strategic leadership for the state workforce development system. ISBE and ICCB are both represented on the IWIB as ex-officio members. Additionally, the ICCB holds a seat representing Postsecondary Perkins as a member. Various ISBE and ICCB staff are actively engaged on the Apprenticeship, Career Pathways for Targeted Populations, Evaluation and Accountability, and Information Technology Committees.
- **P-20 Council:** The P-20 Council was engaged in and responsive to Perkins V planning efforts, formally identifying several recommendations for inclusion in this State Plan. ISBE and ICCB executive staff are represented on the P-20 Council and ISBE and ICCB staff sit on multiple committees. Additionally, several local secondary and postsecondary CTE recipients are actively engaged on the Council and its committees. In particular, the College and Career Readiness (CCR) Committee of the Council underwent an extensive review and feedback process to ensure the plan is aligned to existing frameworks and policies. The CCR Committee includes a broad range of stakeholders including State agencies, employers, community organizations, secondary districts, postsecondary institutions, funders, and policy/advocacy organizations.
- **Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee:** The WRAP committee, originally convened to bring together various interagency work streams including the former Governor's Cabinet on Children and Youth, the "Apprenticeship Plus" initiative, and New Skills for Youth, focus on a broader approach to advance college and career readiness and career pathway structures and policies. Members include state and program leaders from across education and workforce agencies as well as other supporting advocacy and non-profit groups. ISBE and ICCB are both actively engaged in the work of this committee

Illinois supports the following State-endorsed workforce development activities, including education and training. The degrees 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 under the Postsecondary and Workforce Readiness (PWR) Act

The PWR Act takes a student-centered and competency-based approach to support four strategies to help students prepare for postsecondary and career opportunities:

Offering a Postsecondary and Career Expectations (PaCE) framework

The Postsecondary and Career Expectations 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. Adopted in June of 2017, the Illinois PaCE Framework was developed with extensive input from stakeholders and subject matter experts to provide guidance to students, families, and educators on what types of experiences and information a student needs to make the most informed decision about college and career planning, beginning in 8th grade and continuing through high school. 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 is to be an organizing tool that help acknowledge and connect areas of success and identify individuals who may need additional attention or resources.

Piloting competency-based high school graduation requirements

Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. This approach can make education more relevant both to students and employers. Competency-based education allows students to earn credit toward graduation requirements in ways other than traditional coursework, and incorporates real-world knowledge and challenges. 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 (CBE) pilot.

Implementing and scaling transitional math and English instruction in the Senior Year to reduce remediation needs once in college

Transitional math and English instruction provides 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.

Creating a new system for school districts to award college and career pathways endorsements on high school diplomas in recognition of completing a comprehensive framework of career-themed coursework and professional learning experiences.

The Postsecondary Workforce Readiness Act (PWR) includes a voluntary process for school districts to award College and Career Pathway Endorsements to 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 and are available in eight sector areas, including a multidisciplinary option.

Starting in SFY20, [College and Career Pathway Endorsements](#) will be offered through Illinois school districts and recommended technical and essential employability competencies will be encouraged statewide in the following ways:

- Business and industry partnerships through Local and Community College Advisory Committees and LWIB; (WIOA)
- Work-Based Learning (WBL) incorporated into Illinois secondary [College and Career Readiness Indicator \(CCRI\)](#) – (ESSA)
 - Starting in FY20, secondary school districts began tracking CCRI through the Student Information System (SIS). It was incorporated into the Student Success/School Quality Indicator in the Illinois Accountability System beginning in FY21;

Activities under the Workforce Innovation and Opportunity Act (WIOA)

Since the 2014 passage of WIOA, Illinois has increased opportunities to align workforce and education efforts beginning with ensuring that Postsecondary Perkins, as a WIOA required partner, be represented in all One-Stop Centers across the state. This alignment has increased each representing a Title of the Act and under the direction of the Governor and the IWIB, the four agencies, engage and support all parts of the education, workforce and economic development systems as highlighted below. Coordinated strategies that promote system integration, identify metrics for success, inform continuous improvement, and recognize innovative efforts, provide bedrock principles that lead to career pathways for secondary, as well as postsecondary students and workers through demand-responsive solutions for employers. The implementation of these approaches occurs through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and meeting the state vision to *foster a statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy.*

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

Title I - Workforce, administered by the Illinois Department of Commerce and Economic Opportunity

Description: The Illinois Department of Commerce and Economic Opportunity (DCEO) is the state agency that leads economic and workforce development efforts for Illinois. Commerce 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 to a highly skilled workforce is central to Illinois' commitment to ensure that businesses thrive in Illinois. In this role, Commerce acts as

the administrative agency for the WIOA Title IB Programs (workforce development services) which includes statewide activities, rapid response services, and the training component of the Trade Adjustment Assistance Act Program.

Point of Coordination: The reauthorization of Perkins presents an opportunity to align or fully integrate CTE services within the workforce system. As education and workforce partnerships increase, the ability to leverage WIOA statewide activities funds and Title IB dollars exists. 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 individuals receiving workforce services ensure learners have access to the programs and support they need. Other points of coordination can occur through the Youth Career Pathways Program or projects that place a priority on serving special populations/individuals 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.

Title II - Adult Education and Literacy, administered by the Illinois Community College Board
Economic and demographic changes are dramatically increasing the need for adult education, literacy, and English as a Second Language programs. The scope and diversity of need for adult education and literacy skills ranges from English language learning to employability skills by both individuals 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.

Point of Coordination: Illinois postsecondary CTE has a long-standing relationship with adult education. With an increased emphasis on adult education students transitioning into postsecondary education and gainful employment, postsecondary CTE programming offers a unique opportunity to meet those goals. Illinois is a leader in its implementation of Integrated Education and Training (IET)¹ through its Integrated Career and Academic Preparation System (ICAPS)². The ICAPS is the implementation of the IET model in Illinois. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and program certificate opportunities for Adult Education and Literacy (AEL) students who lack basic skills. Through ICAPS programs, students work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model. This model is supplemented by support courses, 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.

¹ Integrated Education and Training is defined as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement” (Final WIOA regulations at 34 CFR §463.35).

² <https://www.icapsillinois.com/>

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. The Illinois Department of Employment Security (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.

Point of Coordination: The Illinois Department of Employment Security (IDES) provides labor market information which helps inform LEAs, EFEs, and community colleges on program offerings. ICCB and IDES will collaborate to support local partnerships between the community colleges through their Veterans Coordinators, and local IDES Veteran Employment Specialists to connect veterans with education, training, and employment opportunities.

Title IV- Vocational Rehabilitation, administered by the Department of Human Services

The main focus of the Illinois Department of Human Services Division of Rehabilitation Services is to assist individuals with significant disabilities in obtaining and retaining competitive integrated employment. Vocational Rehabilitation services are designed to prepare an individual for employment through an individualized planning process.

Point of Coordination: ISBE and ICCB will coordinate with the Department of Vocational Rehabilitation to support secondary and postsecondary collaboration with local providers that provide support for individuals with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB, utilizing many strategies identified in the U.S. Department of Education's [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf)¹, focus on providing support to local recipients increasing opportunities for individuals with disabilities to participate in career exploration, dual credit and work-based learning opportunities.

Activities under the Workforce Education Strategic Plan (WESP) – directed by the Illinois Community College Board (ICCB)

The strategic plan for workforce education ensures education and economic competitiveness for the system at the local and state levels and maximizes employer engagement in the development of relevant programs that will lead to careers with family sustaining wages. It enhances education and training at all levels of the community college system including adult education, CTE, and continuing education. The plan also provides integrated options for students to move quickly into career pathway programs and programs of study. With the ICCB leading this effort, postsecondary CTE will be useful in meeting all other strategic directions of the Plan which center on public-private partnerships, alignment to the labor market, and addressing employability skills.

Point of Coordination: Secondary CTE is also an integral component in achieving the goals described in the Workforce Education Strategic Plan (WESP). Specifically, elementary-level CTE, through its career exploration activities now occurring as early as fifth grade, can help achieve the

¹ <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

goals identified in the WESP's *Strategic Direction 1: Increase Early Career-Related Education and Exposure*. Through ISBE, Local Educational Agencies (LEA) are allowed to use state and federal funds for career exploration activities down to the fifth grade. These goals include:

- Building partnerships among K-12, Adult Education, CTE, and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations.
- Influencing policy shifts to allow more time for students in K-12 to have more hands-on training, internship, and co-op education.
- Exposing K-12, Adult Education, CTE students and members of special populations high wage, high skill, or in-demand career opportunities and facilitating earlier “on-ramps” to pathways for these students.
- Building awareness of and support for the value of earlier career exposure and CTE among key audience/stakeholder groups (including students, parents, teachers and counselors, etc.) through a variety of career messaging, education, exposure, and exploration strategies.

b. 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)

¹(DRAFT) Strategic Vision for Illinois CTE

Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals.

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

Equity as a Tenet: Illinois aims to place equity at the forefront of decisions made regarding CTE programming, while acknowledging an opportunity gap that points to a previous lack of prioritization on equity and access, especially for members of special populations. An increased focus on meeting the needs of members of special populations through educator professional learning is critical to level the playing field for all students. Alignment among K-12, postsecondary, and workforce equity targets will also be an essential component to ensuring that educational equity is expanded from entry into early learning opportunities transitioning to the workforce.

ISBE and ICCB have developed five goals to achieve the vision for Illinois CTE. These goals will guide the strategies and activities detailed throughout the State Plan. Once public comment has been completed for the first draft of this State Plan, including feedback on the goals described below, metrics will be included for each goal, including equity metrics to advance educational equity in Illinois CTE. The equity metrics will be informed by the disaggregation of data, focusing on the special populations, as defined by Perkins V, as well as race and ethnicity.

¹ This section is a draft proposal as of September 2019 that will be finalized once feedback from stakeholders is received and integrated.

Goal 1 - Increase Postsecondary and Industry-Recognized Credential Achievement

Illinois aims to increase the number of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential. Industry-recognized credentials such as certifications may be embedded in the postsecondary certificate or degree. This goal aligns with Illinois' 60 by 2025 postsecondary attainment goal and can help to meet the needs of employers by narrowing the skills gap.

Goal 2 – Enhance Career Pathway Opportunities

Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated completion and emphasis on innovation in work-based learning to increase participation. Essential to this aim is aligning integrated programs of study that lead to enhanced employability skills, attainment of industry-recognized credentials, and improved employment and earning potential.

Goal 3 – Increase Early College Credit Opportunities

Illinois aims to expand early college opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathway model. ISBE and ICCB are jointly committed to expanding access to quality dual credit coursework in order to 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. Dual credit is an essential component of providing seamless transitions between secondary and postsecondary institutions.

Goal 4 – Increase Responsiveness to Communities' Workforce Needs

Illinois CTE strives to become more responsive to local, regional, and state labor market needs. To this aim, ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and emerging high skill, high wage, or in-demand sectors and non-traditional fields. Illinois CTE will focus on priority technical and employability competencies in high skill, high wage, in-demand occupations across all clusters. Without limiting student choice, emphasis must also be placed on key sectors that are the engine of economic growth for the state and local communities.

Goal 5 – Ensuring Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway through coordinated recruitment activities and providing needs-based professional learning opportunities for faculty and staff of CTE programs. Increased coordination among and between the following agencies and stakeholders is necessary to achieve this goal: ISBE, ICCB, IBHE, teacher preparation programs, IACTE, CTE teachers' associations, and the IWIB.

c. 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)

Alignment and Coordination with the Every Student Succeeds Act (ESSA) Illinois commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality programs for all students in our states, recognizing that past policy, programs, and practices have marginalized and underserved certain student populations. Illinois strives 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. The Illinois State Board of Education is committed to improvement of data collection and management systems to allow for appropriate disaggregation of data as related for subgroups as identified in Every Student Succeeds Act (ESSA) and special populations as outlined in Perkins V.

Through the Illinois Career and Technical Education vision, Perkins will align high-quality career pathways informed by industry and community needs through the organizations and groups associated with the goals.

Alignment and Coordination among WIOA’s Core Partners and other Education and Workforce Agencies

¹(DRAFT) In addition to the coordination efforts described in *Section B(1)(a) - Coordination of State-Supported Workforce Development Activities*, ISBE and ICCB will collaborate with WIOA Core partners and other education and workforce agencies to advance the statewide vision for Illinois CTE and progress toward achieving the goals for creating an educated and skilled workforce. To achieve these goals, the following strategies, informed by our guiding principles, will be implemented for the purposes of system alignment and coordination:

- 1. Adopting 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 have approved career pathway-related definitions and guidance 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. Moving forward, while most agencies have adopted the Illinois Employability Skills Framework, there is an opportunity for increasing the integration of the framework and other resources such as the College and Career Pathway competencies (as defined under the Postsecondary Workforce Readiness (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 this plan.
- 2. Accelerating and Expanding Career Pathways:** As a result of joint planning, alignment, and coordination, ISBE and ICCB are dedicated to increasing the percentage of students earning a postsecondary credential. This is a great opportunity to build stronger relationships with industry

¹ This section is a draft proposal as of September 2019 that will be finalized once feedback from stakeholders is received and integrated.

and sector partners, further development and expansion of career pathways, along with reconsideration and design of programs of study, to provide greater opportunities for all students, including special populations, through integrated education and training (postsecondary credential attainment). In Illinois, there are procedures in place that ensure coordination and non-duplication among programs of study and a transition from secondary and postsecondary students to allow for expansion and acceleration of career pathway opportunities. To more fully develop the academic knowledge and technical and employability skills of secondary education students and postsecondary students, ISBE, ICCB, and business and industry must work together, resulting in stronger career and technical education opportunities for Illinois. Illinois secondary and postsecondary education has organized programs of study around seven College and Career Pathway Endorsement Areas and the 16 Career Clusters, including the future development of an Energy cluster. To ensure success, ISBE and ICCB have partnered to develop sample programs of study that may be adopted by local education agencies and postsecondary institutions. This endeavor will require Illinois to provide written and active guidance for local education agencies on strategies to engage all the necessary partners, fostering a collaborative approach to implementation of the programs of study; including and emphasizing academic and career and technical courses that a student may use in planning for specific careers within a career pathway. The sample program of study will start no later than the ninth grade and continue through at least two years of postsecondary education, ensuring that the learner masters all the foundation and pathway knowledge and skills.

3. **Addressing Inequities:** Illinois leadership recognizes that our education and workforce systems have historically prevented equitable access and participation in CTE programming at both the secondary and postsecondary level. Addressing inequities in our education and workforce systems has become a top priority in Illinois as demonstrated through Governor Pritzker's Executive Order 3. While the P-20 Council creates higher education equity goals, WIOA partners are considering workforce equity goals. Working in collaboration across the education and workforce agencies will be crucial in meeting our state's higher education and workforce equity targets. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be central to expanding access to and supporting persistence in CTE programming for special populations through smooth transitions and coordination of services. Particularly, ISBE and ICCB will focus on the recruitment and retention of special populations students, as well as students of color, by various means, including the improvement of career and academic advising practices.
4. **Coordinated Professional Learning:** Illinois utilizes several mechanisms to facilitate collaboration among workforce partners including:
 - a. the WIOA Summit, an annual state-wide event designed for leadership of the WIOA partners with the intent of fostering collaboration and service integration;
 - b. the Forum for Excellence, Illinois' premier CTE and Adult Education professional development event which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion;

- c. the Transitions Academy, an ongoing professional development series designed to assist colleges and partnerships working in developing Bridge and ICAPS/IET programs by increasing awareness of the expanding partnership between Adult Education and CTE as it relates to the ICAPS/IET models, Illinois Bridge programs, and Illinois Programs of Study;
 - d. and finally, regional WIOA Regional Workshops and webinars held in coordination with the WIOA Summit to expand the focus of relevant topics of interest.
5. **Incentivizing Local Alignment:** SFY2021 marks a unique opportunity for collaborative planning in regions and local communities around the state. Secondary CTE, community colleges, and local workforce innovation areas (LWIAs) will begin implementation of their four-year local plans under WIOA and Perkins V. During SFY2020, ISBE, ICCB, and WIOA Core Partners collaborated to provide resources and professional development to foster collaboration in these local communities. This professional development and technical assistance will continue throughout the administration of this State Plan. The Local Comprehensive Needs Assessment (LCNA) serves as the lever to facilitate this collaboration. The LCNA will incorporate local, regional, and state labor market information, and will drive the development, implementation, and revision of program of study offerings, strengthening alignment and engagement between local education and workforce entities. This process provides an opportunity to build stronger relationships with industry and business partners, to further develop and expand career pathways, and to provide greater opportunities for all students, including special populations, through integrated fields.

d. 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 leadership funds are used to support a variety of initiatives and programs that align with Illinois' vision and statewide goals for CTE. The use of State leadership funds was informed through targeted stakeholder engagement. Stakeholders were asked to identify barriers and prioritize where State leadership funds should be utilized. While Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a), the following uses have been identified to address our statewide goals.

Required State Leadership Activities

1. **Promoting Gender Equity:** Illinois is required to conduct State leadership activities that improve career and technical education for individuals seeking preparation for nontraditional fields¹ and/or other special populations². In addition, Illinois is dedicated to advancing educational equity for

¹ The term 'nontraditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

² The term "special populations" includes the following: 1) Individuals with disabilities; 2) Individuals from economically disadvantaged families, including low-income youth and adults; 3) Individuals preparing for non-traditional fields; 4) Single parents, including single pregnant women; 5) Out-of-workforce individuals; 6) English learners; 7) Youth who are in, or have aged out of, the foster care system; 8) Individuals experiencing homelessness; and 9) Youth whose parents are members of the armed forces or on active duty.

these students. Providing support for individuals preparing for nontraditional fields is critical to increasing access to high-wage career opportunities for women 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 aggressions¹, stereotype threat², and effective practices for recruiting and retaining students preparing for nontraditional careers. Both ISBE and ICCB coordinate through contract with the Illinois Center for Specialized Professional Support (ICSPS) at Illinois State University to provide professional learning and technical assistance around support for special populations. Professional learning events include a Nontraditional Occupations Summit, where national equity experts including the National Alliance for Partnerships in Equity (NAPE) present information; the Postsecondary Special Populations Academy; and resource production to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

2. **Expanding CTE for Individuals in State Institutions:** Illinois allocates up to the allowed two percent of leadership funding to support CTE programming for individuals in state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities. Increasing high-quality educational opportunities for individuals 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 reentry success³. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.
3. **Developing a Strong CTE Teacher Pipeline:** Availability of qualified CTE teachers was identified as a significant barrier to implementing and expanding CTE programs. This barrier is two-pronged involving both a recruitment and retention.
4. **Providing Targeted Technical Assistance:** To fully support local recipients in the administration of their local CTE plans, ISBE and ICCB will continue to use leadership funds to support comprehensive, evidence-based professional learning and targeted technical assistance.
5. **Conducting Continuous Quality Improvement Activities:** Analysis of the State-determined levels of performance at the local, regional, and state level is essential to understanding the level of effectiveness of strategies and uses of funds in achieving our goals.

¹ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to individuals 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. [1]

² Stereotype threat is defined as a "socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies" (Steele and Aronson, 1995). According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

³ Castro, E. L., and Zamani-Gallaher, E.M. (2018). Expanding quality higher education for currently and formerly incarcerated people: Committing to equity and protecting against exploitation. Commissioned *ASHE-NITE Report*. Retrieved from: <https://www.indiana.edu/~cece/wordpress/2018/11/21/ashe-nite-paper-series-release-expanding-quality-higher-education-for-currently-and-formerly-incarcerated-people-committing-to-equity-and-protecting-against-exploitation/>

Other State Leadership Activities

6. **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:
 - Creation of statewide program of study models. ISBE will create four program of study models, each from different career clusters, to assist LEAs in development of their own program of study documents and processes. These models will provide guidance on sequencing and articulation of coursework, to include credit transfer opportunities and work-based learning (WBL), Career and Technical Student Organization (CTSO) engagement, industry-recognized credentials, and additionally sample career opportunities by education level.
 - Expansion of statewide articulation agreements for CTE and academic credit transfer opportunities aligned to approved programs of study, specifically with four-year colleges and universities.
 - Establishment of or increase in statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, and employers. Support will be provided to the creation or improvement of local program advisory committees or networks through guidance documents and professional learning opportunities.
 - Improvement of policies and structures that support work-based learning opportunities (including apprenticeships). Establishment of quality work-based learning opportunities that are embedded within our educational pathways has become a statewide priority among education and workforce leaders.
7. **Dual Credit Enhancement:** During Perkins V implementation, ISBE and ICCB will utilize state leadership funds to enhance dual credit opportunities across the state. The State's recently adopted Model Partnership Agreement for dual credit emphasizes CTE courses along with general education courses. Enhancing and expanding dual credit remains a statewide priority, as evidenced by ISBE selecting the dual credit program quality indicator. There is a significant focus on increasing CTE dual credit opportunities, as well as increasing access to meaningful and intentional opportunities within dual credit. Through competitive, need-based grants, state leadership funds will support the growth and alignment of dual credit opportunities to address inequities in access to such critical programming.
8. **Comprehensive Professional Learning:** Illinois supports a comprehensive practitioner focused approach to professional learning including the following:
 - a. *Connections Conference:* ISBE sponsors an annual practitioner focused statewide conference with the goal of engaging teachers and paraprofessionals in sharing evidence-based effective practices to improve CTE classroom instruction. Conference activities provide high-quality, research-based, professional learning opportunities that are appropriate for secondary career and technical education educators, administrators, and counselors, as well as postsecondary faculty. In addition, the conference includes strands for teachers of grades 5-8 in the form of (career-connected) exploration. Conference sessions and presentations support the purpose and intent of Perkins V and provide learning that expands and improves the knowledge, content, and skills to enhance secondary and postsecondary

career and technical education pathways. The Connections Conference also supports the goals and objectives of the Illinois Every Student Succeeds (ESSA) Plan, Perkins V, and the Illinois Workforce Innovation Opportunity Act.

- b. *Forum for Excellence:* The premier Career and Technical Education (CTE) and Adult Education (AE) professional learning event in Illinois is sponsored by the Illinois Community College Board, and hosted by the Illinois Center for Specialized Professional Support (ICSPPS), the Southern Illinois Professional Development Center (SIPDC), and the Central Illinois Adult Education Service Center (CIAESC). The Forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Sessions are selected by ICCB and serve as a launch to the year's professional learning delivered through the Professional Development Network. Postsecondary and Secondary Administrators (including but not limited to: EFE system directors, superintendents, principals, postsecondary Perkins directors/coordinators, Adult Education administrators/coordinators, deans, chief academic officers, ABE/AE/ESL Instructors, etc.).
- c. *Illinois Career and Technical Education Innovative Curriculum Resources Project:* ISBE utilizes state leadership funds to provide curriculum resources and supports for CTE teachers through the continuation of the Illinois CTE Innovative Curriculum Resources Project (ICRP) to facilitate and coordinate career and technical and resources to secondary CTE teachers and programs. Additionally, resources will be developed for career and guidance counselors to assist students with career exploration and preparation, as well as development of career plans for CTE students. The ICRP program objectives support: a.) Statewide coordination of CTE programs and career awareness and development initiatives, b.) Statewide provision of new curriculum materials for CTE programs to include alignment with the Illinois Learning Standards, incorporating English language arts, mathematics, and science (The Next Generation Science Standards), and c.) Maintain the Illinois CTE website for Illinois CTE educators.
- d. *Illinois Association for Career and Technical Education:* Through state leadership grant funds ISBE supports the efforts of the Illinois Association for Career and Technical Education (IACTE). IACTE is dedicated to providing unified, visionary leadership to advance and promote all aspects of career and technical education. IACTE provides an annual CTE conference, which is jointly planned by the IACTE affiliates. Leadership training is provided to the IACTE Board and IACTE Affiliates on a yearly basis. Professional learning helps all CTE educators prepare their students for today's cutting-edge, rigorous and relevant careers in a wide range of high-wage, high-skill, in-demand careers. Furthermore, IACTE hosts an annual New and Nearly New CTE Teacher Workshop. IACTE is committed to the expansion of professional learning opportunities to provide ongoing support of CTE educators in CTE.
- e. *Transitions Academy:* This academy is designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the IET/ICAPS models, Illinois Bridge programs, and Illinois Programs of Study.
- f. *Specialized Statewide Professional Learning Events:* ICCB and ISBE both contract with the ICSPPS to provide practical, evidence-based professional learning for teachers, faculty, and personnel providing career and technical education instruction. Events include the CTE

Counseling Academy, Postsecondary Special Populations Academy, Nontraditional Occupations Summit, regional professional learning, and local targeted professional learning.

- g. *CTE Professional Development Network*: Perkins professionals are invited to participate in a variety of webinars on topics that are identified by state leadership and through evaluations to ensure effective educator professional learning. ICCB also commissions ICSPS to lead a monthly CTE Learning Community providing a platform for networking through local effective practice and shared implementation strategies. Additionally, the ICCB supports evidence-based research through its contract with OCCRL to assist colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.
9. **Expansion of Integrated Education and Training (IET)**: As previously indicated, Illinois is dedicated to expanding CTE opportunities for all individuals in Illinois, including those without a high school diploma or its equivalent through the ICAPS/IET models. 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. Competitive grant opportunities will be made available through ICCB for community colleges to develop or scale IET programming.
10. **Expanding Innovative Delivery Models**: Leadership funds will be used to support the creation and evaluation of innovative delivery models. These may include, but are not limited to strategies that support competency-based curricula across the CTE system, distance learning (particularly to address rural barriers), and accelerate pathways (e.g. prior learning assessment, etc).
11. **Improving Career Guidance and Academic Counseling**: Leadership funds will be used for the improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling.
12. **Open Educational Resources**: Illinois supports making all forms of instructional content widely available, which may include use of open educational resources (OER) at www.ilsharedlearning.org. Open educational resources reside in the public domain or have been released under an intellectual property license permitting free use and re-purposing by others. Open educational resources give educators the ability to adapt instructional resources to the individual needs of their students, ensure that resources are up-to-date, and ensure that cost is not a barrier to accessing high-quality standards-aligned resources. OER resources include course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.
13. **Enhancing Data Accountability Systems**: ISBE and ICCB are committed to developing or adopting valid and reliable assessments of competencies and technical skills in addition to enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

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

a. 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)

Illinois secondary and postsecondary education will continue to organize and support Programs of Study (POS) developed from seven endorsement areas under the Postsecondary and Workforce Readiness Act (PWR) and the 16 Career Clusters adopted nationally and outlined by Advance CTE. The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) will partner to support previously approved programs of study and work to improve them in accordance with the goals and priorities of this plan. However, the state will develop Programs of Study models based on statewide high-skill, high-wage, and in-demand sectors. In FY2020, ISBE and ICCB conducted an analysis of existing Programs of Study models to ensure programs were meeting the needs of preparing students for in-demand, high-wage, and high-skill occupations. The ICCB strengthened its program approval and review policies and provided professional development and technical assistance to strengthen local program of study development processes.

Currently, ISBE supports 81 Classification of Instructional Programs (CIPs) offered by 657 of 713 Illinois public high schools, excluding regional programs and Area Career Centers. There are 24 Area Career Centers in the state of Illinois. Collectively, the Illinois Community College System has over 4,265 active, approved CTE programs spanning across all 16 career clusters. These programs are approved by the ICCB. Each community college is required to publish all program offerings on an annual basis.

Local programs are encouraged to develop their own programs of study, following all criteria as defined in Perkins V and pending state approval. The ICCB Program of Study Expectations Tool has been updated to reflect the new guidelines of Perkins V. ISBE is currently developing a Program Quality Rubric for use at the secondary level. This tool assists local recipients with the development, evaluation, and implementation of Programs of Study. Illinois will provide written and active guidance for local recipients on strategies to engage all required partners and stakeholders, to foster a collaborative approach to implementation of programs of study. This collaborative approach will include and emphasize aligned academic and career and technical courses and alignment to the local labor market.

b. What is 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?

Programs of study must meet the requirements as defined in Perkins V. A program of study is understood as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

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

CTE programs in Illinois must meet three minimum criteria: need, cost, and quality. Each criterion is broadly defined below. Meeting these criteria requires recipients to request approval from their respective agency. For

full program approval policies and processes, see (Appendix J) and ICCB's Program Approval Process (Appendix K).

- **Labor Market Need:** A CTE program must be viable from a labor market standpoint that indicates jobs are plentiful at the end of the program. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic tools. *Note: Labor market information may not be available for emerging occupations or fulfill specific employer needs. Therefore, other forms of documentation may be appropriate.*
- **Cost:** The recipient must have the fiscal resources in place or budgeted to support the CTE program in a cost-effective manner. Recipients must document the financial feasibility of the proposed program.
- **Quality:** All CTE programs must be comprehensive and aligned with rigorous standards and must prepare learners for opportunities in high-skill and in-demand fields. Recipients of Perkins funding must demonstrate the development of 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. Other quality components include:
 - **Qualified Instructors** – Includes general minimum qualifications and those credentials that are specific to instructors in the proposed field of study.
 - **Secondary-Postsecondary Alignment** – Includes evidence between secondary and postsecondary alignment through non-duplicative coursework and opportunities for dual credit.
 - **Employer Engagement** – All CTE programs must establish an Advisory Committee. Once approved, the Advisory Committee shall meet at least once per year.

Postsecondary recipients will document how their programs of study meet the minimum standards as set forth by the Act through completion of the Programs of Study Approval Form. The program of study developed and submitted for approval must be from a previously approved CTE program operated by the college. This must be submitted with the local application or anytime during the academic year. Illinois' postsecondary Program of Study application was revised to align with the elements of a high-quality CTE program outlined in Advance CTE's Policy Benchmarking Tool. In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must meet or be working towards fulfilling the federal and state requirements of a Program of Study. See the full policy in Appendix J and K.

The approval process for locally developed programs of study or career pathways at the secondary level includes the following steps:

1. The Comprehensive Based Local Needs Assessment (CLNA) for the LEA must demonstrate need for the program.
2. Labor market data must be sufficient to justify need, if this data is not available, letters of support from local or regional business and industry partners demonstrating need for high wage, high skill or in-demand.
3. CLNA and labor market data or letters of support are presented to the EFE for approval.
4. If the EFE approves the application it will be forwarded to ISBE for final approval.

The continuous improvement rubric will be completed every four years following initial approval to determine continuation status and provide feedback on efforts recommended for improvement. ISBE and ICCB will

continue to align program of study policies and processes as appropriate to further align local program of study development and implementation.

While ISBE and ICCB will not formally approve career pathways, Illinois has a common definition for “career pathway” adopted by the education and workforce agencies and aligns with the definition described in the Workforce Innovation and Opportunity Act. A *career pathway* is a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally and includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with aforementioned, business and industry, human service agencies, corrections, and other community stakeholders serve as the foundational structure for high-quality and sustainable career pathways. This definition is included in the Career Pathways Dictionary which further flushes out a range of terms covered in ESSA, PWR, WIOA, and Perkins within the Illinois context to ensure alignment of language across institutions that can inform local practice.

i. What is the criteria to assess the extent to which the local application (Sec. 134) will promote continuous improvement in academic achievement and technical skill attainment?

Eligible recipients will be required to demonstrate and provide evidence of how approved programs of study and career pathways will promote continuous improvement in academic achievement and technical skill attainment. Their submitted activities will help inform targeted technical assistance in order to share effective practices across the system.

ISBE created a *Local CTE Dashboard*¹ for local education agencies to utilize throughout the application process. One component of this dashboard is the program review process which includes the Continuous Improvement Program Quality Rubric (CIPQR)². The CIPQR guides local education agencies through a series of performance descriptions, allowing the locals to indicate where they fall on the performance level continuum. ISBE recognizes that local programs of study are at various states of implementation, and that schools at these different stages require differentiation to progress on the continuum of high quality CTE programming. All State Approved programs of study, new and existing, will complete the CIPQR within two years of receiving Perkins funding, then every four years after initial approval. The CIPQR serves as a tool for reflection at the local level, and as a data collection point for ISBE. Listed below are the components ISBE identified, including academic achievement and technical skill attainment, as components of high quality CTE programming, which need continuous improvement.

- Access and Equity
- Data and Program Improvement
- Recruitment, Retention, and Training of Effective CTE Staff
- Appropriate Facilities, Equipment, Technology, and Materials
- Stakeholder Engagement
- Rigorous Academic and Relevant Technical Curriculum
 - Standards Aligned and Integrated Curriculum
 - Sequencing and Articulation
- Continuum of Career Development

¹ LINK TO CTE DASHBOARD WEBSITE

² The CIPQR rubric was adapted from the research-based ACTE Quality CTE Program of Study Framework, and aligns, where appropriate, with ICCB’s program review requirements.

- Work-Based Learning
- Student Career Development (employability skills)
- Career and Technical Student Organizations (CTSO)

This tool guides local understanding of what constitutes a high-quality CTE program of study, helps identify strengths and weaknesses within individual programs of study, and facilitates equitable change for *all* students. ISBE will leverage this data to determine areas that need technical assistance, professional learning, or support.

ICCB will assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including, but limited to: grant monitoring and technical assistance procedures (Appendix L), ICCB's Statewide Program Review Process¹, and other continuous improvement processes such as Pathways to Results. The ICCB, through its Program Review Advisory Committee, has created templates and resources for colleges to utilize on an annual or interim basis to review and improve their CTE programs between the required five-year review cycle.

ii. What is the criteria used to assess the extent to which the local application (under section 134) will expand access to career and technical education for special populations?

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 in the following areas:

- program, services, and activity accessibility;
- preparation for employment;
- training and assistance in overcoming barriers that may limit opportunities for success; and
- anti-discrimination efforts.

Ensuring equitable access requires enhanced use of data, especially disaggregated data, to understand where disparities exist in CTE programming. As stated, the local application requires recipients to identify how activities will expand access to CTE for special populations. To appropriately inform these activities, local recipients will be required to review and report program-level data, including disaggregated data on an annual basis. In addition to their Local Application for SFY2021-2024 and the Comprehensive Local Needs Assessments (CLNA) completed prior to SFY2021 and SFY 2023, local recipients will be required to submit a Performance Improvement Plan for all fiscal years where their performance does not meet 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.

Additionally, embedded within the CIPQR are line items that explicitly speak to expanding access for special populations. Applicants must evaluate programming in the following ways:

- Curriculum, instruction, materials and assessments are free from bias, inclusive, and non-discriminatory, 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 IEP or 504 plan, as appropriate.
- The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive, and non-discriminatory.
- Facilities, equipment, technology, and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by

¹ https://www.iccb.org/iccb/wp-content/pdfs/manuals/program_review/ICCB_Program_Review_2017-2021_Revised_6_13_19_FINAL.pdf

meeting Title IX, Americans with Disabilities Act and other accessibility requirements such as the 504 plans.

- Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive, and non-discriminatory.
- Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.

Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations, that may provide supports and programming that supplements CTE and ensures student success, will be leveraged to expand access to and support persistence in CTE programming for special populations through smooth transitions and coordination of services.

iii. What is the criteria used to assess the extent to which the local application under section 134 will support the inclusion of employability skills in programs of study and career pathways? (Section 122(d)(4)(B) of Perkins V)

Extensive work has been completed in Illinois over the past several years around understanding employability skills and how to integrate them into CTE programming. In 2017, Illinois created the 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, workforce representatives and informed by OCTAE's Employability Framework. Personal ethic, work ethic, communication skills, and teamwork were identified by the taskforce as critical elements needed in order to be successful in the workplace. Within each element, actions and behaviors were identified to demonstrate competency. The Essential Employability Skills Framework includes a self-assessment tool designed to assist postsecondary recipients with long term planning and development. Through the self-assessment and accompanying professional learning, this framework supports local CTE programs as they design and integrate employability skills into curriculum and activities. The actions and behaviors identified in the tool serve as a standard for identifying employability skills in the classroom, which is an important step in designing contextualized activities to develop these skills. Specifically, the actions and behaviors outlined in the framework provide a standard to guide the contextualization of employability skills in classroom or work-based activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate deeper contextualization. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure that employability skills are contextualized at all levels and that all students have the opportunity to strengthen these skills.

Building upon the previous work, the Top 10 Cross-Sector Essential Employability Competencies were created and integrated within the College and Career Pathway Endorsement (CCPEs; developed in July 2018, see Appendix M) under the Postsecondary and Workforce Readiness Act (PWR), enacted in 2016. Developed through an iterative process utilizing public-private steering committees. The Essential Employability Skills Framework and the Cross-Sector Essential Employability Competencies are listed below.

Essential Employability Skills Framework	Top 10 Cross-Sector Essential Employability Competencies
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<ol style="list-style-type: none"> 1. Personal Ethic 2. Work Ethic 3. Communication Skills 4. Teamwork 	<ol style="list-style-type: none"> 1. Teamwork and Conflict Resolution 2. Communication 3. Problem Solving 4. Decision Making 5. Critical Thinking 6. Adaptability and Flexibility 7. Initiative and Self-Drive 8. Reliability and Accountability 9. Cultural Competence 10. Planning and Organizing
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As employability skills are a central focus of Perkins V, the ICCB and the Illinois Center for Specialized Professional Support (ICSPS) developed and will continue to offer professional instruction on how to integrate the Essential Employability Skills Framework and Self-Assessment into CTE classrooms and curriculum. CTE practitioners will be able to utilize the framework to assist students in understanding the relevance and importance of these skills becoming career-ready. Recipients will be required to describe in their local application how they will integrate in the Illinois Essential Employability Skills Framework into their CTE programs. Their submitted activities will help inform ISBE's and ICCB's targeted technical assistance in order to share effective practices across the system.

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

ISBE and ICCB use several modes of communication to share information with stakeholders and CTE administrators and practitioners. ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through a weekly emailed Superintendent's Bulletin, and frequently updated social media accounts on Facebook and Twitter that allow for more direct communication with students and parents. ISBE will develop and maintain a listserv of CTE teachers and administrators to provide updates. ISBE will oversee the creation information regarding best practices and provide parent communication strategies. In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed through the agency website and social media accounts. The newsletter highlights exemplary CTE programs, share effective practices, and distribute important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning.

ISBE renovated its CTE webpages in SFY2020 to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the Postsecondary and Workforce Readiness (PWR) Act. The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois. The new webpages will be vetted for language and accessibility to

include special populations defined in Perkins V by relevant stakeholder groups. The new school counselor webpage along with the Student Voices page will focus on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Students and parents can find links on this webpage, to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample PaCE framework, and current career trend data. Secondary and postsecondary representatives can also find links to relevant resources on the school counselor webpage, including links to state policies such as graduation requirements, college and career readiness indicator procedures, dual credit policies, and pathway endorsements.

Students, parents, and representatives from secondary and postsecondary institutions can access ISBE's statewide career guide as a hard copy or in digital format. The digital format will be translated into other languages and accessible through assistive technology to allow expanded access by special populations. The nationally recognized career clusters organize the career guide. For each cluster, information 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. The career guide can be customized to provide a narrower focus on regional or local information and used by school districts or regional entities to share information with their students and communities.

The ICCB's Directory of Programs [website](#) 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, which colleges offer them, the degree or certificate type, and the required number of hours for completion. A Zip Code locator is offered to assist students in finding their local community college. Contact information for the colleges is also provided.

As an on-going effort, communication tools, resources, and professional learning are evaluated for effectiveness, language barriers, readability, and alignment as well as provided in translation. Research-tested messaging and tools, such as those created by Advance CTE, will be utilized, as appropriate, to more effectively reach students and parents. ISBE and ICCB will collect feedback from stakeholders to determine how effectively the existing resources reach educators, school counselors, advisors, parents, and students.

c.ii. 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?

ISBE and ICCB promote collaboration among eligible recipients throughout the development, evaluation, and coordination of career and technical education programs and programs of study and career pathways. Local eligible recipients will collaborate through the completion of their Comprehensive Local Needs Assessment and Local Application. ISBE and ICCB will also provide resources and learning opportunities to further foster collaboration.

Comprehensive Local Needs Assessment (CLNA): All eligible recipients will complete a Comprehensive Local Needs Assessment in collaboration with their secondary and postsecondary partners (e.g. teachers, faculty, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals). The CLNA will be completed every two years starting in SFY2020. Additionally, the following stakeholders will be consulted in the assessment process:

1. Representatives of the State board or local workforce development boards and local or regional industries;

2. Parents and students;
3. Representatives of special populations;
4. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
5. Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
6. Adult Education providers.

The CLNA creates the opportunity for secondary and postsecondary partners to work together to determine how to better serve their communities. The comprehensive local needs assessment will:

- Make certain that programs of study are aligned to and validated by local workforce needs;
- Ensure that local Perkins eligible recipients are serving each learner equitably and are addressing equity gaps, particularly for recruitment, enrollment, retention, and completion;
- Enable eligible recipients to better direct resources toward programs of study that lead to high-skill, high-wage and in-demand occupations;
- Create a platform for coordinating and streamlining existing program review and improvement processes to bring focus to strategic decisions;
- Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs.

Local Application: Following the completion of the CLNA, eligible local recipients, alongside other stakeholders and partners, will complete a 4-Year CTE Application. While secondary and postsecondary recipients will complete and submit separate grant applications, they will be required to complement one another, reducing duplication and addressing the needs identified by the CLNA. Additionally, local applications, although not identical, include all required elements as identified in Sec. 134 of the Act. Local applications must address:

1. the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities that will be supported with Perkins funding, which shall include not less than 1 program of study approved by a State;
3. how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide—
 - a. career exploration and career development coursework, activities, or services;
 - b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and
 - c. academic counseling to students before enrolling and while participating in a CTE program;
4. How the eligible recipient will improve the academic and technical skills of students participating in CTE programs;
5. How the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
6. Work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

7. How the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
8. How the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional learning, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession; and
9. How the eligible recipient will utilize disaggregated data and identify and address disparities or gaps in performance within CTE offerings and across all of its CTE programs.

Supporting Continuous and Meaningful Collaboration:

ISBE and ICCB will support collaborative efforts with the continuation of Perkins V Core Team meetings. Collectively, the entities will create resources, tools, and venues where local recipients can network and partner to create seamless transitions between the two systems. This partnership supports efforts with other partners to create career pathways, including multiple entry and exit points. An example of this type of opportunity includes the Transitions Academy, where postsecondary CTE administrators and faculty and Adult Education administrators and faculty learn about how to develop, implement, and evaluate integrated education and training programs.

c.iii. How will the eligible agency 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?

ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security (IDES) to understand statewide and regional workforce projections and trends. Additionally, ISBE and ICCB 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. Postsecondary CTE is a required partner of WIOA; therefore, local postsecondary CTE recipients will be actively engaged in regional and local WIOA planning processes. In many areas, secondary Perkins recipients are also actively engaged with local workforce boards and may be a part of local WIOA planning. Lastly, ISBE and ICCB will collaborate with the State's Workforce Innovation Board to identify other or emerging in-demand sectors or occupations.

Specifically, Illinois Governor Pritzker's Executive Order 3 calls for the Department of Commerce and Economic Opportunity to review current and potential industries targeted for economic growth and recommend how workforce resources for disenfranchised populations may be improved in communities throughout Illinois. In response, DCEO and the other three state agencies responsible for implementing the federal Workforce Innovation and Opportunity Act (Illinois Department of Employment Security, Department of Human Services and the Illinois Community College Board) and representatives of the Illinois Workforce Innovation Board have identified evidence-based practices and models as well as innovations in Illinois and other states that held promise for achieving our workforce and job creation goals and serving disenfranchised populations. As a part of the *Action Agenda for Workforce Development and Job Creation* (the response to EO3), ISBE and ICCB will focus on the expansion of dual credit and integrated education and training,

especially as these offerings align to labor market needs as strategies to achieve the goals laid out in the Action Agenda.

While ISBE and ICCB will make an initial assessment of the extent to which local programming is addressing workforce needs through the review of the four-year local applications and submission of programs of study for approval, various other review processes are in place to ensure labor market alignment is maintained, including, but not limited to: the CLNA and the ICCB Program Review process.

c. iv. 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?

Promoting Equal Access through Professional Learning

Local recipients will be required to address, in their Local Application and the Program of Study approval process, how their approved CTE programs of study and activities assisted under this Act will ensure equal access for special populations students. The activities described in their local application will be driven by the results of the Comprehensive Local Needs Assessment. Professional learning opportunities will be provided to the local recipients based on a statewide analysis of performance of special populations and informed by the gaps identified in the Comprehensive Local Needs Assessment to reduce barriers and expand access for special populations.

ISBE and ICCB will promote equal access to approved CTE programs of study and activities for special populations students. All activities will be driven by evidence-based strategies. ISBE and ICCB will leverage resources made available from the National Alliance for Partnerships in Equity (NAPE), Association of Career and Technical Education, Advance CTE, and the Center for Law and Social Policy, among others. ISBE and ICCB will contract and consult with these groups as needed to provide professional learning and technical assistance on an on-going basis to local recipients. In addition to research and strategies identified by these national non-profit groups, ISBE and ICCB will contract with various state universities to conduct research on strategies that will ensure equal access to approved CTE programs. University contractors will provide professional learning and technical assistance to local programs.

While ISBE and ICCB will deliver targeted professional learning and technical assistance, they will collaborate with other partners to develop tools and resources to assist all local recipients in achieving equitable access and outcomes for special populations. Examples of such resources include:

- Program Quality Rubric: ISBE's Program Quality Rubric explicitly speaks to expanding access for special populations.
- Special Population Recruitment and Support Strategies Briefs (will be updated with current research and new special populations as defined by Perkins V).
- Civil Rights resources specific to access: ISBE and ICCB provide coordinated but distinct resources and professional development to accommodate each audience. To ensure coordination, both agencies contract with ICSPS to support the onsite civil rights review process, develop and maintain websites, and provide professional development.
 - ICCB maintains ilcivilrightsreview.com 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 development and technical assistance to the colleges on the relevance of the civil rights review process.
- ISBE maintains ilequity.com, which provides tools and resources for school districts to assist in complying with the federal civil rights laws, promoting equitable learning environments, and understanding accessibility. In addition, ISBE presents this information at relevant conferences and meetings to ensure the message of civil rights compliance is understood.
- Both agencies provide technical assistance for LEAs engaging in the process as well as a self-assessment for institutions seeking awareness.
- Resources to assist local recipients strengthen transition points for individuals with disabilities to and through postsecondary education and employment.

ISBE and ICCB will *ensure* equal access through monitoring and technical assistance procedures.

Equitable Funding Strategies

In SFY2018, Illinois Public Act 100-0465 or the Evidence-Based Funding (EBF) for Student Success Act was signed into law. This law comprehensively changed the way that school districts receive the bulk of their state funds. EBF sends more resources to Illinois' most under-resourced districts. EBF demonstrates a new mindset for understanding the relationship between equity, adequacy, and student outcomes by connecting student and school characteristics to funding needs. Increased funding provided to districts furthest away from financial adequacy through the implementation of EBF will best ensure expanded access to CTE activities through the ability to provide accommodations, special programming, curriculum enhancements, and other supports to allow for equal access to CTE activities. EBF considers metrics involving special populations to determine the financial need of a district into funding opportunities that are offered for CTE.

c.v. How will the eligible agency coordinate with the State Workforce 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?

ISBE and ICCB representatives are active members on the Illinois Workforce Innovation Board (IWIB). This integration allows for strategic alignment with business-driven IWIB initiatives. Coordination will continue to occur in the following ways:

1. Perkins V and WIOA planning workgroups have intentionally worked to align goals, strategies, and activities with staff serving across both sets of workgroups.
2. The IWIB may identified priority (leading or emerging) sectors or other unmet occupational needs. These identifications may inform ISBE and ICCB for consideration of targeted funding.
3. ISBE and ICCB will coordinate with the IWIB on guidance for local recipients as they align Perkins and WIOA plans.
4. ISBE and ICCB will collaborate with the IWIB on establishing any joint competitive grant opportunities for local recipients to achieve our common goals or priorities (e.g. work-based learning, dual credit, etc.)

c. vi. How will the eligible agency 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?

Comprehensive Local Needs Assessment

Collaboration among secondary schools, postsecondary institutions, and employers is essential in providing opportunities for learners to gain experience in, and understanding of, all aspects of an industry aligned with career goals. The foundation that ISBE and ICCB will use to support LEAs in establishing or deepening these collaborations is the Comprehensive Local Needs Assessment (CLNA). The structure of the CLNA provides a framework to help guide effective and meaningful collaboration among secondary schools, postsecondary institutions, and employers. This framework requires LEAs, EFEs, and community colleges to have guided discussions with local employers, Adult Education providers, members of special populations, among other required stakeholders, to complete a thorough assessment of their local education and workforce needs.

Braiding of Funding to Support Local Collaboration

ISBE and ICCB have strong partnerships with education and workforce programs carried out by other state agencies. Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) have and will continue to support the local the collaboration of postsecondary CTE and adult education providers to develop, implement, and scale Integrated Education and Training programs. These programs developed with employer partnerships are the core. Additionally, ISBE and ICCB are exploring another competitive grant opportunity with the Department of Commerce and Economic Opportunity (administrator for WIOA Title I) to support the partnerships of secondary CTE, postsecondary CTE, and local workforce boards, inclusive of business and industry, to develop and implement career exploration, work-based learning opportunities, dual credit opportunities that are aligned to in-demand, high-skill, high wage occupations, and mentorship. This initiative would allow local partnerships to choose from a menu of options to fit the needs of their local communities.

Technical Assistance through Development of Local Resources

ISBE and ICCB will continue to develop resources to be used locally to support meaningful collaboration so that students can be provided with experience in, and understanding of, all aspects of an industry. Documents developed thus far through collaborative efforts by ISBE, ICCB, and relevant employer stakeholder groups to support and guide collaboration among secondary education, postsecondary institutions, and employers include:

- ***Advisory Committee Guidebook:*** ISBE and ICCB has set forth the expectation that an advisory committee, which includes local employers and other relevant stakeholders, including community-based organizations and students, inform all CTE programs of study. This guidebook was developed by the Illinois Center for Specialized Professional Support in coordination with ICCB to provide guidance for CTE programs as they work to improve their advisory committees.
- ***Career Pathway Dictionary:*** Career pathways in Illinois are administered by a variety of private, state, and local entities; and thus, several state education and workforce committees, including an extensive base of stakeholders, developed agreed-upon definitions to ensure alignment across agencies, legal frameworks, and initiatives. This document consists of four main components: 1) Introduction, which provides a detailed background of the intent behind this work as well as the research and refinement processes that resulted in the included definitions; 2) Illinois State

definition for Career Pathways; 3) Illinois State definitions for elements within a career pathway program or system; and 4) Appendices containing related policy frameworks and definitions.

- ***Career Development Experience Toolkit (in development):*** The purpose of the CDE Toolkit is to: 1) Establish expectations for implementing high-quality, rigorous work-based learning experiences that prepare young people to be college and career ready through the development of Essential, Entrepreneurial and Technical Employability Skills; 2) Provide guidance, tools, and frameworks to offer a Career Development Experience, which is a required component of the College and Career Pathway Endorsement framework and in the State's Every Student Succeeds Act (ESSA) as a College and Career Readiness Indicator; and 3) Highlight best practice examples of how organizations are accomplishing this on-the-ground and spark thinking for other communities on how these examples might be modified to fit into their own unique context
- ***Counselor Resources:*** ISBE's School Counselor webpage includes a focus on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. This webpage is focused on providing resources specifically for secondary and postsecondary representatives, including links to state policies such as graduation requirements, college and career readiness indicator procedures, dual credit policies, pathway endorsements, work-based learning and apprenticeships.
- ***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. Both ISBE and ICCB are committed to the alignment of curriculum offerings.

For Consideration:

- Can this survey be added to the 5Essentials survey with data added to the ISBE School Report Card?
- What items should this survey include?
- If it is not added to the 5Essentials, how should this survey be administered?

Professional Learning and Facilitated Networking Opportunities

- ***Connections Conference:*** ISBE in increased collaboration with ICCB, sponsors an annual practitioner focused statewide conference with the goal of engaging teachers and paraprofessionals in sharing evidence-based effective practices to improve CTE classroom instruction. Conference activities provide high-quality, research-based professional learning opportunities, appropriate for secondary career and technical education educators, administrators, and counselors, as well as postsecondary faculty. In addition, the conference includes strands for grade 5-8 teachers in the form of career-connected exploration. Conference sessions and presentations support the purpose and intent of Perkins V and provide learning that expands and improves the knowledge, content, and skills to enhance secondary and postsecondary career and technical education pathways, as well as the goals and objectives of the Illinois Every Student Succeeds (ESSA) Plan, Perkins V, and the Illinois Workforce Innovation Opportunity Act.
- ***Forum for Excellence:*** The Forum for Excellence is Illinois' premier Career and Technical Education (CTE) and Adult Education (AE) professional learning event is sponsored by the Illinois Community College Board and hosted by the Illinois Center for Specialized Professional Support (ICSPS), the Southern Illinois Professional Development Center (SIPDC), and the Central Illinois

Adult Education Service Center (CIAESC). The Forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Sessions are selected by ICCB and serve as a launch to the year's professional development delivered through the Professional Development Network. The annual conference supports postsecondary and secondary administrators including but not limited to: EFE System Directors, Superintendents, Principals, secondary and postsecondary Perkins Directors/Coordinators, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, and workforce partners. The conference strives to build the foundation of partnership, showcasing local, regional and national models that impact and improve opportunities for all students to have equitable access to high quality CTE programs.

- ***Illinois Career and Technical Education Innovative Curriculum Resources Project (ICRP):*** ISBE utilizes state leadership funds to provide curriculum resources and supports for CTE teachers through the continuation of the Illinois CTE Innovative Curriculum Resources Project (ICRP) to facilitate and coordinate career and technical and resources to secondary CTE teachers and programs. Additionally, resources will be developed for career and guidance counselors to assist students with career exploration and preparation, as well as development of career plans for CTE students. The ICRP program objectives supports: a.) statewide coordination of CTE programs and career awareness and development initiatives b.) statewide provision of new curriculum materials for CTE programs to include alignment with the Illinois Learning Standards, incorporating English language arts, mathematics, and science (The Next Generation Science Standards), and c.) maintain the [Illinois CTE website](#) for Illinois CTE educators.
- ***Illinois Association for Career and Technical Education:*** Through state leadership grant funds ISBE supports the efforts of the Illinois Association for Career and Technical Education (IACTE). IACTE provides unified, visionary leadership to advance and promote all aspects of career and technical education. IACTE provides an annual CTE conference, which is jointly planned by the IACTE affiliates. Leadership Training is provided to the IACTE Board and IACTE Affiliates on a yearly basis. Professional learning helps all CTE educators as they prepare their students for today's cutting-edge, rigorous and relevant careers in a wide range of high-wage, high-skill, high-demand careers. Furthermore, IACTE hosts an annual New and Nearly New CTE Teacher Workshop.
- ***Illinois Transitions Academy:*** The Transitions Academy is designed to assist program teams working towards developing Bridge and ICAPS (Integrated Career and Academic Preparation System)/IET (Integrated Education and Training) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS/IET models, Illinois Bridge/Pre-IET programs, and Illinois Programs of Study. The Transitions Academy provides technical assistance, online and in person professional development and product development to support programs as they work to develop, scale and improve their ICAPS/IET programs. The Illinois Transitions Academy is hosted through the partnership between the Southern Illinois Professional Development Center (SIPDC) and the Illinois Center for Specialized Professional Support (ICSPS) and supported by the Illinois Community College Board.
- ***CTE Professional Development Network:*** The Professional Development Network serves as a platform for regional collaboration amongst, community college CTE administrators, coordinators, and faculty, EFE system directors and all Perkins Professionals. The intent is to ensure that community college career and technical programs continue to focus effectively on

student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.

Among these specific statewide professional learning events, ICCB and ISBE both contract with the ICSPS to provide practical, evidence-based professional learning for Perkins Professional including administrators, teachers, faculty, counselors, academic advisors and personnel providing career and technical education instruction. Special Populations focused events include the CTE Counseling Academy, Postsecondary Special Populations Academy, Nontraditional Occupations Summit, regional workshops, and local targeted professional learning. Professional learning focuses on specific topics including but not limited to universal design, programs of study development, addressing bias in the classroom, the Essential Employability Skills Framework (Appendix O), identifying and supporting students with Autism Spectrum Disorder (ASD) in the CTE classroom, and other topics relevant to equity in CTE. In addition, as part of the CTE Professional Development Network, Perkins professionals are invited to participate in a variety of webinars on topics that are identified by state leadership and through evaluations to ensure effective educator professional learning. ICCB also commissions ICSPS to lead the monthly CTE Learning Community providing a platform for networking through local effective practice and shared implementation strategies. Additionally, the ICCB supports evidence-based research through its contract with OCCRL to assist colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.

c.vii. How will the eligible agency 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)

Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjustment performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities.

To assist local recipients in improving outcome and reducing performance gaps, including for those who are members of special populations, ICCB and ISBE will provide professional learning and targeted technical assistance. The professional learning and targeted technical assistance strategies are described in Section iv above.

d. How does the eligible agency 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)

The Dual Credit Quality Act legislates dual credit in Illinois. As amended, effective January 1, 2019, the Act 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.

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

To build upon the system's success in dual credit, ICCB and ISBE plan to expand dual credit utilizing the following strategies:

- ***Enhance high-quality credentialing opportunities:*** The continued expansion of stackable credentials (short-term certificates embedded in longer-term certificates and degrees) and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.
- ***Advance Higher Education Equity through Dual Credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Through improved student data tracking and analysis, ISBE and ICCB will identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts. Furthermore, this allows the system to expand access to dual credit courses, ensuring a diverse and representative student body and workforce for high skill, high wage in-demand occupations. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. Overall, this strategy lends itself to ensuring that all students have access to dual credit, especially in smaller and low-income districts.
- ***Expand employer engagement and the use of labor market information to prioritize dual credit offerings:*** Community colleges serve the local workforce needs of their community. To do this, community colleges work directly with employers, utilize labor market data to develop and enhance programming, and rely on program advisory committees made up predominantly of employers, to guide curriculum development and evaluation. Employer partnerships are critical to ensure programs meet local labor market needs and provide the technical expertise necessary to be successful in today's evolving workforce. By enhancing these efforts, the agency and the system can focus dual credit programming more directly on in-demand industries.
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Across dual credit, but particularly within the context of equity, it is essential to understand the factors that contribute to student success in dual credit courses. By focusing on student success, both through a disaggregated lens and in-demand career fields, curricular adjustments, student supports, and overall programmatic enhancements can be implemented. The ISBE and ICCB connect de-identified dual credit student data via Illinois Longitudinal Data System (ILDS) efforts and will continue and expand this effort to measure impact of dual credit via student success outcomes such as persistence, retention, and graduation rates.
 - ICCB and ISBE will provide competitive grant opportunities provided through Perkins Leadership funding to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

e. 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)

CTE Program Planning and Development

- By the end of SFY 2020, ISBE and ICCB will have developed at least four program of study models available for adoption by school districts and community colleges. Stakeholders, including CTE teachers, administrators, career guidance and academic counselors, alongside business and industry representatives, were involved in the creation of these models. For SFY2021-2024, additional program of study models will be developed in coordination with these stakeholders.
- ISBE has developed a CTE advisory committee to include student and parent participants, including, but not limited to members of the Student Advisory Council, student leaders from CTSOs, students nominated for the Illinois CTE Presidential Scholar, and students and parents of special populations to provide feedback in the planning, development, implementation, and evaluation and ongoing improvement of its career and technical education programs at the Statewide-level.
- Local education agencies, including school personnel, students, and families currently participate in the Illinois [5Essentials Survey](#) or another state approved alternative survey. This 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 to assist with further planning and development.

CTE Program Implementation

- ISBE and ICCB will provide technical assistance and develop resources to encourage and foster local engagement among these stakeholders in the implementation of CTE programs. The Advisory Committee Guidebook created by the ICCB is an example of a resource that assists local community colleges in engaging business, industry, and labor organization representatives, in addition to other stakeholders such as career guidance and academic counselors, community-based organizations, and secondary institutions in the implementation of CTE programming. Regional and local professional development has been conducted to support LEA's as they work to improve their advisory committees.
- ISBE has developed a CTE advisory committee to provide feedback in the planning, development, implementation, and evaluation of its career and technical education programs including the development of the Perkins State plan (Appendix N).

CTE Program Evaluation

- Through ICCB's Program Review Process, the ICCB created the Program Review Advisory Committee, which is made up of college administrators, faculty, and a student. The Program Review Advisory Committee 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 development, 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. One specific recommendation of this committee moving forward will be to institute a faculty peer-review system of program evaluation across the community college system. Employers, community members, students, and other stakeholders are engaged through the program review process at their respective institutions. Resources, such as the *Creating a Space for Student Voice in Advancing Program Review*¹, will be developed to assist local recipients in engaging key stakeholders in the evaluation of CTE programs.

- ISBE and ICCB will create a variety of resources to encourage and foster local engagement among these stakeholders in the planning, development, implementation, and evaluation of CTE programming. A specific example includes the CTE Networking Directory, an online directory of secondary and postsecondary CTE administrators, local workforce board staff, adult education administrators, and organizations that support groups such as veterans and individuals with disabilities. This directory will allow for the connection of various stakeholders to foster collaboration on CTE program development, implementation, and evaluation. In addition, professional development around stakeholder engagement building from the work of the Advance CTE Stakeholder Engagement tool is being implemented in Illinois.
- Starting in FY21, additional CTE related questions will be added to the 5Essentials Survey to allow for improved data collection and analyzed to provide a more comprehensive picture of the school-based environment, producing an individualized report for each school. The survey, based on more than 20 years of research by the University of Chicago Consortium on School Research, focuses on five domains including, effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction. Survey results will allow LEAs and ISBE data to determine strengths, weaknesses, and implications of programming.

f. Copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

Secondary Local Application- Appendix P

Postsecondary Local Application- Appendix Q

g. 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.

Comprehensive Needs Assessment Template and Guidelines – Appendix R

1. ¹ <https://occrll.illinois.edu/docs/librariesprovider4/program-review/student-voice-brief.pdf>

h. 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.

The ISBE and ICCB jointly defined the following terms for size, scope, and quality. The proposed definition for size, scope, and quality and its elements will apply to all eligible recipients, secondary and postsecondary, unless specifically noted. The definitions are as follows:

Size

- Local recipients must implement and offer at least one state approved CTE Program of Study in one of the nationally recognized 16 career clusters.
- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information. Size of programs should be informed by labor market need.
- Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.
- Postsecondary recipients: must follow local board policies on class size.

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

Scope

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

- a. incorporates challenging State academic standards;
- b. addresses both academic and technical knowledge and skills, including employability skills;
- c. is aligned with the needs of industries in the economy of the State, region, Tribal community or local area;
- d. progresses in specificity;
- e. has multiple entry and exit points that incorporate credentialing; and,
- f. culminates in the attainment of a recognized postsecondary credential.

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

Quality

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

Programs of Study:

1. Are informed by external stakeholders, including but not limited to secondary partners, postsecondary partners, business and industry, local workforce boards, adult education providers, and community-based organizations through advisory committees. Advisory Committees must meet, at minimum, on an annual basis.
2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g. Academic Standards, Accreditation bodies, and professional and licensing standards) the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided opportunities for comprehensive professional learning (e.g. ISBE Licensing Requirements, Accrediting standards, ICCB Administrative Rules).
6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g. Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, other course or program evaluation methods)
8. Are offered in appropriate facilities using current technology and equipment.
9. Secondary: Align with or supports the graduation plan/pathway plan for each student that identifies recommended academic and technical courses, which connect to postsecondary education.
10. Postsecondary: Include other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.)

3. Meeting the Needs of Special Populations

- a. **Describe the eligible agencies program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. **will be provided with equal access to activities assisted under this Act;**
 - ii. **Describe how the eligible agency will provide program strategies for special populations, including a description of how individuals who are members of special populations will not be discriminated against on the basis of status as a member of a special**
 - iii. **will be provided with programs designed to enable individuals 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;**

- iv. **will be provided with appropriate accommodations;**
- v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.**

ISBE and ICCB recognize the importance of equity, diversity, and inclusion in all aspects of the educational experience. Illinois also acknowledges that marginalized students, such as students of color and special populations learners as defined in Perkins V, have not had equitable access to, or participation in, educational programming, including CTE. CTE courses and programs must be offered equitably to ensure discrimination does not occur. CTE programs must provide access with appropriate accommodations for ALL students. Illinois in coordination with its equity partners like ICSPS, will continue to develop resources and provide technical assistance to support special population students so they may have equitable access to participate in CTE programming.

Special Populations, as defined by the Act include:

1. *Individual with Disability*

- A. In general – the term “individual with disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101))
- B. The term “disability” means with respect to an individual with...
 - i. a physical or mental impairment that substantially limits one or more of the major life activities of such an individual,
 - ii. a record of such an impairment, or
 - iii. being regarded as having such an impairment. (The term “impairment” does not include characteristics of or predisposition to illness or disease.)

2. *Individuals from Economically Disadvantaged Families, including low income youth and adults* – to such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Secondary level identification may be made by the following criteria:

- a. Eligibility for free or reduced-price school lunch
- b. Eligibility for participation in programs assisted under the Workforce Investment Act
- c. Eligibility for TANF/public assistance funds
- d. Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois

Postsecondary level identification may be made by the following:

- a. Recipient of a Pell Grant or comparable State program of need-based financial assistance
- b. Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois
- c. Participant or participant’s family is a recipient of public assistance
- d. Participant is eligible for participation in programs assisted under the Workforce Investment Act

3. *Individuals Preparing for Nontraditional Fields* – The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

4. ***Single parents, including single pregnant women:*** unmarried or legally separated from a spouse *and* has a minor child or children for which the parent has either custody or joint custody or is pregnant.
5. ***Out of Workforce Individual:***
- A. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
 - B. An individual who –
 - i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - iii. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
6. ***English Learners*** – The term “English learner”, when used with respect to an individual, means an individual -
- i. who is aged 3 through 21
 - ii. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - iii. who was not born in the United States or whose native language is a language other than English;
 - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - b. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - iv. who is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - v. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
 - a. the ability to meet the challenging State academic standards;
 - b. the ability to successfully achieve in classrooms where language of instruction is English; or
 - c. the opportunity to participate fully in society.
7. ***Homeless Individuals:*** described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)
8. ***Youth who are in, or have aged out of, the foster care system:*** is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
9. ***Youth with a parent who:***
- a. is a member of the armed forces (as such is defined in section 101(a)(4) of title 10, United States Code); and
 - b. Is on active duty (as such term is defined in section 101(d)(1) of such title).

For each identified special population, ISBE and ICCB will support the following strategies to assist secondary schools and community colleges in providing equitable access and participation.

Individuals with Disabilities

1. *Providing Appropriate Accommodations:* ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional development to local recipients on providing appropriate accommodations for students with disabilities so they may equitably access and participate in CTE programming. One method to ensuring equal access to educational opportunities is through the civil rights review process, as mandated by the U.S. Department of Education, Office for Civil Rights Methods of Administration (MOA) program. ISBE and ICCB both have coordinated but distinct resources and professional development to accommodate each audience. To ensure coordination, both agencies contract with ICSPS to support the onsite civil rights review process, develop and maintain websites, and provide professional development. ISBE and ICCB both maintain websites providing tools and resources for schools and districts to assist in complying with federal requirements and promoting equitable learning environments for all students. Through the review process, ISBE and ICCB separately identified common trends that create obstacles, which prevent appropriate accommodations for all students. Both agencies provide technical assistance for LEA's engaging in the process as well as a self-assessment for institutions seeking awareness.
2. *Facilitating Transitions to and through Postsecondary Education and Employment:* In the past, ISBE and ICCB have made a concerted effort in ensuring individuals with disabilities have access to CTE programming and activities by providing appropriate accommodations. While, ISBE and ICCB will continue these efforts, we will also be turning our focus to support individuals with disabilities in their transition to and through postsecondary education and employment. With individuals with disabilities transitioning to higher education and entering employment at much lower rates than individuals without disabilities, supporting these transition points are crucial to their success. ISBE and ICCB will coordinate with the Department of Vocational Rehabilitation and the Department of Commerce to ensure high schools and community colleges are collaborating closely with local providers that provide support for individuals with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB, utilizing many strategies identified in the *U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*¹, will focus on providing support to local recipients in order to increase opportunities for individuals with disabilities to participate in career exploration, dual credit, work-based learning opportunities, and additional educational and training opportunities.

Low-Income Youth and Adults

1. *Providing broader flexibility to support students in overcoming barriers:* Starting in SFY20, ISBE allows 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 career and technical education, including those

¹ <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations. The ICCB has traditionally allowed flexibility in providing limited direct student support. Additional flexibility will be afforded to the colleges moving forward, in alignment with the spirit of the law. Examples of what local funding can support include:

- Textbook loan libraries,
 - Transportation,
 - Childcare,
 - Supplies (e.g. uniforms, required tools and supplies, etc.), and
 - Accommodations.
2. *Expansion of 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, providing additional barriers and disincentives for low-income students to participate. Apprenticeships, which require a paid component and culminate in an employment opportunity, are growing in Illinois. ISBE and ICCB will continue to support the development and growth of high-quality youth and registered apprenticeships¹ available to students in high school and college, particularly prioritizing support for low-income students or students who have been traditionally underserved in this type of programming.
 3. *Expansion of Open Educational Resources:* Through the availability of customizable recruitment materials like the career guide and access to high quality, standards aligned, open educational resources (OER), ISBE supports LEAs in their efforts to recruit and provide equitable access to students in special populations. ISBE and ICCB will continue to develop and support professional learning opportunities related to the process through various avenues, i.e., the creation of OER materials, annual statewide leadership conferences, webinars, websites, and other means as determined appropriate.

Individuals Preparing for Nontraditional Fields

1. *Advancing Gender Equity:* Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Providing support for these individuals is critical to increasing access to high-wage career opportunities for women 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 aggressions², stereotype threat³, and effective practices for recruiting and retaining students preparing for

¹ An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL, which includes the five required components: 1) Business Involvement; 2) Structured On-the-Job Training; 3) Related Instruction; 4) Rewards for Skill Gains; and 5) Industry Credentials. See the Career Pathway Dictionary for more work-based learning definitions: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>

² Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to individuals 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. [1]

³ Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one’s group applies” (Steele and Aronson, 1995). According to stereotype threat, members of a marginalized group

nontraditional careers. Professional development will be available for school counselors and other educators to assist in understanding the nontraditional fields and the recruitment and retention of students into these fields. Retaining students in nontraditional fields is particularly important for advancing gender equity, whereas gendered career selection has been proven to exacerbate the existing pay equity gap.

Single parents, including pregnant women and parenting teens

1. *Access to Affordable and Flexible Supports, including childcare:* Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming. ISBE and ICCB will continue to support professional development to local recipients on how to assist these students in overcoming barriers to participation. Specifically, community colleges should provide upfront information about assistance related to childcare services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs. Colleges should also connect 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:* ISBE and ICCB will support the development of stackable credentials and short-term certificates to accelerate the education and training necessary to gain meaningful employment. These opportunities should transition easily to additional stackable credentials, so that individuals may advance within a career pathway. ISBE and ICCB will support strategies to improve work-based learning and support services for these individuals.
2. *Integrated Education and Training:* For out-of-workforce individuals without a high school diploma or its equivalency, students work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model — supplemented by support courses, 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.

English Learners

1. English learners will be provided appropriate accommodations and must not be barred access or participation in CTE programming or activities due to the lack of English Language Skills.
2. *Innovative Program Models that Accelerate Learning:* The ICCB supports innovative programming to address the needs of English Learners. Some colleges have delivered

acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

curriculum in a bilingual manner to accelerate the time it takes for English Learners to complete ESL and CTE coursework.

Individuals Experiencing Homelessness

1. *McKinney-Vento*: In accordance with the McKinney-Vento Act ISBE has established 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.
2. *Addressing Food and Home Insecurity*: The ICCB will utilize evidence-based research to provide technical assistance to community colleges on serving students who experience homelessness, including those detailed in a report by the Institute of Education Sciences¹. Additionally, food insecurity among college students is growing at an alarming rate. Research has indicated as high as 56% of college students, particularly those enrolled in community colleges, are facing food scarcity on a daily basis². The ICCB will assist community colleges in collaborating with local resources, such as the SNAP Employment and Training program through the Department of Human Services, to expand access of federal food assistance benefits to college students participating in CTE programs.

Youth who are in, or have aged out of the foster care system

1. *Utilizing Evidenced-Based Practices to Support Foster Youth*: Youth who are in, or have aged out of the foster care system are a new subpopulation to the special populations identified by Perkins V. With Illinois having the third highest rate of foster youth aging out of the system³, ISBE and ICCB aim to employ strategies through this State Plan to increase education and employment opportunities for this population. Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. While 86 percent of foster youth indicate that they want to attend college, only three percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated⁴. To understand how to better support this population, the ICCB contracted with OCCRL in SFY2019 to conduct an environmental scan to understand the extent to which foster youth (or former foster youth) participate in postsecondary education, including CTE programming in Illinois. Stemming from the environmental scan, OCCRL will conduct an exploratory study on support services and student experiences of former foster youth in community college programs of study. These data will inform statewide planning efforts, strategies, and resource investment moving forward and will be shared with the community college CTE community.

Youth with a parent who is a member of the armed forces and is on active duty

¹ <https://ies.ed.gov/blogs/research/post/a-new-research-spotlight-on-educating-highly-mobile-students>

² Government Accountability Office. (2018). *Food insecurity: Better information could help eligible college students access federal food assistance benefits*.

³ Foster Progress (n.d.). Retrieved from: <http://www.foster-progress.org/>

⁴ Foster Progress. (n.d.). Retrieved from: <http://www.foster-progress.org/>

1. Provide guidance to LEA and EFEs on supports for these students as they move from school to school

Other Overarching Strategies to Meet the Needs of Special Populations Students

Universal Design for Learning

Strategies to enhance teacher competency in Universal Design for Learning (UDL) will be prioritized for funding opportunities offered for CTE. UDL is a research-based set of principles that guide the design of learning environments to be accessible and effective for all. The goal of UDL is to remove any barriers to learning through multiple and flexible instructional strategies. The UDL framework encourages teachers to present information in multiple ways, to allow students multiple ways to demonstrate their learning, and to utilize a variety of methods to motivate students. Professional development and training for faculty and administrators will begin this year to help implement UDL in teaching and learning practices across Illinois. Beginning in SFY2020, ISBE will develop guidance documents for local recipients related to the implementation of UDL for CTE program areas in partnership with UDL experts, special education staff, English Learner staff, disability access coordinators, teachers, and industry professionals. Professional instruction on how to integrate UDL into program design will also be provided regionally for teachers, counselors, faculty, student service personal, and administrators. To model continuous improvement, ongoing review of the professional learning needs regarding UDL will be conducted as part of the continuous improvement process and revisited annually to guide the development of new resources as referenced in the strategies to achieve our state goals.

ISBE will focus on improving instruction, accessibility, and outcomes through three main frameworks and in accordance with the stipulations provided in the Perkins V Act: Universal Design for Learning (UDL), multi-tier systems of support including response to intervention (RtI) and Positive Behavioral Interventions and Support (PBIS), as well as differentiated instruction. A variety of professional development and resources are currently available to teachers on ISBE's website and through in-person trainings for implementing all three frameworks, which provides educators multiple strategies to ensure all students can access content and represent their understandings in multiple ways. Strategies to develop teacher competency in these three areas will be prioritized for funding opportunities offered for CTE. Professional learning for CTE staff at ISBE and ICCB related to these three frameworks will be encouraged for all and required for those staff members developing the guidance documents and providing support.

Evidenced-Based Funding

The implementation of Evidence-Based Funding (EBF) is one strategy to enhance expanded access to CTE activities through increased ability to provide accommodations, special programming, curriculum enhancements, and other supports to allow for equal access to CTE activities. EBF increases funding provided to districts with high needs, as it considers metrics involving special populations to determine the financial need of the district. Equity, adequacy, and student outcomes

clearly relate through this funding structure to send more resources to Illinois' most under-resourced students.

Professional Learning and Resource Development

ISBE and ICCB will continue to collaborate with ICSPS which creates, supports, and delivers professional development for career and technical professionals across Illinois. ICSPS completed research on new and innovative strategies regarding the following elements: accommodating special populations students in work-based learning opportunities including apprenticeship programs and adapting instructional materials and equipment for English language learners and learners with disabilities. The aforementioned research resulted in resources on how to provide appropriate accommodations and continues to be a focal point for professional learning opportunities, guidance documents, and other dissemination initiatives. Additionally, ICCB and ICSPS created the Special Populations Support Super Strategy documents (Appendix S). These expanded documents outline specific, research-based methods to improve special population recruitment and retention efforts, as well as provide strategies for accommodating all special populations students as identified in Perkins V. Both ICCB and ISBE will deliver professional development in the form of webinars and face-to-face trainings and provide technical assistance through ICSPS on support strategies for recruiting and retaining special populations students, understanding the civil rights review process, and assisting LEA's in understanding the difference between accommodations and modifications in supporting students. Additionally, the ICCB will support continued research conducted by the Office for Community College Research and Leadership (OCCRL) on improving equity for students and college practice.

ISBE and ICCB will increase efforts around the CTE Counseling Academy, a three-part professional development series where counselors, advisors, and other student support professionals learn the value of CTE and strategies for supporting and expanding opportunities for special populations students. The CTE Counseling Academy was developed in response to research findings that counselors were the largest touch point with students and had the greatest potential for impact. This professional learning series highlights the inclusive nature of CTE and provides participants with strategies to support members of special populations. Typically, these individuals are on the frontline of providing students with assistance, but are oftentimes unaware of available supports. This series ensures that all special populations students are provided equitable access to programs and services, free from discrimination.

Utilizing Data to Improve Equitable Access

ISBE and ICCB will encourage the use of a data-driven approach for creating programs of support for students. ICCB requires colleges to provide information on activities that prepare special populations students enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to employment. Colleges are required to use designated accountability measures to evaluate performance. If the college's individual levels fall below ICCB's required level, the college must develop and submit a performance improvement plan. By identifying specific demographics within all special population categories that are impacting overall

performance, the college can develop targeted activities to improve performance. Through the performance improvement plan, as well as the comprehensive local needs assessment, colleges will be able to invest local funding to assist special population students in overcoming barriers to success.

Work-based Learning Opportunities in Integrated Settings

Work-based learning, as defined in the *Career Pathway Dictionary* provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

This section will include a definition of work-based learning opportunities, integrated settings, and integrated employment once those are clearly defined and explored further. The section will also include discussing current challenges for special populations that provide obstacles to obtaining these experiences.

4. Preparing Teachers and Faculty

- a. 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)**

There are many unfilled positions throughout Illinois schools. These unfilled positions are documented in ISBE's annual Educator Supply and Demand report as far back as the year 2000. *Teach Illinois*, a partnership between ISBE and the Joyce Foundation, was established to investigate and report out the contributing issues and work toward more sustainable practices. The Teach Illinois collaboration of key stakeholders and collection of focus group data produced seven recommendations with implications for teacher preparation, collaborations, initiatives to be developed, and teacher leader development.

Recruiting, retaining, and supporting strong teachers and faculty is critical to the success of high-quality CTE programs. Decisions about which programs are offered in a high school, college, or area technical center are less and less determined by student interest and labor market demand but more so dependent on available and qualified teachers and faculty. States play a very important role in supporting and to establishing peer-to-peer relationships and mentorships to help CTE instructors improve their practice. States can establish alternative certification pathways to provide flexibility for schools to recruit industry experts as either adjunct or full-time instructors. They can also encourage the re-certification or dual certification of existing instructors so they are prepared to teach high demand CTE subjects. The policies can be structured to ensure that industry experience is valued in hiring and in compensation.

A few of the Teach Illinois recommendations relate specifically to career and technical education. Elevating the teaching profession through a statewide campaign (Teach Illinois Recommendation 1) is essential to addressing state shortages, particularly in the field of career and technical education, where teachers who do not complete typical preparation programs are often seen as inferior to those teachers who do. To accomplish

these goals, Illinois has developed a task force to guide the State's development of strategies for recruiting prospective teachers and promoting teaching as a career. In conjunction with the taskforce the State is exploring unique pathways (Teach Illinois Recommendation 2) to licensure in career and technical education, which may include implementing an educator career pathway as a recruitment tool for prospective teachers who are currently in high school, include increasing the prestige of the license by using it as a pathway to the professional educator license and exploring avenues for emergency approvals in career and technical education to allow districts, that face shortages, greater flexibility in utilizing qualified teachers.

Recruitment and preparation of teachers

Career and Technical Education in Illinois continues to experience an annual educator shortage as evidenced by unfilled positions and even CTE program closures due to a district's inability to find a qualified educator. Multiple entities that partner with ISBE have attempted to address these shortages through recruitment and retention efforts. These entities comprise the career and technical educator professional organizations, regional career and technical education consortiums, and postsecondary partners.

These efforts include competitive grants for postsecondary institutions related to recruitment efforts, a pathway-specific shortage task force, participating in national consortiums focused on the shortage, grants that support CTE teacher salaries, new teacher induction programming and mentoring, and small grants to promote teacher leader development. In agricultural education, ISBE offers one formula grant program and one competitive grant program for postsecondary institutions to receive funding for recruitment and retention efforts in the field. An agricultural educator shortage task force, at the commission of the Governor, was led by ISBE with findings from this effort being used to guide new grant program requests for proposals in the field of agricultural education. Perkins funds, state career and technical education funds, and monies from the agricultural education line item are all utilized to provide support for CTE teacher salaries with agricultural education. This support occurs through a specific grant that funds salaries for extended contracts allowing educators to provide programming beyond the traditional school day and academic year. State CTE dollars, federal Perkins funds, and the agricultural education line item also provide for support of regional career and technical education consortiums that work to recruit teachers for available positions within their regions. The state-wide consortium for agricultural education allocates funds for the administration of educator induction programming for first and second year agricultural educators. This induction programming includes a two-day kick-off event with professional learning carousels and trainings based on a needs assessment informed by information provided by the novice teachers and the teacher preparation institutions. An in-field mentoring program is also coordinated through the agricultural education regional and state consortiums.

Although the efforts of the aforementioned programs attempt to address concerns regarding the recruitment and preparation of educators, the on-going teacher shortage and high levels of turnover indicate the need for additional support. ISBE College and Career staff meetings with EFE Directors as well as concerns from districts, affirm the need for additional recruitment and retention efforts. During 2019, bi-monthly meetings among ISBE principal consultants in the Departments of CTE and Innovation, and Educator Effectiveness were held where discussion centered around the strengths, weaknesses, and contributions of the previously established initiatives listed above.

One of the primary discussion points focused upon the reduction of barriers to licensure for career and technical educators. Two main barriers identified are licensure policy and the decline of formal teacher preparation programs for CTE pathways. In response to the latter, ISBE department of CTE and Innovation and the department of Educator Effectiveness continue to collaborate to revise existing rules and practices

with the intent of reducing barriers to entry for qualified teacher candidates. The state of formal teacher preparation programs for CTE pathways in Illinois presents unique concerns and are imperative to address.

There is a decline of available teacher preparation programs in some pathways (e.g., family and consumer sciences) and complete absence in other pathways (e.g., health science technology), which bring urgency to and necessitate innovation in the revision and development process of licensure policy for career and technical education. In efforts made to reduce barriers for licensure, there is a secondary goal to provide relief to pipeline issues by smoothing the pathway to licensure, especially for professionals from industry wishing to transition to education. The other focus of these changes to licensure policy is to address the anecdotal, often-conveyed stigma related to being an alternatively licensed educator who entered teaching through means other than a traditional teacher preparation program. This stigma, shared with ISBE staff regularly, is described as a real experience by the alternatively licensed educators themselves and through negatively biased language and actions from district and school administrators.

Another priority is to address the wide range of needs due to variances in preparation level from those who participated in a formal teacher and preparation program and those who are entering directly from industry. The decline of formal teacher preparation programs for CTE pathways brings about a sense of urgency to the development of measures to ensure all CTE educators are appropriately prepared for their first year of teaching. While programs are established for the induction of CTE teachers, there is growth needed to ensure all incoming CTE educators receive induction programming. Key areas for growth identified by ISBE staff include recruitment and participation by individuals across the CTE pathways offered and the addition of a formal mentoring program that is CTE-specific. Sessions and content developed for alternatively licensed teachers as a subset for the induction program is needed.

Additional recruitment and retention efforts focus specifically on teachers of color. The Diverse and Learner Ready Teacher (DLRT) initiative, spearheaded by the Council of Chief State School Officers (CCSSO), began in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Nearly a year after its inception, Illinois is in the midst of developing culturally responsive teaching standards. As the State moves toward a competency-based learning approach, these standards will be used to inform the development of culturally responsive competencies for pre-service and in-service educators. Beginning in 2020, 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.

Professional learning to improve instruction for special populations

Induction programming offered by regional consortiums and career and technical professional organizations typically includes a small amount of time for inclusion of some special populations groups, most often centered on working with students with disabilities. It is a priority of ISBE to serve all students, as indicated in the vision statement. In an effort of moving toward serving all students, professional learning for novice and experienced educators, CTE directors, EFE coordinators, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will be prioritized. During SFY20 EFE coordinators are required to participate in and provide for professional learning opportunities for CTE faculty and staff related to special populations or Universal Design for Learning.

ISBE program administrators will work with contractors and relevant grantee administrators to communicate the priority for professional learning to improve instruction for special populations as applications for funding

are developed. As RFPs and additional funding opportunities are developed, eligible applicants will be required to submit a strategic plan for meeting educators needs to address instruction for special populations. The plan will include indicators for identifying special populations access and barriers to CTE programming as well as research-based strategies for meeting the diverse needs of special populations. Strategies for quality professional learning include, Universal Design for Learning, differentiated instruction, and equity and culturally responsive training. The priority on professional learning for improvement of instruction for special populations will be communicated to the field in guidance documents and through professional development. There is an agency-wide focus on collection of data related to programming that is funded through ISBE. This focus will also be translated to the professional learning opportunities supported by ISBE. There is an expectation at ISBE that those who review career and technical education-related funding applications and proposals will ensure data is being collected and interpreted in a way that will provide for an evaluation of quality and impact on learners.

Career and Technical Education faculty, staff, and administrators, ISBE staff, and EFE coordinators have a lack of knowledge regarding the use and implementation of Universal Design for Learning (UDL). This assessment was made through directly questioning about prior knowledge and comfort level with UDL at meetings where members from these groups were present. UDL is of particular importance in the state of Illinois as there is wide variance in the age of educational and CTE program facilities, leading to divergences in accessibility due to allowances for “grandfathering” of older facilities. As funding opportunities arise, professional learning opportunities will address the varying levels of knowledge related to UDL to support the implementation of UDL principles into CTE classrooms in Illinois.

Colleges are required to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. They are also required to provide assistance to faculty who are transitioning to teaching for the first time, as well as assisting them in understanding pedagogy and pedagogical practices. 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 universal design 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.

ISBE and ICCB will continue the CTE Counseling Academy, a three-part professional learning series where counselors, advisors, and other student support professionals can learn strategies for supporting and expanding opportunities for special populations students. In addition, ISBE and ICCB collaborates with the Illinois Center for Specialized Professional Support (ICSPS) to create, support, and provide professional learning for career and technical professionals across Illinois.

While there is a robust network of professional learning for career and technical educators with multiple external partners supporting these works, there is room for growth in professional learning opportunities with more focused efforts needed for the retention of alternatively licensed educators and the addition of topics related to the new populations designated as special populations. ISBE will be focused on more rigorous and robust data collections related to needs assessments, quality of programming, and the benefits of initiatives and programming to teachers and students.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

The Secondary CTE delivery system is supported by the 56 regional Education for Employment (EFE) Systems. The EFE Systems are a consortium of 852 local school districts and 24 Area Career Centers based on geographical regions in Illinois. The EFE system was developed to ensure that rural programs or programs that would not generate \$15,000 would still receive services. Each EFE includes a board of control, which consists of the district superintendents who develop an Intergovernmental Agreement (IGA) to help govern their EFE system. The function and roles of the EFE system is to help in the delivery of career and technical education through:

- 1) Addressing the Principles of Quality, Access and Efficiency
- 2) Serve Adequate Population Bases
- 3) Utilize Labor Market Information
- 4) Functionally Related to Business and Industry
- 5) Functionally Related to Other Public and Private Agencies

Postsecondary CTE eligible recipients include all 48 colleges in the Illinois Community College System.

Eligible recipients must submit a four-year local application meeting the following for ISBE and ICCB to approve funding; the local application must meet the following requirements:

1. A completed Comprehensive Local Needs Assessment (Appendix R), including assurances that all required partners were appropriately engaged. The Comprehensive Local Needs Assessment will be submitted prior to SFY2021 and SFY2023.
2. Annual Budget: Grantees will submit a budget on an annual basis, detailing each fiscal year's proposed expenditures. Allocations for secondary and postsecondary recipients are determined through a formula detailed in Sections 2-7 below.
3. For state fiscal years 2022, 2023, and 2024, all eligible recipients not meeting the state determined levels of performance will complete and submit a Performance Improvement Plan that will complement their local application. Resources should adequately support performance improvement activities.

The Local Application will be submitted in spring of 2020, but revisions may be submitted annually after the first program year.

Each eligible recipient receiving funds must complete a Programmatic Risk Assessment per the 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 within the grant award to develop the entity's capacity to deliver and/or administer the grant program

a. each eligible recipient will promote academic achievement;

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a Local Application as described above. Both will require the eligible recipient to demonstrate how they will promote academic achievement. In addition, recipients will submit a Performance Improvement Plan on their strategies for addressing deficient performance measures, including how inequities will be addressed.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

The Comprehensive Local Needs Assessment and the Local Application as described above. Both will require the eligible recipient to demonstrate how they will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential, by promoting early college credit opportunities.

c. 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)

The Comprehensive Local Needs Assessment will require eligible recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors and occupations. This analysis will inform program offerings to be supported by Perkins funding.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

In order to extend access to activities leading to a recognized postsecondary credential or any credential that is an industry recognized certificate or certification, portable and stackable that leads to a high-wage, high-skill, in-demand occupation, ISBE allows for expanded funding opportunities. Careful consideration is being given to the secondary and postsecondary funding split, with consideration to student enrollment, requirements of Perkins V, local needs, and programming opportunities.

Illinois approaches the use of funds for career and technical education broadly and innovatively and allows for flexibility to meet the unique needs of learners, educators, and employers.

Through the allotment made under Section 111 of the Act,

- a minimum of 85%, less any funds reserved, will be distributed to local eligible agencies at the secondary and postsecondary levels;
- not more than 10% to be used for state leadership activities, including 2% to serve individuals in state institutions;
 - not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment, and

- \$50,000 for Special Populations recruitment,
- not more than 5% of the funds will be used for state administration of the plan. These State Administrative funds will provide leadership activities and support for secondary and postsecondary education.

ISBE will be reviewing this distribution to the districts/EFEs for SFY2020-2021 based on Illinois' principles of equity and looking at the Evidence Based Funding approach.

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

See Appendix T for SFY2021 EFE Allocations.

Eligible recipient allocations will be determined by using the Census Bureau estimated geographic data and the federal formula based on two factors (see below).

- 30% of the allocation shall be allocated to such local education agencies in proportion to the number of individuals aged 5-17 and
- 70% shall be allocated to such local education agencies in proportion to the number of individuals aged 5-17 inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level.

Each eligible secondary recipient will receive an allocation through ISBE's Web Application Security electronic grant management system (eGMS). Each eligible recipient's allocation amount will be loaded in the eGMS for each institution to access and submit their application including their budget.

ISBE is considering submitting a waiver to the current formula and establishing a new funding formula grounded upon the principles of equity and found in EBF. A new formula would take into consideration a district's population, level of income (poverty), level of funding adequacy, number of students enrolled in CTE courses and student generated CTE credit.

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

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

See Appendix U for allocations to community colleges.

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

Each year ISBE examines the data from the Census Bureau and adjusts the allocation to accommodate for the changes in population and poverty. State Charter Schools are included in these services. All State Charter Schools serve as their own LEA, while all other Charter Schools are served within a school district. ISBE will ensure that the State Charter Schools serving students in grades 5-12 are included.

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

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

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

ISBE CTE and Innovation staff will work with ISBE's Finance Department to explore a similar model for CTE funding.

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

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

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

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide

the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

If the state does not meet the Maintenance of Effort (MOE) based on aggregate expenditures, a per pupil calculation must be made.

A Student Count will be taken from the Consolidated Annual Report as required by Perkins V. The long-term Secondary Career and Technical Education Students will be based on the enrollment of Career and Technical Education concentrators. The long-term Postsecondary Enrollment will be based on the enrollment of Career and Technical Education concentrators.

The total aggregate expenditures (previously calculated) are divided by the total number of long-term secondary and postsecondary students.

Timeline – Determination will need to be made before the grant is awarded on July 1, with the previous fiscal year enrollments not being verified until December 31, a preliminary determination will be made by July 1. This preliminary determination will be based on the most current enrollment data and expenditures utilized to determine the previous fiscal year's per student expenditures. By December 31, a final determination will be made for the current fiscal year utilizing the actual enrollment data and expenditures of the two previous years.

D. Accountability for Results

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
 - b. the percentage of CTE concentrators graduating 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 credit transfer agreement; and/or**
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

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.

For the secondary program quality performance indicator, Illinois will measure the percentage of CTE concentrators graduating 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 credit transfer agreement.

Illinois will calculate:

Numerator: The unduplicated number of CTE Exiting Concentrators who have successfully passed any dual credit course (any subject during their 9th-12th grade years)

Denominator: The total number of Exiting Concentrators**.

** Exiting Concentrator is defined as an 11th Grader who is graduating early, or any student who is in their 4th year or greater since first being identified as a 9th grader.

ISBE chose this secondary program quality performance indicator since this metric is currently tracked in the Illinois' Student Information System (SIS) and through a data-sharing agreement with ICCB.

Additionally, school year 2018-2019 is the first year that Illinois secondary schools tracked postsecondary credentials earned and participation in work-based learning by students, so baseline data is unavailable. ISBE will require Illinois secondary schools to continue tracking both postsecondary credentials and work-based participation by student through SIS as part of the ESSA College and Career Readiness Indicator. Once three years of baseline data is available, ISBE will require local recipients to set performance goals and growth targets for the two additional secondary program quality indicators.

2. Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the secondary and 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): See attachment B: State Determined Performance Levels (SDPL) Form.

Definitions for the State Determined Performance Levels (SDPL) for Postsecondary CTE are detailed below:

Core Indicator of Performance 1P1: Postsecondary Retention and Placement

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

- Numerator: Number of individuals in the denominator who in the second quarter after program completion are in a postsecondary education or advanced training, military service or a service program, that receives assistance under Title I of the National Community Service Act or are employed.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

NOTE: Current collection methods for this measure captures information on those who are in postsecondary education or are employed for the numerator. Our current processes are not able to check the other items (i.e. in advanced training, military or other service program, etc.).

Core Indicator of Performance 2P1: Credential, Certificate or Degree

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion

- Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

NOTE: Current collection methods for this measure captures information on those who received a degree or certificate as a part of the postsecondary program. Other industry recognized credentials are currently not captured.

Core Indicator of Performance 3P1: Non-traditional Program Enrollment

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

- Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

Baseline data included as Appendix V.

3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

Public Comment will occur in Fall 2019-Winter 2020. Once both public comment periods have commenced, written response will be provided.

4. 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 performance (see Text Box 7 for the statutory requirements for consultation on State determined levels under section 113(b)(3)(B) of Perkins V);**
- An explanation for the State determined levels of performance; and**
- A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives 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.**

The State determined levels of performance, related data, and other information was released for public comment to stakeholders, for no less than a period of 60 days, beginning in mid-August 2019 through October 2019 via ISBE and ICCB's Perkins V websites. Upon receipt of the responses, ISBE and ICCB will carefully review and analyze the reactions categorically and by stakeholders, before making a final determination of

the SDLP as described below. The comments and the written response to stakeholders will be included in the final State Plan.

Considerations for Secondary State-Determined Levels of Performance

The secondary State determined levels of performance set by Illinois aligns with many of the ISBE's levels, goals, and objectives, as well as with the other Federal and State laws. The Illinois State Board of Education's mission supports the whole child, the whole school, and the whole community and is committed to promoting and implementing comprehensive practices, and programs that ensure fair access to quality for all students in the state. By investing in equity, ISBE maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to their communities, and thus strengthen the whole state.

During the process of determining the selected State determined levels of performance (SDLP), strong consideration was given to how the levels meet the requirements set forth in the law, how the levels would support the improvement of CTE concentrators including sub groups and special populations, as well how the levels support the education and workforce needs of communities. Most importantly, the selection of SDLP was determined in respect of the need for equitable access to the students of Illinois.

In addition to the monitoring and reporting progress of core academics (reading/language arts, mathematics, and science), the Illinois State Board of Education has selected the indicator: *the 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* as our SDPL. This indicator will be utilized in our yearly collection and submission of data. Currently, this is the most equitable opportunity for the students of Illinois. Furthermore, on the local State level, Illinois has chosen to collect baseline data on the *percentage of CTE concentrators graduating from high school having participated in work-based learning*. These data will not be submitted, but collection will allow Illinois to further explore and expand work-based learning opportunities for students. Both of these indicators provide an opportunity to leverage college and career readiness.

The Secondary state selected level of performance will be expressed in a percentage for each of the defined areas outlined in the State Determined Performance Levels (SDPL) Form, to include cumulative baseline data (total number of CTE concentrators who met the requirement). The process utilized to establishing baseline data included taking the prior year's data (AY 2018) and calculating the fraction using the new Perkins V requirement. In addition, disaggregated data by subgroups and special populations with the exception of categories with limited size, allows for the opportunity for systematic program improvement. To extent data is available and as allowable by the current data collection system, consideration will be given to the disaggregation by CTE program or program of studies in future years. Currently, we are restricted in our ability to collect data in some areas, such as the military and the Peace Corps.

Considerations for Postsecondary State-Determined Levels of Performance

The state's determined levels of performance for postsecondary indicators have been established in accordance with Perkins V utilizing the definitions provided and statutory requirements. The levels of performance were determined from analysis of prior performance under Perkins IV and baseline data runs for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year.

The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) hosted a series of regional meetings to present information and gather input on how to strengthen career-connected learning for all students in Illinois. Feedback from business, community, and educational leaders informed the five-year plan for career and technical education (CTE) in the state.

Continued and improved performance under Perkins V aligns with the states 60% by 2025 goal to see 60% of the state's residents with a postsecondary degree by 2025. The federal reauthorization of the Perkins Act contains opportunities to increase students' industry connections, better align education and workforce systems, increase success of underserved students, and expand and support innovative practices.

As a part of the process additional public comment will be gathered and analyzed. Public comment under this section is a part of a larger process to gather public comment on the plan.

Prior to the third year of the Illinois Perkin's V plan, attention will be given to the need for revision of performance levels, meeting all the requirements as specified by the law, including public comments. Changes are allowed as per the law, with exception of the execution of an improvement plan, if required due to lack of progress.

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

- take into account how the levels involved compare with the State levels of performance established for other States, 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.
- be higher than the average actual performance of the two most recently completed program years.
- take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth by the State Plan
- revised levels must be submitted to the Secretary for approval and then will be incorporated into the State Plan.

In the event of unanticipated circumstances in the State, or changes occur related to the improvements in data or measurement approaches, the agency may revise the State determined levels of performance after required public comment. The agency shall submit such evidence supporting the revision to the Secretary, and the Secretary shall approve any such revision if the revision meets the requirement as described in the law.

5. 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 in order to address this requirement.

Secondary

ISBE Student Information System (SIS)¹ is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Educator (Ed360) Dashboard. Using Ed360, district and school administration, school counselors, and educators can view student data to help them make data-informed instructional decisions. On May 17, 2018, the dashboard added CTE participant and concentrator labels to applicable student profiles in the Student Profile Overview. On June 12, 2018, district and school administrators could opt in to preview CTE participant and concentrator labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school. ISBE accepted feedback on these features for full CTE dashboard release at the beginning of SFY19 to district and school administrators, as well as Regional Office of Education administrators. Preparations continue for Perkins secondary local eligible recipients' access, Education for Employment (EFE) Regional Delivery Systems (hereafter, EFE or EFE System). ISBE anticipates EFE access by SFY21.

By the end of SFY21, ISBE CTE and Innovation, Information System, and Technology Support and Infrastructure Departments plan to develop a real-time performance indicator dashboard through PowerBI, utilizing existing data from ISBE's SIS, ISCS, data-sharing agreements with other State agencies, and the National Student Clearinghouse. The dashboard will allow ISBE CTE and Innovation 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 data will also be available by CTE program or Career Cluster, unless the student population size is too low. ISBE CTE and Innovation staff will monitor data quarterly in conjunction with quarterly EFE Grant Accountability and Transparency Act (GATA) reporting. Continuous monitoring will identify disparities and gaps sooner and allow ISBE CTE and Innovation staff to provide timely technical assistance based on evidence-based research.

Annually, ISBE will provide EFE Systems 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. Based on these data, EFE Systems prepare an annual report identifying disparities or gaps in performance, and if no meaningful progress has been achieved by the third program year, the EFE System develops a plan of support in consultation with ISBE, identifying evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

¹ The goal of the ISBE Illinois State Course System (ISCS) is to provide a means of collecting timely and accurate CTE data from local secondary schools for reporting courses and enrollments. The ISCS is directly tied to ISBE's Student Information System (SIS), which is designed to assign a unique Student Identifier (SID) to each student; collect demographic, performance, and program participation data for each student; track secondary students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information electronically from school districts. The result of successful implementation is the ability to provide the state educational agency, state, and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state.

On-site programmatic monitoring will be based on a two-year cycle. Each fiscal year, half of the EFE Systems will receive on-site monitoring visits. 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

The ICCB requires each community college to review their most recent performance data obtained through the Perkins Online Data System (PODS). Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps. 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. Similar to ISBE, a more user-friendly interface (CTE Dashboard) will be available, so that college staff can easily analyze available data.

The ICCB will monitor college progress annually through on-site monitoring and technical assistance. The ICCB will provide professional development and technical assistance on analyzing Perkins data, creating a Performance Improvement Plan, and evidenced-based strategies for removing inequities for subpopulations.

APPENDIX LIST

Appendix A-Executive Order 2019-3

Appendix B- EFE System Structure

Appendix C- Timeline, agendas and description of activities done in writing state plan

Appendix D- Perkins V State Plan Work Group List and Member Affiliations

Appendix E- Work Group Recommendations

Appendix F- Summary of Feedback from the Transition Plan Road Shows

Appendix G- ISBE, ICCB, DCEO Report to the General Assembly and P-20 Council

Appendix H-List of partners' feedback

Appendix I-Objectionable Responses to the State Plan

Appendix J-ISBE's program approval process and procedures (name TBD)

Appendix K- ICCB's Program Approval Process

Appendix L-ICCB Grant Monitoring and technical assistance procedures

Appendix M-CCPE July 2018

Appendix N-ISBE CTE Advisory Committee Membership Roster

Appendix O-Essential Employability Skills Framework

Appendix P-Secondary Local Application

Appendix Q-Postsecondary Local Application

Appendix R-Comprehensive Local Needs Assessment Template

Appendix S- Guidance Documents on sample pathways and recommendations for Special Populations

Appendix T-SYF2021 EFE Allocations- not yet available

Appendix U-Allocations for Community Colleges- not yet available

Appendix V- Baseline Data for SDPL