

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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DRAFT 2 - December 2019

Introduction

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 (Perkins V) for State Fiscal Years (SFY) 2021-24 (July 1, 2020- June 30, 2024). Congress passed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in 2018. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and became effective July 1, 2019. This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029).

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

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

Vision

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

Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students essential and technical employability skills¹;
4. Provide targeted supports to students of a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois will support the achievement of this vision and mission through the implementation of activities aligned to five goals grounded upon one foundational tenet:

¹ Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills, such as math and reading. Essential Employability Skills Framework

Foundational Tenet

Increase educational equity for members of special populations, as defined by Perkins V, and others who are marginalized by our current education systems.

Goals

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credential
2. Strengthen CTE offerings by improving program quality and increasing smooth transitions between education and workforce systems and programs
3. Increase participation in CTE dual credit coursework
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input
5. Recruit and retain a robust and sustainable pipeline of CTE educators

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, though the State acknowledges that there is an achievement and opportunity gap that points to a previous lack of prioritization of equity and access, especially for members of special populations. Perkins V affords Illinois the opportunity for an increased focus on meeting the needs of members of special populations through improved systems to identify and understand equity gaps, resources to develop aligned strategies, and professional learning to support the implementation of CTE programs that work for all students. It is through the deliberate alignment between the K-12, postsecondary, and workforce system in ensuring educational equity within our career pathways.

Perkins V is the most important piece of federal legislation affecting 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 purpose through emphasis on local flexibility, comprehensive stakeholder engagement and collaborative planning, innovation, equity and accountability, and alignment with other education and workforce programs. This State Plan builds off the progress made during SFY 2020, under the direction of the Illinois Transition Plan, and aligns with other statewide goals and initiatives, which include, but are not limited to, the following:

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

- P-20 Higher Education Equity Targets;
- Postsecondary and Workforce Readiness Act;
- WIOA Unified State Plan; and
- Workforce Education Strategic Plan.

The CTE delivery system in Illinois is a partnership between secondary and postsecondary schools and supported by ISBE and ICCB. The Illinois State Board of Education oversees secondary CTE (grades 5-12) by providing state-level leadership and technical assistance. This work is further operationalized through the use of the regional CTE consortium system (Education for Employment System or EFE) accountable (See Appendix X). The EFE system is a consortia of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and 24 Area Career Centers. In Illinois, there are 56 EFE systems, including three systems organized by state agencies that serve secondary students as part of their responsibilities: the Illinois Department of Juvenile Justice (IDJJ); the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and IDHS Division of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by the ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership and technical assistance to the community college system. The Illinois community college system, which is composed 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 Perkins V State Plan for Illinois will be administered by both the ISBE and the ICCB and was developed through a collaborative statewide effort.

A. Plan Development and Consultation

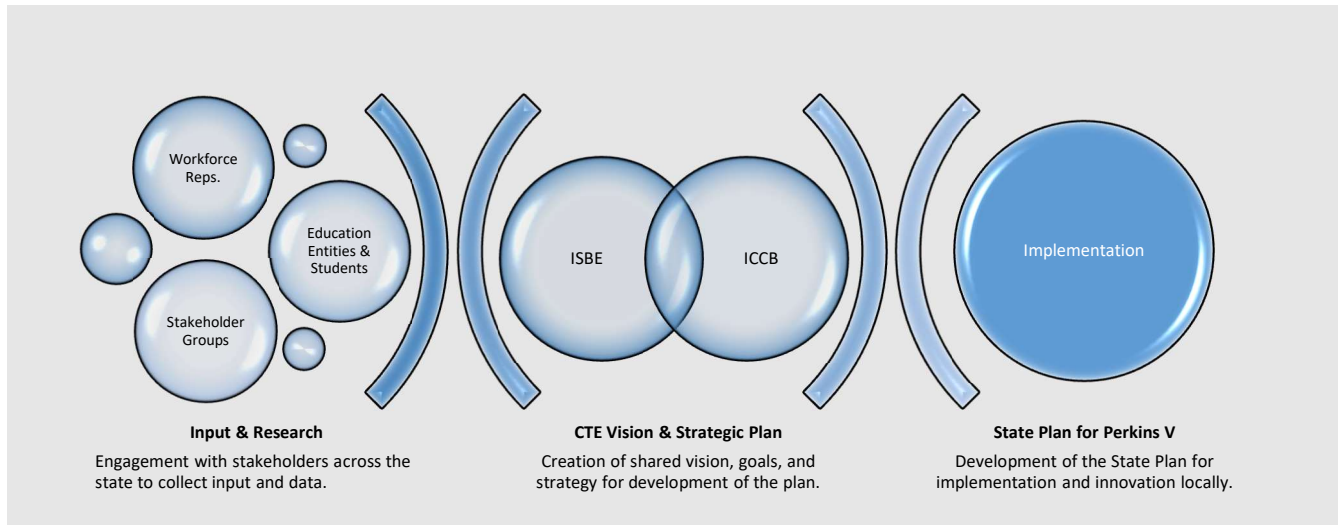
How was the State Plan developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V?

Perkins V requires secondary and postsecondary schools, business and industry, and other stakeholders to work together to strengthen CTE programming for students. ISBE and ICCB intentionally engaged all stakeholders in the process of Perkins V planning through a variety of methods. First the board picture of stakeholder engagement for the development of the State Plan is illustrated. Next, a timeline of plan development that informed the development of the plan is shared, followed by an explanation of the core planning team for Perkins. Finally, the approach used to ensure comprehensive feedback from stakeholders is detailed.

Stakeholder Engagement

In order to ensure that the voices of all who are affected by the reauthorization of Perkins, ICCB and ISBE identified an approach that include multiple entry points for individuals and organizations to share feedback as well regular feedback loops in which agency staff collected, reflected, and drafted three drafts of the plan (Figure 1: Stakeholder Engagement). First, identification of those stakeholders and sectors whose experiences and expertise would assist Illinois in developing a comprehensive state plan that captured the vision and values of the state needed to occur. Both ICCB and ISBE agreed that this needed to be an iterative process aligned with the development of multiple drafts of the plan. This process would initially focus on teaching about the requirements and opportunities within the law as well as hearing the ideas, commitments, concerns, and the like from stakeholders in regard to vision, mission, and goals. Throughout the process, ICCB and ISBE took the information shared and drafted vision and mission statements and shared goals. There were also opportunities for stakeholders to provide feedback on performance targets. As the drafting continued, the feedback loop included listening and learning from stakeholders about specific aspects of the plan draft (e.g., how to best structure opportunities for special populations, ideas about how to best define size, scope, and quality, the comprehensive local needs assessment, and approaches to funding, among others). Finally, as the final draft of the plan was constructed, particular attention was focused on ensuring a plan that could be operationalized.

Figure 1: Stakeholder Engagement



Timeline of Development

The timeline of plan development provides additional detail to the aforementioned. In particular, the timeline of development and state-level approval processes for ISBE and ICCB began during September 2018 and culminating with submission to the US Department of Education (Table 1: Timeline of Development of the Illinois Perkins V State Plan). One of the first determinations resulting from the collaboration between ICCB and ISBE was the need of a core planning team that would meet regularly to strategize and plan for the work of collecting multiple rounds of feedback via a variety of means (see the subsequent part of section A on Comprehensive Feedback). The result of this was the Perkins Core Planning Team.

Table 1: Timeline of Development of the Illinois Perkins V State Plan

Phase of Planning	Approximate Dates	Activities
First Draft Input	September 2018 – August 2019	ReThink CTE ² , gathering Illinois CTE Strengths and Growth Opportunities - Open Webinars, Regional Road Shows, State Plan Work Group, and Agency Meetings
Perkins V Presentations to ISBE and ICCB Boards	September 2019	Minutes of ISBE ³ and ICCB ⁴ Board meetings posted on respective websites

²For additional information on ReThink CTE, please access <https://www.isbe.net/Documents/Perkins-Overview-Webinar-9-27-18.pdf>

³ <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4561>

⁴ <https://www.iccb.org/iccb/board-information/board-meetings/board-meeting-september-20-2019/>

First Draft Public Comment	September – November 2019	Posted on ISBE ⁵ and ICCB ⁶ Websites, Regional Road Shows ⁷ , Open Webinars, Focus Groups, and Agency Meetings
Second Draft Development	November – December 2019	Joint efforts of ICCB and ISBE
Second Draft Presented to ISBE and ICCB Boards	January 2020	Minutes of ISBE ⁸ and ICCB ⁹ Board meetings posted on respective websites
Second Draft Presented to Illinois Governor and Stakeholders	January – February 2020	Delivered to Governor and Posted on ISBE and ICCB Websites
Third and Final Draft Development	February 2020	Joint efforts of ICCB and ISBE
Final Draft Presented to ISBE and ICCB Board for Approval	March 2020	Minutes of ISBE ¹⁰ and ICCB ¹¹ Board meetings posted on respective websites

Perkins V Core Team:¹²

To provide leadership throughout the writing of the transition plan and completion of the Perkins State Plan for Illinois, ISBE and ICCB created a Perkins V Core Team. 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 (Table 2: Illinois Perkins Core Team Meeting Details). Additional details of Core Team meetings are provided in Appendix X

The Core Team included representatives from:

- Illinois State Board of Education
 - CTE and Innovation Department
 - Curriculum and Instruction Department
 - Special Education Department

⁵ <https://www.isbe.net/perkins>

⁶ <http://www.iccb.org/cte/perkins/>

⁷ Regional Road Shows are...

⁸ <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4484>

⁹ <https://www.iccb.org/iccb/board-information/board-meetings/>

¹⁰ <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4559>

¹¹ <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4559>

¹² <https://www.iccb.org/iccb/board-information/board-meetings/>

¹² Additionally, the Perkins V Core Team formed a subcommittee for Data and a subcommittee for Communications. The Data Subcommittee analyzed performance trends for both secondary and postsecondary CTE, aligned indicators as appropriate, and identified performance target recommendations for the accountability system. The Communications Subcommittee worked to determine the rebranding of CTE in Illinois to include a joint logo, defined the most appropriate communication methods and strategies for engaging with partners and the public, and created press releases, flyers, and logos to aid in communication of CTE and Perkins planning to the public.

- Data Department
- Legislative Affairs Department
- Communications Department
- Illinois Community College Board
 - Career and Technical Education Department
 - Adult Education Department
 - Institutional Effectiveness Department
 - Legislative and External Affairs Department
- The Governor's Office
- Illinois Workforce Innovation Board
- Department of Commerce and Economic Opportunity (WIOA Title I)

Table 2: Illinois Perkins Core Team Meeting Details

Table 2: Illinois Perkins Core Team Meeting Details		
Meeting Date	Purpose	Representatives
20 November 2018	Planning for development of Perkins Transition Plan	ISBE, ICCB, IWIB, DCEO
07 February 2019	Review of stakeholder input and review of Transition Plan draft	ISBE, ICCB, IWIB, DCEO, contractors coordinating stakeholder engagement
30 May 2019	Review of stakeholder input and development of State Plan first draft	ISBE, ICCB, IWIB, DCEO, Governor's Office
30 July 2019	Review first draft of State Plan	ISBE, ICCB, IWIB, DCEO, Governor's Office
21 November 2019	Review of the comments	ISBE, ICCB
09 December 2019	Revision to the second draft	ISBE, ICCB, EFE

The breadth of perspectives of the Core Planning Team Perkins was essential in responding to House Resolution 371. In response to Perkins V reauthorization, the Illinois General Assembly passed House Resolution 371 in May 2019. The resolution made specific recommendations for the State Plan and specified that the P-20 Council¹³ shall subsequently review the draft Perkins and WIOA plans, as well as the responses to the recommendations, and provide feedback to ISBE, ICCB, and IWIB to consider for the Perkins V State Plan and WIOA Unified State Plan.¹⁴ Members of the Perkins V Core Team also engaged directly with members of the Illinois General Assembly throughout the drafting process. So too, ISBE and ICCB staff participated in a Perkins V legislative briefing to General Assembly members and their staff on October 30, 2019. Members

¹³ The Illinois P-20 Council is an important Illinois stakeholder group that provided input and feedback on the plan. The council is a statewide coordinating council established in 2009 by Illinois Public Act 98-463 to study and make recommendations concerning education at all levels. The objective of the Illinois P-20 Council is to develop a statewide agenda that will move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, fostering innovative approaches to education, promoting lifelong learning, easing the transition to college, and reducing remediation. The College and Career Readiness Committee's subcommittee on Perkins V, which includes a broad range of stakeholders, underwent an extensive review and feedback process throughout draft development to ensure the plan is aligned to existing frameworks and policies.

¹⁴ ISBE, ICCB, DCEO, and IWIB representatives submitted a report regarding the recommendations to the General Assembly and the P-20 Council on November 27, 2019, as required by the HR 371 (See Appendix X)

requested additional information regarding current program funding, participation, and outcomes and reiterated the importance of equity and continued stakeholder engagement.

Comprehensive Stakeholder Engagement

ISBE, ICCB, and the Core Planning Team worked to provide the opportunity for all required stakeholders to be involved throughout the development of the Perkins V State Plan. Stakeholder engagement efforts are summarized below (Table 3:). Stakeholders will continue to be consulted regularly during the implementation of the State Plan through SFY 2021 through 2024.

Table 3: Illinois Perkins V State Plan Stakeholder Engagement				
	Pre-Draft Consultation	First Draft Input and Feedback	Second Draft Input and Feedback	Continued Consultation
Secondary & Postsecondary CTE Programs	X	X	X	X
2-Year Minority Serving Institutions	X	X	X	X
Adult CTE Providers	X	X	X	X
Charter Schools	X	X	X	X
Teachers, Faculty, & School Leaders	X	X	X	X
Specialized Instructional Support Personnel	X	Invite & NR	X	X
Career and Academic Guidance Counselors	X	X	X	X
Paraprofessionals	Invite & NR	Invite & NR	X	X
Parents	Invite & NR	Invite & NR	X	X
Students	X	X	X	X
Community Organizations	X	Invite & NR	X	X
State Workforce Development Boards	X	X	X	X
Members and Representatives of Special Populations	Invite & NR	Invite & NR	X	X
Business and Industry, including Small Businesses	Invite & NR	X	X	X
Industry and Sector Partnerships	Invite & NR	X	X	X
Labor Organizations	Invite & NR	X	X	X
Agencies Representing Out-of-School Youth	Invite & NR	Invite & NR	X	X
Agencies Representing Homeless Children and Youth	Invite & NR	Invite & NR	X	X
State Coordinator for Education of Homeless Children and Youths designated under McKinney-Vento Homeless Assistance Act	Invite & NR	X	X	X
Indian Tribes and Tribal Organizations	-	-	X	X
Individuals with Disabilities	Invite & NR	Invite & NR	X	X
Note: "Invite & NR" indicates that an invitation was sent, however no representative was present to provide in-person feedback or input				

In subsequent sections, additional detail is provided regarding the mechanisms through which stakeholders were engaged. In particular, input prior to the drafting of the initial plan, feedback in the drafting process, and approaches to ensuring comprehensive feedback throughout the process.

Input prior to drafting the initial plan

ISBE and ICCB hosted multiple, in person opportunities across regions of the state in order to elicit feedback. These regional road shows provided stakeholders from across the state were engaged to learn about Perkins V and give input to inform the first draft before the Core Team began the writing process.

- Informational Regional Road Show Sessions (December 2018)** – In late 2018, ISBE and ICCB conducted Regional Road Show sessions at four locations across the state, with one statewide open webinar held online (Table x:). The purpose of the first round of Regional Road Shows was to share information with local communities, required state and local partners, parents, students, and community organizations on career and technical education and explain new opportunities made available through reauthorization of the Perkins Act. In addition, the Regional Road Show format provided an opportunity to share expectations and opportunities for stakeholder engagement and local planning and to collect feedback from participants to inform statewide planning. During the 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 Shows engaged more than 300 participants. Details of the meetings are detailed in the table below. Attendance and minutes from the focus group meetings can be found in Appendix X.

Meeting Date	Location	Participants
04 December 2018	Palos Hills: Moraine Valley Community College	75
06 December 2018	Springfield: Crowne Plaza Hotel	46
10 December 2018	Mount Vernon: Mount Vernon High School	36
12 December 2018	Elgin: Elgin High School	25
18 December 2018	Statewide: Open Webinar	125

- Perkins V State Plan Work Group** – The State Plan Work Group was formed to consult with external stakeholders in the development of the State Perkins V Plan. This group included representatives from industry, CTE students, CTE educators, and administrators and other workforce representatives. This process was designed to ensure diverse external stakeholder voices were considered and that identifying statewide goals, objectives, and actions steps to inform the drafting of the State Plan was a collaborative effort. Participants in this work group were invited to an in-person meeting on February 21, 2019. More than 100 participants representing all required partners as identified in Section 122(c)(2) of the Act were invited. A full list of attendees and affiliations can be found in Appendix X. Participants were assigned among six committees based on their area of expertise, and

interest. The committees are listed below in Figure 2.

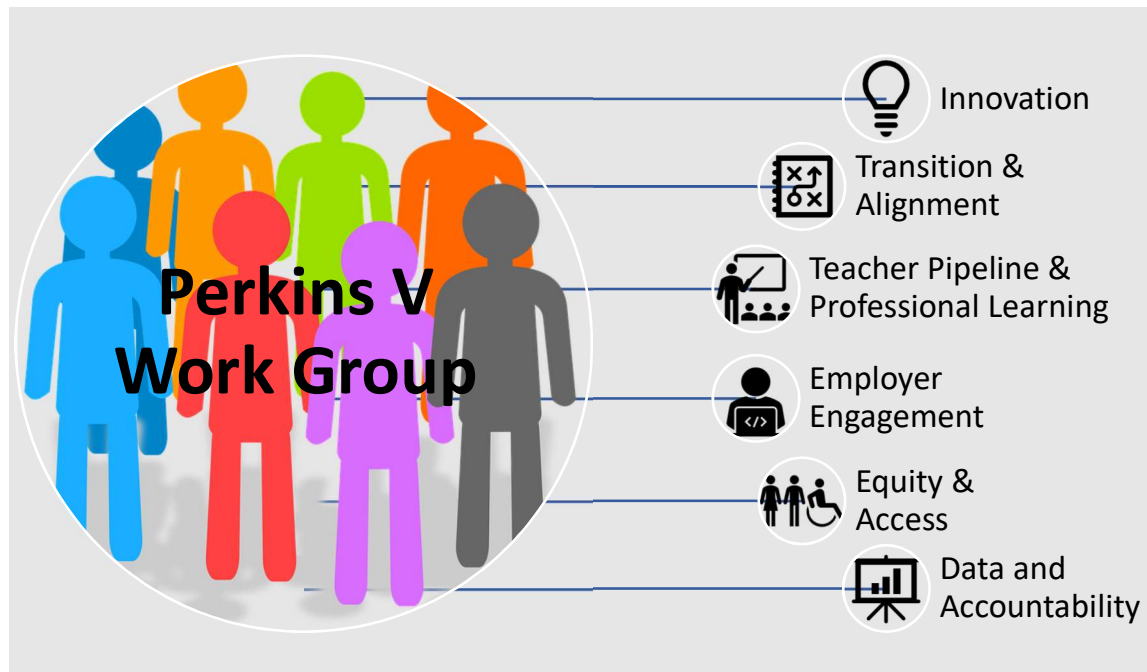


Figure 2: Perkins V Work Groups

Each committee of the Perkins V Work Group 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. See Appendix X for a full list of the Work Group committee recommendations.

Feedback in the drafting process (September 2019 – February 2020) –

Draft One (September 2019-November 2019)

Once the Core Team completed the first draft of the plan, a second round of Regional Road Shows, student and employer focus groups, and a public survey were used to garner additional feedback.

- The Regional Road Shows engaged more than 200 participants (Table x:). More details, including the presentation that was provided and a summary of the feedback that was collected, can be found in Appendix X

Table 6: Illinois Perkins State Plan First Draft Regional Road Show Meeting Details			
Meeting Date	Location	Participants	Topics
07 October 2019	Buffalo Grove: Buffalo Grove High School	30	Teacher licensure Feedback on vision Reserve funding Needs assessment
10 October 2019	Romeoville: Wilco Area Career Center	65	Rural programs Size scope and quality Engage 4-year universities

			Teacher licensure
23 October 2019	Decatur: Richland Community College	54	System alignment Dual credit Teacher pipeline
24 October 2019	Centralia: Kaskaskia College	54	Recruitment of teachers Advisory councils
20 November 2019	Chicago: Malcom X College	12	Support for community colleges Needs assessment

- **Student Focus Group** –. On behalf of ISBE and ICCB, the Joyce Foundation contracted with an external partner to facilitate focus groups with high school and community college students, including adult education students, across the state (Table x). The final report from the focus groups can be found in Appendix X:

Table 7: Illinois Perkins Student Focus Group Details		
Meeting Date	Location	Key Recommendations
19 September 2019	Belleville: St. Clair Regional Office of Education	<ul style="list-style-type: none"> •Reimagine CTE course structure •Deepen work-based learning opportunities •Expand employers for internships •Advisers to help navigate decisions •Reduce CTE stigma •Ensure student entry into CTE is intentional
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	

Employer Focus Group – Business and industry engagement occurred through employer focus groups (Table x:). These groups, supported by the Joyce Foundation, sought to determine how the CTE system in Illinois can be more responsive to employer needs. The final report from the focus groups can be found in Appendix X:

Table 8: Illinois Perkins Employer Engagement Focus Group Details		
Meeting Date	Location	Key Recommendations
19 September 2019	Belleville: St. Clair Regional Office of Education	<ul style="list-style-type: none"> • Forge relationships between employers and education • Raise the profile of skilled trades and technical careers • Expand work-based learning opportunities • Prioritize the development of students' soft skills • Capitalize on employers' desire to contribute
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	

- **First Draft Public Comment Feedback Survey** – A survey to allow for feedback was embedded in the ISBE and ICCB webpages, where the first draft of the State Plan was posted online. The survey included multiple choice options and open-ended responses. Fifty-six survey responses were received and considered during the development of the

second draft of the plan and can be found in Appendix X

Continued Consultation Throughout

What follows include additional means of receiving feedback. While Opportunities for engagement were offered in many formats (e.g., face to face, electronic, surveys),¹⁵ many of these opportunities were in response to questions and identified needs from the field.¹⁶ While they were not necessarily part of the initial stakeholder engagement plan outlined in a previous section of this part, the interaction with and feedback from these groups was important in creating a thoughtful and durable state plan.

- **EFE and Engagement** –ISBE CTE staff conducted regional training sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. These provided an opportunity for these key stakeholders to provide additional feedback to inform Perkins V planning.
- **Community Colleges** – Through the planning and development of the State Plan, ICCB disseminated information about Perkins V and engaged community college leaders, administrators, and faculty.
- **Individual Engagement with Stakeholders through Presentations and Meetings** – ISBE and ICCB staff sought input from key stakeholders through various extant meetings and conferences, as well as requested 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 audience to ensure that every group heard relevant content and that enough dedicated time was reserved to receive feedback from participants. Also, ICCB and ISBE developed and delivered a webinar series to explain the law, opportunities in it, as well as other topics (Table 9). More detail on these presentations and meeting is available in Appendix X, but generally they included the following:
 - Secondary system and CTE meetings, associations, and conferences
 - Postsecondary CTE and community college meetings, associations, and conferences
 - P-20 Council
 - Adult education-related meetings and conferences
 - State and Local Workforce Innovation Boards
 - Interagency Work Groups responsible for drafting the WIOA Unified State Plan
 - Webinars, social media and web-based communications (e.g., email blasts on listservs, flyers, press releases, webinars, and social media posts) were open to all stakeholders.

Table 9: Illinois Perkins Open Webinar Details

Date	Title	Attendance
27 September 2018	Perkins Reauthorization Overview	79

¹⁵ These opportunities occurred in four different timeframes -- December 2018, spring 2019, fall 2019, and January/February 2020 and engaged all required stakeholders. The responses from these engagements are incorporated into the State Plan.

¹⁶ The exceptions to this are the webinar series, webpages, and dedicated email accounts.

18 December 2018	Inform Five-Year Plan on Career-Connected Learning	200
12 March 2019	Perkins V & Special Populations – What is on the Horizon?	52
27 March 2019	Perkins V Deep Dive	105
25 April 2019	What is a Program of Study?	41
18 April 2019	Nontraditional Occupations – What is New for Perkins V?	37
29 October 2019	Perkins Listening Tour	45

Dedicated Perkins V Websites and Email Accounts – Stakeholders could also submit questions or feedback via email beginning in December 2018. A total of 131 emails were received from senders providing input and feedback while the first draft of the State Plan was open for public comment; another X emails were received while the second draft of the plan was open for comment in January 2020. In addition to responding to the emails, staff from ICCB and ISBE grouped submissions into four categories based on content (Table x:). Both agencies developed websites dedicated to Perkins V to support stakeholder engagement via electronic means and promote Illinois’ development of the State Plan. The website addresses are:

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

Table 10: Illinois Perkins State Plan First Draft Email Correspondence Summary	
Theme	Number of Emails
Fiscal	100
Program Administration and Program of Study	49
CTE Impact	14
Program Quality Indicator	16

From the beginning of the development of the Perkins V State Plan for Illinois, ISBE and ICCB provided stakeholders a variety of means to share ideas. These ideas, weaved throughout the Perkins state plan for Illinois, best ensure a plan that when implemented will lead to increased educational equity for members of special populations others who are marginalized by our current education systems.

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-led the efforts to develop and coordinate Illinois’ Perkins State Plan to meet the state’s education and workforce needs.

Any objections and corresponding responses will be included in Appendix X will be filed with the final State Plan submitted to the Secretary.

Opportunities for Public Comment (Section 122(d)(14) of Perkins V)

ISBE and ICCB convened a second series of Regional Road Shows in fall 2019 to invite in-person feedback on the first draft of the State Plan. ISBE and ICCB leadership presented the goals, priorities, and activities incorporated into the draft State Plan to carry out Illinois' vision for CTE at each forum, like the Regional Road Shows held in December 2018. The second half of each event dedicated time to participant feedback. Additional opportunities to comment on the second draft of the State Plan were provided from January through March 2020.

Board members of ISBE and ICCB were the first to provide feedback on the first draft of the State Plan at their regularly scheduled September meetings. ISBE and ICCB posted a draft version of the State Plan their respective Perkins websites on October 17, 2019. Also included on each site was a link to the plan feedback survey. The first draft public comment period from all external stakeholders was from October through November 7, 2019. The State Plan was also translated and available in the top five non-English languages spoken in Illinois.¹⁷ ISBE and ICCB received feedback from 131 participants via email and 56 participants via survey. The P-20 Council and Governor's Office both provided formal feedback to the first draft of the State Plan to be considered while revisions were completed for the second draft.

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)**

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

Activities under the Workforce Innovation and Opportunity (WIOA) Act – 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, students, and communities the opportunity to prosper and contribute to growing the state's economy. WIOA is administered by four agencies: the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College Board, the Illinois Department of Employment Security, and the Illinois Department of Human Services Division of

¹⁷ As of December 2019, the top five languages spoken in Illinois are: Arabic, Polish, Spanish, Tagalog, and Urdu.

Vocational Rehabilitation Services. Each administers a Title of WIOA. These activities, under the direction of the Governor and IWIB, are coordinated through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and the spirit of collaboration. Postsecondary Perkins was included in the 2014 passage of WIOA as one of the required partners and is represented in all One-Stop Centers¹⁸ across the state.

WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity: The Illinois Department of Commerce and Economic Opportunity (DCEO) is the state agency that leads economic and workforce development efforts for Illinois. DCEO works with businesses, local governments, and community organizations to advance economic development and improve the state’s competitiveness in the global economy. Supporting innovative workforce programs that connect employers and a highly skilled workforce is central to Illinois’ commitment to ensure that businesses thrive in Illinois. In this role, DCEO acts as the administrative agency for the workforce development services that include statewide activities, rapid response services, and the training component of the Trade Adjustment Assistance Act Program¹⁹. The reauthorization of Perkins presents an opportunity to more 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 students receiving workforce services ensure learners can access the programs and support they need to more fully prepare for their careers. Moving forward, other points of coordination can occur through the Youth Career Pathways Program²⁰ or projects that place a priority on serving special populations/students with barriers to employment. These strategies can embed CTE in projects that address state priorities that combine workforce, education, and economic development services to break down barriers to training and work. Successful projects will inform a framework for the development of sustainable career pathways throughout the state.

WIOA Title II - Adult Education and Literacy, administered by the Illinois Community College Board: Economic changes and demographic shifts toward a more diverse workforce are dramatically increasing the need for adult education, literacy, and English as a Second Language (ESL) programs. The scope and variety of need for adult education and literacy skills ranges from English language learning to employability skills for both students and employers. This expanding need requires a strategy involving a variety of providers. Community colleges, public schools, community-based organizations, and others each are uniquely suited to provide the education and services needed by this diverse group of adult learners. This increased emphasis on adult education students transitioning into postsecondary education and gainful employment offers a unique opportunity for postsecondary CTE programming to meet those goals.

¹⁸ <https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx>

¹⁹ <https://www.doleta.gov/tradeact/>

²⁰ <https://www.illinoisworknet.com/youthcareerpathwaysnofo>

Illinois is a leader in its implementation of Integrated Education and Training²¹ through its Integrated Career and Academic Preparation System (ICAPS)²². ICAPS aims to provide an integrated pathway in CTE for college credit and program certificate opportunities for adult education and literacy students who lack basic academic skills. ICAPS programs allow students to complete their high school equivalency and be co-enrolled in credit CTE courses or certificates through an integrated instructional model. This model is supplemented by comprehensive student supportive services, including academic support courses delivered through a team-teaching model that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate or degree programs.

WIOA Title III - Wagner-Peyser Program, administered by the Illinois Department of Employment Security (IDES): The intent of the Wagner-Peyser Program is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veterans coordinators and local IDES veterans employment specialists to connect veterans with education, training, and employment opportunities.

WIOA 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 students with significant disabilities in obtaining and retaining competitive employment. Vocational rehabilitation services are designed to prepare an individual for employment through an individualized planning process. ISBE and ICCB coordinates with the Department of Vocational Rehabilitation to support secondary and postsecondary collaboration with local providers that provide support for students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB utilize many strategies identified in the U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities²³, which is focused on providing support to local recipients. This increases opportunities for students with disabilities to participate in career exploration, dual credit, and work-based learning opportunities.

²¹ 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)

²² <https://www.icapsillinois.com/>

²³ [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)

Activities under the Workforce Education Strategic Plan (WESP)²⁴, directed by the Illinois Community College Board: WESP ensures education and economic competitiveness for the system at the local and state levels in meeting all other strategic directions of the Plan which center on public-private partnerships, alignment to the labor market, and addressing employability skills. With ICCB leading this effort, postsecondary CTE is essential in meeting all strategic directions of the Plan. Secondary CTE is also an integral component in achieving the goals described in the WESP. Strategies identified in the WESP that align with priorities and strategies within this Perkins V Plan include elementary-level CTE, through its career exploration activities now occurring as early as fifth grade, can help achieve the goals identified in the WESP's *Strategic Direction 1: Increase Early Career-Related Education and Exposure*.

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 high school students prepare for postsecondary and workforce opportunities:

- 1.) **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. The framework is organized around three key areas: career exploration and development; postsecondary education exploration, preparation, and selection; and financial aid and literacy. (Appendix X)
- 2.) **Piloting competency-based high school graduation requirements.** Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge, removing the constraints of "seat time" and allowing for student-centered learning. This approach can make education more relevant both to students and employers by situating learning in the context of real work. Students can attain career-related competencies beyond those needed for high school graduation. ISBE currently has 47 school districts participating in a competency-based education pilot.
- 3.) **Implementing and scaling transitional math and English instruction in the senior year to reduce remediation needs once in college.** Employers have commented that employees are coming to them with limited math skills. Transitional math and English instruction provide high school students a means to address college readiness in mathematics and English before high school graduation. This instruction enables students to earn guaranteed placement into college-level math and English classes at all Illinois community colleges and accepting universities. Transitional math and English instruction also prepare students for entry into a career by strengthening core academic skills that employers say are necessary for new employees to have.
- 4.) **College and Career Pathways Endorsements on high school diplomas.** The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements on diplomas of high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and

²⁴ <https://www.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>

professional learning opportunities. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the pathway endorsement industry area. Endorsements incentivize career exploration and development; include technical and employability competencies; and are available in eight sector areas, including a multidisciplinary option²⁵.



Figure 3: PWR 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)**

What follows are the vision, mission, and goals for CTE in Illinois under Perkins V.

²⁵ <https://www.isbe.net/Documents/EDS-PWRARReport.pdf>

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

Mission: Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:

Align to current and projected future industry and community needs;

Support students to navigate and complete a personalized pathway based on their interests and goals;

Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;

Provide targeted supports to students of a broad range of backgrounds and skills; and,

Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Figure 4: CTE Vision and Mission

2020-24 Integrated CTE Goals for the State Perkins Plan for Illinois

Equity as a Foundational Tenet:

Increase educational equity for members of special populations, as defined by Perkins V, and others who are marginalized by our current education systems.

- 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 for members of special populations through educator professional learning is critical to level the playing field for all students.

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

- Through integrating strategic and high-value credentials for high-wage, high-skill, and in-demand sectors throughout the CTE pathways at secondary and postsecondary levels, our CTE system can advance equitable postsecondary attainment and work to meet the needs of employers by narrowing the skills gap.
- This goal aligns with the state-wide objective for 60% of adults obtaining a postsecondary certificate, degree, or industry recognized credential by 2025 set by the legislated P-20 Council.

Goal 2: Strengthen CTE offerings by improving program quality and increasing smooth transitions between education and workforce systems and programs

- Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated progression and seamless transitions to and through programming. This will include the expansion of innovative strategies such as competency-based education.
- Essential to this aim is aligning integrated programs of study that use applied coursework and work-based learning to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.
- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.

Goal 3: Increase participation in CTE dual credit coursework

- Illinois will to expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- ISBE and ICCB are jointly committed to expanding participation in 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 (students of color, students from low-income families, and students with disabilities).

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

- ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and high-skill.
- Embedded within the college and career pathways system will be college and career advising and a continuum of work-based learning to empower students with labor market information and skill development to inform postsecondary decisions.

Goal 5: Recruit and retain a sustainable pipeline of CTE 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.
- Essential to this goal is increased coordination among and between state agencies and stakeholders such as ISBE, ICCB, IBHE, teacher preparation programs, CTE teachers' associations, and IWIB.
- ISBE and ICCB will support strategies to recruit and retain educators who are underrepresented among CTE educators.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching.

- 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)**

In addition to the coordination efforts described in *Section B (a) - Coordination of State-Supported Workforce Development Activities of the WIOA Unified State Plan*, ISBE and ICCB will continue to collaborate with WIOA partners (DCEO, IDES, and the Illinois Department of Human Services) and other education and workforce agencies during SFY 2021 to advance the statewide vision for Illinois CTE and progress toward achieving the goals outlined above for creating an educated and skilled workforce. The following strategies will be implemented through the administration of both state plans during SFY 2021 through 2024:

WIOA's Core Partners and other Education and Workforce Agencies.

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 approved career pathway-related definitions and guidance²⁶ to ensure common language is used with all programs and recipients. These common definitions, particularly for the work-based learning continuum, will be used to inform implementation and data collection activities outside of this plan. Most core partners and agencies adopted the Illinois Employability Skills Framework, but there still is an opportunity to increase the integration of the framework and other resources, such as the College and Career Pathway competencies (as defined under the PWR Act). The College and Career Pathway Endorsement framework under the PWR Act provides a research- and best practice-based framework for college and career pathway systems that will be integrated into local program of study design under the Perkins State Plan for Illinois.
2. **Coordination of key stakeholder groups to accelerate and expand career pathways:** Perkins V promotes the expansion of career pathways, formally adopting the definition as defined in WIOA. Beyond supporting the seamless transition between secondary and postsecondary through programs of study, ISBE and ICCB will support strategies to accelerate and expand career pathways. Programs will feature multiple entry and exit points to allow individuals to access and successfully transition out of a program.
 - a. Support the strengthening of integrated education and training programs that are collaborations among postsecondary CTE and adult education to

²⁶ Illinois Career Pathways Dictionary: https://edsystems.wpengine.com/wp-content/uploads/2018/11/CP_Dictionary_11-13-18__FINAL.pdf

allow adults who do not have a high school diploma or its equivalent to accelerate into and through postsecondary education.

- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels²⁷. Stackable credentials are defined by the Department of Labor as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying job”²⁸.
- c. Other examples include programs leading to a baccalaureate degree and scaling of competency-based education and prior learning assessment for veterans returning to education.

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

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

4. Incentivizing Local Alignment: ISBE, ICCB, and WIOA core partners collaborated during SFY 2020 to provide resources and professional learning to foster collaboration in these local communities. This professional learning and technical assistance will continue throughout the administration of this State Plan. SFY 2021 marks a unique opportunity for collaborative planning in regions and local communities around the state. Secondary CTE, community colleges, and local workforce innovation areas will begin implementation of their four-year local plans under WIOA and Perkins V. The Comprehensive Local Needs

²⁷ <https://cte.ed.gov/initiatives/community-college-stackable-credentials>

²⁸ <https://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>

Assessment (CLNA) serves as the lever to facilitate this collaboration. The CLNA will incorporate local, regional, and state labor market information and disaggregated program data to drive the development, implementation, and revision of program of study offerings. The CLNA process will also strengthen alignment and engagement between local education and workforce entities. This process will provide 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 work-based learning and other employer informed program opportunities.

5. Coordinated Efforts to Address Inequities. Addressing inequities in our education and workforce systems is a top priority in Illinois, as demonstrated by Governor Pritzker’s Executive Order 3²⁹. The P-20 Council is in the process of setting higher education equity goals, WIOA partners are considering workforce equity goals, and ISBE is crafting an equity statement as part of its strategic planning process scheduled to conclude in 2020. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be central to achieving equity goals and expanding access to and supporting persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will focus, particularly during the administration of the State Plan, on the recruitment and retention of special populations students, as well as students of color, by various means, including improved professional learning, career and academic advising, and other supports outlined in the Preparing Teachers and Faculty and Meeting the Needs of Special Populations sections of this plan.

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. Stakeholders were asked to identify barriers and prioritize where state leadership funds should be utilized. Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a) however, the following uses were identified by stakeholders to address statewide goals.

Required State Leadership Activities per the Perkins Act Sec. 124 will occur during the administration of the State Plan:

Promoting Gender Equity: Illinois is dedicated to advancing educational equity for CTE

²⁹ Governor Pritzker’s Executive Order 3 effective in January of 2019, entitled “Strengthening the State’s Commitment to Workforce Development and Job Creation” outlines priorities and tasks to be completed to create jobs and enhance workforce development in Illinois: https://www2.illinois.gov/Pages/government/execorders/2019_3.aspx

students. Providing support for students preparing for nontraditional fields¹ is critical to increasing access to high-wage career opportunities for all people and diversifying our workforce. Leadership funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions³⁰, stereotype threat³¹, and effective practices for recruiting and retaining students preparing for nontraditional careers. ISBE and ICCB coordinate to provide professional learning and technical assistance regarding support for special populations. These include a Nontraditional Occupations Summit, the Postsecondary Special Populations Academy, and resource development to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

Expanding CTE for Students in State Institutions: Increasing high-quality educational opportunities for students in state institutions is a priority among Illinois' state leaders for the purposes of advancing educational equity, ensuring the ability to fully participate in society, reducing recidivism, and increasing re-entry success.³² Illinois will allocate up to the allowed 2 percent of leadership funding to support CTE programming for students in state correctional institutions, including juvenile justice facilities, and educational institutions that serve students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

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

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

³⁰ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not (<https://diversity.nih.gov/sociocultural-factors/microaggressions>)

³¹ 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>)

³² 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/>

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 identified goals. This analysis will result in support for local areas that are not achieving the levels of performance and assist them in their quality improvement plans. Support may include technical assistance, professional learning, or targeted funding.

Other State Leadership Activities that are listed below were identified by stakeholders as areas to focus on during SFY 2021-24:

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:

- ISBE and ICCB will create new statewide program of study models, each from different career clusters, to assist secondary and postsecondary recipients in development of their own programs of study. Four program of study models will be developed by June 30, 2020.
- CTE dual credit opportunities and articulation agreements between community colleges and four-year institutions within programs of study will be expanded to smooth transitions to and through postsecondary education.
- Local or joint program advisory committees among LEAs, institutions of higher education, adult education providers, and employers will be established.
- Policies and structures that support work-based learning opportunities will be improved.

Dual Credit Enhancement: ISBE and ICCB are placing significant focus on increasing meaningful and intentional CTE dual credit opportunities. At the secondary level, ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2020. ICCB will use state leadership funds in SFY 2021-24 to issue competitive and/or need-based formula grants that support the growth and alignment of dual credit opportunities that address inequities in access to such critical programming.

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

- *Connections Conference:* ISBE sponsors an annual statewide/regional conference with the goal of engaging teachers and paraprofessionals by submitting proposals to offer sessions that share evidence-based effective practices to improve CTE classroom instruction, including strands for teachers of grades 5-8 in the form of career exploration, as well as opportunities for any secondary and postsecondary educators to learn more about CTE.
- *Forum for Excellence:* The premier postsecondary CTE and adult education professional learning event in Illinois is sponsored by the ICCB. The forum is designed to highlight educational initiatives and effective practices that impact career pathway implementation and expansion.
- *Illinois Association for Career and Technical Education Annual Conference:* ISBE uses state

leadership grant funding to support the efforts of the Illinois Association for Career and Technical Education (IACTE), which is the statewide professional association for CTE teachers. IACTE organizes an annual CTE conference, which is jointly planned by IACTE affiliates³³ who represent seven organizations for the CTE advisers. Leadership training is provided to the IACTE Board, IACTE affiliates, and at a conference breakout session on a yearly basis. The leadership training focuses on leadership strengths and how to use them within the organization and within the classroom.

- *Transitions Academy*: This academy is designed to assist colleges and community-based organizations that are developing bridge and integrated education and training programs.
- *CTE Professional Development Network*: Postsecondary CTE administrators and educators are invited to participate in a variety of externally offered webinars on topics that are highlighted by ICCB. Participants are asked to complete evaluations following engagement to ensure effective educator professional learning. ICCB also leads a monthly CTE learning community that provides a platform for networking through local effective practice and shared implementation strategies. Additionally, ICCB supports evidence-based research through partnerships to assist community colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.
- *Counselor Academy*: ISBE and ICCB collaborate on a counselor academy that provides focused professional learning for school counselors and community college advisers. The academy provides opportunities for participants to network and gain additional knowledge and skills related to educational and career opportunities for students. The necessity of this Academy is developed based on research conducted by Advance CTE and the American School Counselor Association that found that school counselors are often the gatekeepers to career pathways for students³⁴. ISBE and ICCB set the theme and prioritize topics for presentation based on needs indicated through discussions with the Illinois School Counselor Association, regional CTE consortium director, and ISBE and ICCB staff.

Expansion of Integrated Education and Training (IET): ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent through the ICAPS/IET models. State leadership funding will be used in SFY 2021-24 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.

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 and distance learning (particularly to address rural barriers) and accelerate pathways.

Improving Career Guidance and Academic Counseling: Leadership funds are being used in

³³ <https://www.iacte.org/cpages/affiliates>

³⁴ https://www.education.ne.gov/wp-content/uploads/2017/07/Counselors_as_CTE_Stakeholders.pdf

this transition year of SFY 2020 to improve 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.

Open Educational Resources: Illinois supports removing barriers for students and educators to access high-quality instructional resources. Open educational resources (OER) are any teaching, learning, and research materials in any medium -- digital or otherwise -- that reside in the public domain and offer no-cost access, use, adaptation, and redistribution by others with no or limited restrictions³⁵. Existing OER resources can be found in various online repositories, including Illinois' Open Education Resource³⁶ repository. The creation or curation of OER resources by educators to support specific CTE programs is an approvable activity through Perkins. ISBE will encourage its grantees to use Perkins funding to support OER efforts at the school level through professional learning to increase awareness and utilization. Both ISBE and ICCB are exploring options of the expansion of open educational resources to address gaps in existing curriculum, improve alignment to learning standards, and promote culturally responsive teaching and effective instruction for special populations.

Enhancing Data Accountability Systems: ISBE and ICCB are committed to developing or adopting valid and reliable assessments of competencies and technical skills and to enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes by SFY2023. ISBE will utilize Ed360, its current educator data visualization dashboard, Ed360 as the platform for this work. Ed360 enables districts to access their CTE data monitor progress toward meeting state-identified performance levels and to make informed decisions about their programs. ICCB will utilize funding to enhance postsecondary data systems as needed throughout the implementation of the State Plan.

³⁵ <https://en.unesco.org/themes/building-knowledge-societies/oer>

³⁶ www.ilsharedlearning.org

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 that are developed from the 16 career clusters as outlined by Advance CTE, and from the seven endorsement areas under the PWR Act. In addition to these 16 career clusters, Illinois has included energy as a state-specific industry. The figure below outlines the intersection between the clusters and the endorsement areas in white and blue, respectively.

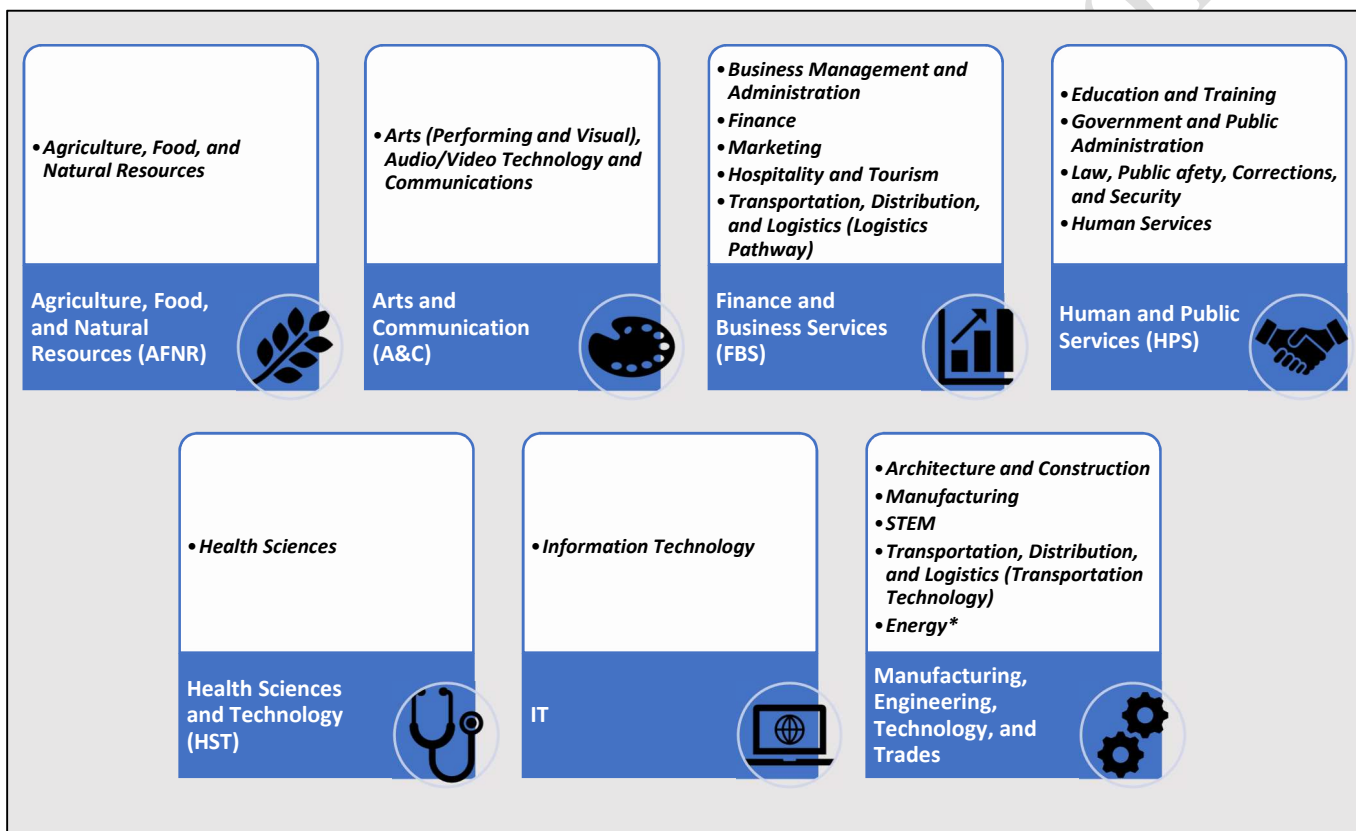


Figure 6. Illinois Cluster and Pathway Intersection

Illinois is a large state with many diverse economic interests that vary by region and locale. This diversity means local entities require the ability to customize programs of study to meet the unique needs of the educational and career opportunities that arise in the respective regions and locales. ISBE and ICCB support these efforts as described below.

Secondary Level: During SFY 2019, ISBE supported 81 unique instructional programs offered by 773 of the 823 Illinois public high schools and 24 Area Career Centers, which each serve multiple local districts. During SFY 2020, ISBE is evaluating all currently approved programs of study to ensure their continued relevance and alignment with state and local workforce needs. Programs of study may be retired or added in response to the analysis of local workforce needs. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix X.

Additionally, ISBE is working to support innovation in CTE through the development of model programs of study that are cross-cluster. An example of a cross-cluster program of study planned for development at the secondary level is Veterinary Technician Assistant. This model program of study will include coursework from both Health Sciences and Technology and Agriculture, Food, and Natural Resources (AFNR). In SFY 2020, ISBE is developing a Program Quality Review (PQR) rubric that aligns to the local program of study approval process and Advance CTE's Quality CTE Program of Study Framework³⁷ to support secondary CTE programs as they refine and further develop high-quality programs of study at the local level.

Postsecondary Level: Collectively, the Illinois Community College System has more than 4,265 active, approved CTE programs spanning across all career clusters. These programs are approved by ICCB. Each community college is required to publish all program offerings on an annual basis. Beginning in SFY 2020 community colleges will work with secondary partners and other stakeholders to further develop programs of study that meet the requirements of Perkins V and Illinois' definition of size, scope, and quality.

Joint efforts: ISBE and ICCB will partner to support approved programs of study and work to improve them in accordance with the goals and priorities of this plan. Additionally, during SFY 2020, the state will develop four editable program of study models from different career clusters: Health Care, Information Technology, Manufacturing, and Education. These models will serve as examples for local programs to adopt or utilize as they develop their own programs of study for approval in SFY21.

The specific program of study models within the career clusters listed above will be determined and developed during SFY 2020 via the following process:

1. Use the WIOA Unified State Plan to identify Leading and Emerging Sectors and occupations that are high-skill, high-wage, and in-demand.
2. Identify "promising" credentials at both the community college and four-year level that align to occupations that are high-skill, high-wage, and in-demand.
3. Map the stackable credentials that progress to the promising credentials, identifying a stackable credential that can be attained in high school where possible.
4. Identify the "strategic" dual credit courses that are foundational across the maximum number of stackable/promising credentials.
5. Map a three-year secondary sequence that incorporates strategic dual credit, and
 - a. At the secondary level includes a six-year secondary sequence and describes the aligned College and Career Pathway Endorsement; or
 - b. At the postsecondary level leads to a College and Career Pathway Endorsement.
6. Define technical competencies within dual credit courses.

Thirteen additional model programs of study will be developed using this same process and made

³⁷ <https://careertech.org/resource/quality-cte-program-of-study-framework>

available during the implementation of the State Plan from SFY 2021-24.

ISBE, ICCB, and DCEO will work together to align and strengthen programs of study to ensure program offerings include industry-recognized credentials and entry and exit points. ISBE and ICCB will also provide written and active guidance for local recipients on strategies to engage all required partners and stakeholders and to foster a collaborative approach to development and implementation of programs of study. The primary guidance will be provided through revisions to the postsecondary Advisory Committee. This collaborative approach will include and emphasize aligned academic and CTE courses, alignment to the local labor market, and a focus on transitions from secondary to postsecondary education.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—**
 - i. promote continuous improvement in academic achievement and technical skill attainment;**
 - ii. expand access to career and technical education for special populations; and**
 - iii. support the inclusion of employability skills in programs of study and career pathways.**

All state-approved programs of study, new and existing, will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois must meet, at a minimum, the following four additional criteria that will be evaluated at the time of completion of the program of study approval process:

- 1. Labor Market Need:** A CTE program must be responsive to community employment needs that are informed by labor market information and are designed to meet current, intermediate, or long-term labor market projections. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic sources. A grantee must conduct a review of the local labor market as part of completing the CLNA, and that must be considered when determining what programs are to be offered.
- 2. Cost-Effectiveness:** The grantee must possess the fiscal resources to support the CTE program of study in a cost-effective manner. Additionally, grantees must document the financial feasibility of the proposed program of study.
- 3. Quality:** All CTE programs of study must be comprehensive. They must align with postsecondary attainment requirements and with rigorous academic and industry standards, and they must prepare learners for opportunities in high-skill, high-wage, and in-demand fields. Perkins grantees 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, academic alignment to the core content standards, secondary-postsecondary alignment, employer engagement, and employability skills.

4. **Equitable Access:** CTE programs of study must include specific plans for expanding equal access and equitable program outcomes across demographic subgroups and special populations. This includes, but is not limited to, comprehensive support services to assist students in overcoming barriers to participating or remaining in CTE programs.

Secondary Program of Study Approval Process: The process for development of local programs of study at the secondary level will be initiated by the appropriate CTE advisory committee. These committees can be organized on the local level or at a regional level with multiple LEAs collaborating to bring together a group to advise specific programs of study or career pathways. Representatives on the advisory committees should include, at a minimum, employers, industry labor unions, postsecondary institutions, members of special populations, parents, educators, school administrators, and students. The CTE advisory committees (local or regional) will promote and support program of study development and implementation. Collaboration among secondary education, postsecondary institutions, and industry representatives in the development of programs of study will be required, while joint advisory committees will be encouraged. All state-approved programs of study, new and existing, will complete the Program Quality Review (PQR) process within two years of receiving Perkins funding, then every four years after initial approval.

The approval process and provision for appeals for locally developed programs of study or career pathways at the secondary level is summarized in the following figure:

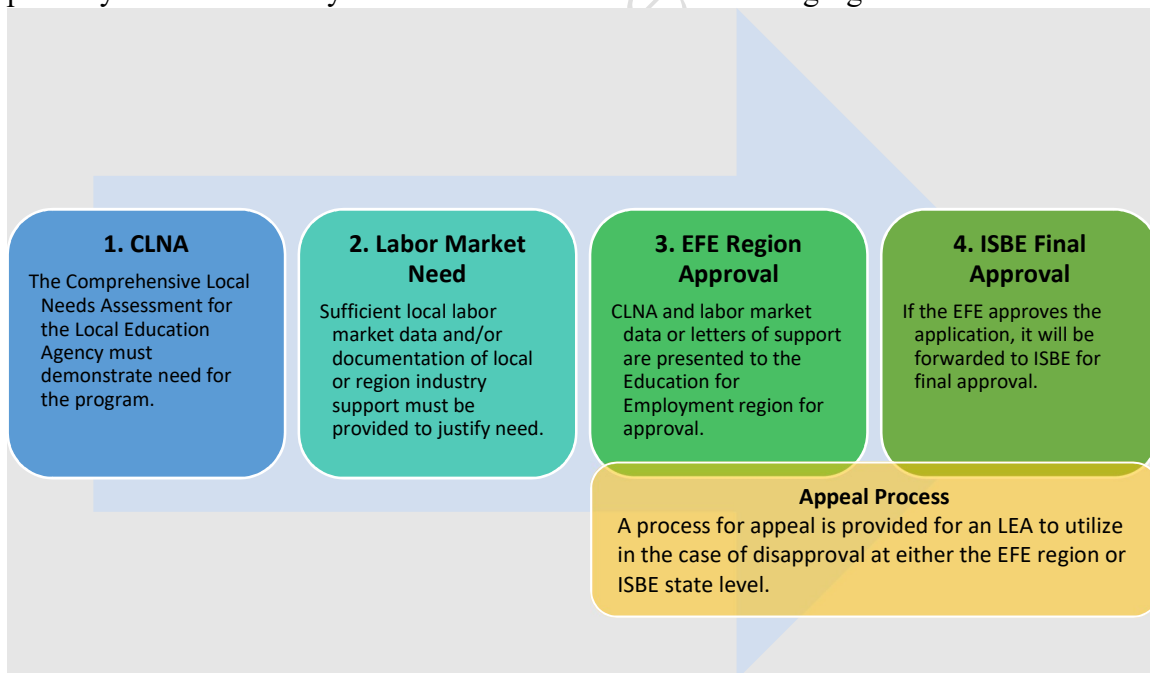


Figure 7: ISBE Approval Process for Locally Developed Programs of Study

ISBE recognizes that local programs of study are at various states of implementation, and that schools require differentiation to progress on the continuum of high-quality CTE programing. To support schools in this work, ISBE created a *Local CTE Dashboard*³⁸ for LEAs to utilize

³⁸ LINK TO CTE DASHBOARD WEBSITE

throughout the application process. One component of this dashboard is the program review process, which includes the PQR rubric.³⁹ The PQR guides LEAs through a series of performance descriptors, allowing the locals to indicate where they fall on the performance level continuum. The PQR serves as a tool for reflection at the local level and as a data collection point for ISBE. Listed below are the ISBE-identified PQR components. The full rubric can be found in Appendix X.

- Access and Equity, with a specific focus on special populations
- 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
 - Work-Based Learning
 - Student Career Development (employability skills)
 - Career and Technical Student Organizations
 - Multiple Entry and Exit Points

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

- Curriculum, instruction, materials, assessments, and career guidance are free from bias, inclusive, 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 Individualized Education Program (IEP) or Section 504 plan (references Section 504 of the Rehabilitation Act of 1972), 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 in the delivery of the program are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX of the Civil Rights Act of 1964 and Title II of the Americans with Disabilities Act of 2010.
- Appropriate actions are taken to eliminate barriers to extended learning opportunities for all students, including special populations.

Districts will be able to access technical assistance to improve their CTE programs throughout the CLNA and local application processes during SFY 2020-22.

Postsecondary Program of Study Approval Process: All programs of study requested for ICCB

³⁹ The PQR rubric was adapted from the research-based ACTE Quality CTE Program of Study Framework and aligns, where appropriate, with ICCB's program review requirements.

approval must meet all six⁴⁰ required Perkins V components of a program of study, as well as the additional criteria of need, cost, and quality. The postsecondary Program of Study Approval form was revised in SFY 2020 to align with the elements of a high-quality CTE program outlined in Advance CTE's Policy Benchmarking Tool. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act through completion of the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college.
- The program must meet or be working toward fulfilling the federal and state requirements of a program of study in order to be supported, in whole or part, by federal Perkins funding.

Community colleges may submit programs of study for approval with their local application or throughout the grant cycle; however, colleges will be required to identify a program of study that will be developed, evaluated, or improved each fiscal year. ICCB will continue to assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including, but not limited to, grant monitoring and technical assistance procedures (Appendix X); ICCB's Statewide Program Review Process;⁴¹ and other continuous improvement processes, such as Pathways to Results. Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to the U.S. Department of Education, as well as be available for public viewing.

Local recipients will be required to review and report program-level data, including disaggregated data, on an annual basis to appropriately analyze these activities. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance does not meet the state-adjusted performance targets, in addition to their local application for SFY 2021-24 and the CLNA completed prior to SFY 2021 and SFY 2023. The local application will require recipients to demonstrate and provide evidence of how approved programs of study and career pathways will expand access for special populations specifically in the following areas:

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

⁴⁰ A.) Incorporates challenging state academic standards, B.) addresses both academic and technical knowledge and skills including employability skills, C.) aligned with the needs of industry, D.) progresses in specificity, E.) has multiple entry and exit points that incorporate credentialing, and F.) culminates in the attainment of a recognized postsecondary credential.

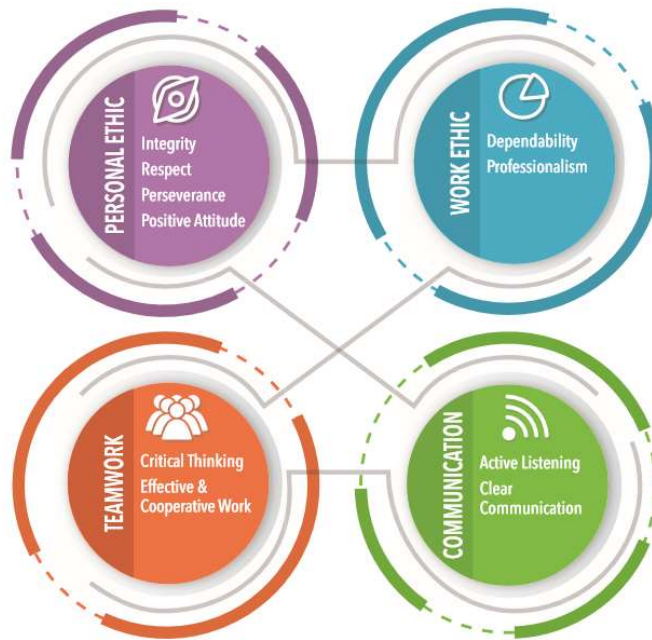
⁴¹ https://www.iccb.org/iccb/wp-content/pdfs/manuals/program_review/ICCB_Program_Review_2017-2021_Revised_6_13_19_FINAL.pdf

See ISBE's Program Approval Process (Appendix X) and ICCB's Program Approval Process (Appendix X) for full program approval policies and processes.

State Support for Local Program of Study Collaboration: Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be essential to the development, implementation, and evaluation of programs of study. These partnerships can allow for smooth transitions and coordination of services to increase student success by expanding access to and supporting persistence in CTE programming for special populations. Secondary and postsecondary recipients will be required to obtain signatures from all partners consulted as a part of the completion of the CLNA and local applications to ensure that there is coordination among stakeholders. ISBE and ICCB will facilitate these collaborative efforts by providing support and guidance on the development and implementation of local and joint CTE Advisory Committees. These efforts include updates to the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level during SFY 2020. ISBE and ICCB will also begin providing technical assistance for secondary recipients during SFY 2020 as they are developing their CTE Advisory Committees.

Employability Skills: Recipients will be required to describe within their local application how they plan to integrate employability skills into the core coursework of each CTE program of study. The process for ensuring the inclusion of employability skills leverages *The Illinois Essential Employability Skills Framework and Self-Assessment*, Appendix X, developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, workforce representatives, and informed by the Office of Career, Technical, and Adult Education's Employability Framework. The four components of the framework are detailed within the figure following figure. This framework, bolstered by self-assessment tools and accompanying professional learning, supports local CTE programs as they design and integrate employability skills into curriculum and activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate more intentional integration that will lead to increased retention. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure that employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework⁴² are detailed within the figure below.

⁴² Illinois Essential Employability Skills Framework and Self-Assessment <https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf>



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

Figure 8: Employability Framework

Additionally, the Top 10 Cross-Sector Essential Employability Competencies⁴³ were created by the P-20 Council and integrated within the College and Career Pathway Endorsement (CCPE) under the PWR Act. The CCPE was developed in July 2018. (See Appendix X). A crosswalk of the two frameworks for employability skills offered in Illinois is provided in figure that follows.

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

Figure 9: Employability Skill Framework and PWR Employability Competencies Crosswalk

⁴³ Recommended Technical and Essential Employability Competencies <http://pwract.org/wp-content/uploads/2019/07/Recommended-Technical-and-Essential-Employability-Competencies.-April-2019.pdf>

ISBE and ICCB are exploring ways to use both the Illinois Essential Employability Skills Framework and the PWR Act CCPE Essential Employability Competencies to ensure programs of study are responsive to the industry-identified employability skills needed by completers of CTE programs for implementation in SFY 2021. Integration of these frameworks will give CTE program administrators implementation and assessment resources in addition to guidelines for a self-assessment process to promote continuous program improvement in implementation of employability skills.

c. Describe how the eligible agency will--

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

Secondary: ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through *ISBE's Weekly Message* and frequently updated social media accounts on Facebook and Twitter, allow for more direct communication with students and parents. ISBE will develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies, beginning in SFY 2021.

ISBE redesigned its CTE webpages in SFY 2020 to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the PWR Act⁴⁴. The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample Postsecondary and Career Expectations (PaCE) framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions can also access ISBE's statewide career guide as a hard copy or in digital format.⁴⁵ Both formats will be translated into other languages and accessible through assistive technology to allow expanded access by special populations in SFY 2021. The career guide is organized around the nationally recognized career clusters. Information for each cluster is provided related to programs of study, entry and exit points connecting secondary to postsecondary opportunities, current labor market data, and statewide business and industry partners.

⁴⁴ <https://www.isbe.net/Pages/Career-Technical-Education.aspx>

⁴⁵ <https://www.ilcareerguide.com/>

Postsecondary: In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed via the agency website and social media accounts. The newsletter highlights exemplary CTE programs, shares effective practices, and distributes important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning opportunities. The ICCB's Directory of Programs website⁴⁶ provides the public with information on available programs of study at Illinois community colleges. Students can search by college or by program of study. Students are provided information on the available programs of study that colleges offer, the degree or certificate type, and the required number of hours for completion. A ZIP code locator is offered to assist students in finding their local community college. Contact information for the colleges is also provided.

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 facilitate collaboration among eligible recipients throughout the development, evaluation, and coordination of CTE programs and programs of study and career pathways. Specifically, ISBE and ICCB will utilize the local planning process to facilitate collaboration among secondary and postsecondary grantees. The local planning process includes the completion of the CLNA and the local application. ISBE and ICCB have designed respective CLNAs and local applications so that collaboration is conducive for our secondary and postsecondary grantees. Additionally, other stakeholders, including adult education providers, local workforce boards and community-based organizations are required to participate in local planning efforts. The following strategies will promote collaboration among eligible recipients^[00] in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points:

- Through the implementation of the State Plan, ISBE and ICCB will provide technical assistance and resources to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to engage key stakeholders regularly regarding the quality and impact of local CTE programs.
- In SFY2020, ISBE and ICCB collaborated with the core partners of WIOA to align local planning guidance. Local workforce areas, under WIOA, will also be developing 4-year local plans for the period of July 1, 2020- June 30, 2024. Specifically, labor market information will be provided by local workforce boards to inform local WIOA and Perkins plans, while the results of the CLNA from secondary and postsecondary grantees will be provided to local workforce boards to inform local WIOA plans. These collaborations will inform program of study and career pathway development and alignment. Throughout the implementation of the State Plan and the Unified WIOA Plan, ISBE, ICCB, and WIOA agencies will work together to provide guidance and technical assistance to local grantees as they implement their local plans.
- Quality programs of study and career pathways require the use of multiple entry

⁴⁶ <http://iccbdsrv.iccb.org/dop/home.cfm>

and exit points; therefore, this is a component of ISBE's Program Quality Review rubric and ICCB's CTE program of study approval policy. Furthermore, requiring that LEAs collaborate with their secondary or postsecondary counterpart(s) to complete the CLNA creates another opportunity for both entities to review programs of study for alignment across systems of entry and exit points.

- iii. **Describe how the eligible agency will--use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.**

An initial assessment of the extent to which local programming is addressing workforce needs will occur through the local applications and programs of study submitted for approval at both the secondary and postsecondary levels.

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

Postsecondary: Postsecondary CTE is a required partner of the Workforce Innovation and Opportunity Act (WIOA); therefore, local postsecondary CTE recipients will be actively engaged in regional and local WIOA planning processes⁴⁷. ICCB serves on the state-level team that reviews regional and local WIOA plans. Information gleaned from these plans will inform ICCB's review of the community colleges' Perkins Plans. Several other review processes are in place to ensure labor market alignment is maintained, including the ICCB Program Review process.

Joint Efforts: 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. ISBE and ICCB will also be able to utilize the State WIOA Unified Plan, alongside the regional and local WIOA plans to ensure local CTE programs are aligned to labor market needs, as appropriate. Lastly, ISBE and ICCB will continue to collaborate with the state's Workforce Innovation Board to identify other emerging in-demand sectors or occupations. ISBE and ICCB are actively engaged on the Board and its committees.

- 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?**

Ensuring Equal Access. Local recipients will be required in the local application and the program of study approval process to address how equal access for special populations students will be ensured in their CTE programs of study and activities that will be assisted under Perkins V. The

⁴⁷ Program Year 2020 WIOA Regional and Local Planning: <https://www.illinoisworknet.com/WIOA/RegPlanning>

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

Secondary Level: LEAs will be required to utilize data disaggregated by special population subgroups to complete a CLNA and local application. Local grantees will provide a plan for addressing all achievement and opportunity gaps. These strategic plans will then guide the appropriate uses of federal and state CTE funds for the LEAs. Information gathered through this process will allow state and federal CTE funds to be used to directly support local efforts that address achievement gaps.

Additionally, ISBE maintains a website⁴⁸ that 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 compliance with civil rights laws is understood as an opportunity to articulate our commitment to ensuring access and opportunity for all.

Postsecondary Level: Community colleges in Illinois are open access institutions, meaning that all students are eligible to receive academic and support services. In tandem to submitting a local application for SFY 2021-24 and completing the CLNA prior to SFY 2021 and SFY 2023, local recipients will also be required to submit a Performance Improvement Plan (PIP) for all fiscal years in which their performance does not meet the state-adjusted performance targets. PIPs must identify disparities based on disaggregated data and utilize that data to develop and implement specific, evidence-based strategies or activities to address the identified disparities. Failure to create meaningful, targeted activities may result in disapproval of the recipients' local application or related programmatic monitoring compliance findings.

ICCB maintains a website⁴⁹ as an online tool designed to provide information, direct links to legislation, and helpful resources related to civil rights. In addition, ICCB provides statewide professional learning and technical assistance to the colleges on the importance and relevance of civil rights laws and anti-discrimination efforts. These opportunities present in several ways, including stand-alone workshops wherein colleges receive a simulated on-site civil rights review and as breakout sessions at larger conferences like the Forum for Excellence.

Supporting Equal Access. To reduce barriers and expand access for special populations, opportunities for professional learning will be identified and provided to the local recipients based on a statewide analysis of performance of special populations conducted by ISBE and ICCB as informed by the gaps and common trends identified in the Comprehensive Local Needs Assessments.

⁴⁸ www.ilequity.com

⁴⁹ www.ilcivildrightsreview.com

Guidance documents will be developed to provide professional learning and technical assistance so local programs can respond to these gaps. Examples of resources include:

- Special Population Recruitment and Support Strategies Briefs⁵⁰ will be updated during SFY 2020 with current research and new special populations as defined by Perkins V.
- ICCB will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

v. Describe how the eligible agency will--coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.

Career pathways for Illinois are outlined at a website⁵¹ maintained by the Illinois Department of Commerce and Economic Opportunity. The Illinois WorkNet Portal and Program is a collaboration with multiple partners from state, local, and private sectors, including ISBE, ICCB, and the Governor's Illinois Workforce Innovation Board (IWIB). Representatives from ISBE and ICCB are active members of the IWIB. The inclusion of staff from ISBE and ICCB allows for strategic alignment with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in the following figure.

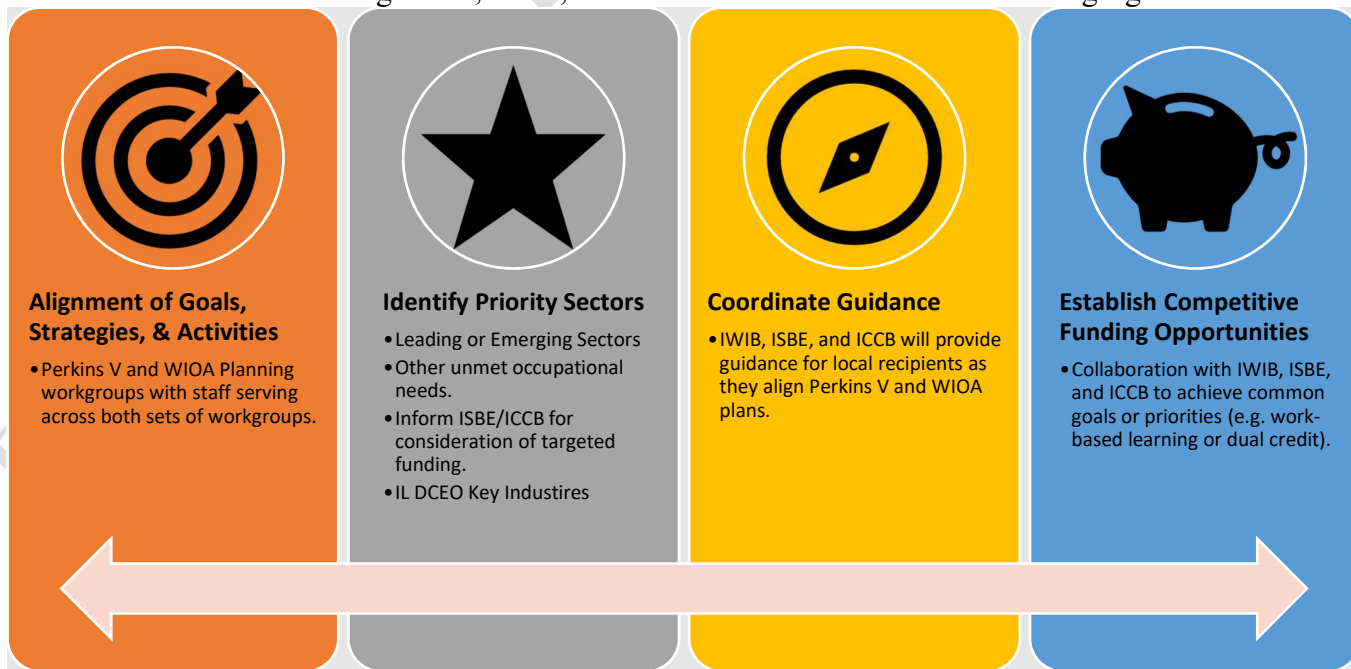


Figure 10: Workforce Coordination

⁵⁰ <https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/>

⁵¹ <http://www.illinoisworknet.com/>

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

- vi. **Describe how the eligible agency will--support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.**

The initial means through which ISBE and ICCB will support collaboration among secondary schools, postsecondary institutions, and employers occur through the program of study approval process and completion of the CLNA and local application, which begin in January 2020. The driving force behind the facilitation of these collaborations is to ensure students participating in CTE programming will be provided with program offerings, with seamless transitions and multiple entry and exit points, that will prepare them with a deep understanding of and meaningful work-based experiences in the industry they are preparing to enter. Figure 11 highlights the steps in which secondary schools will collaborate with postsecondary institutions and employers.

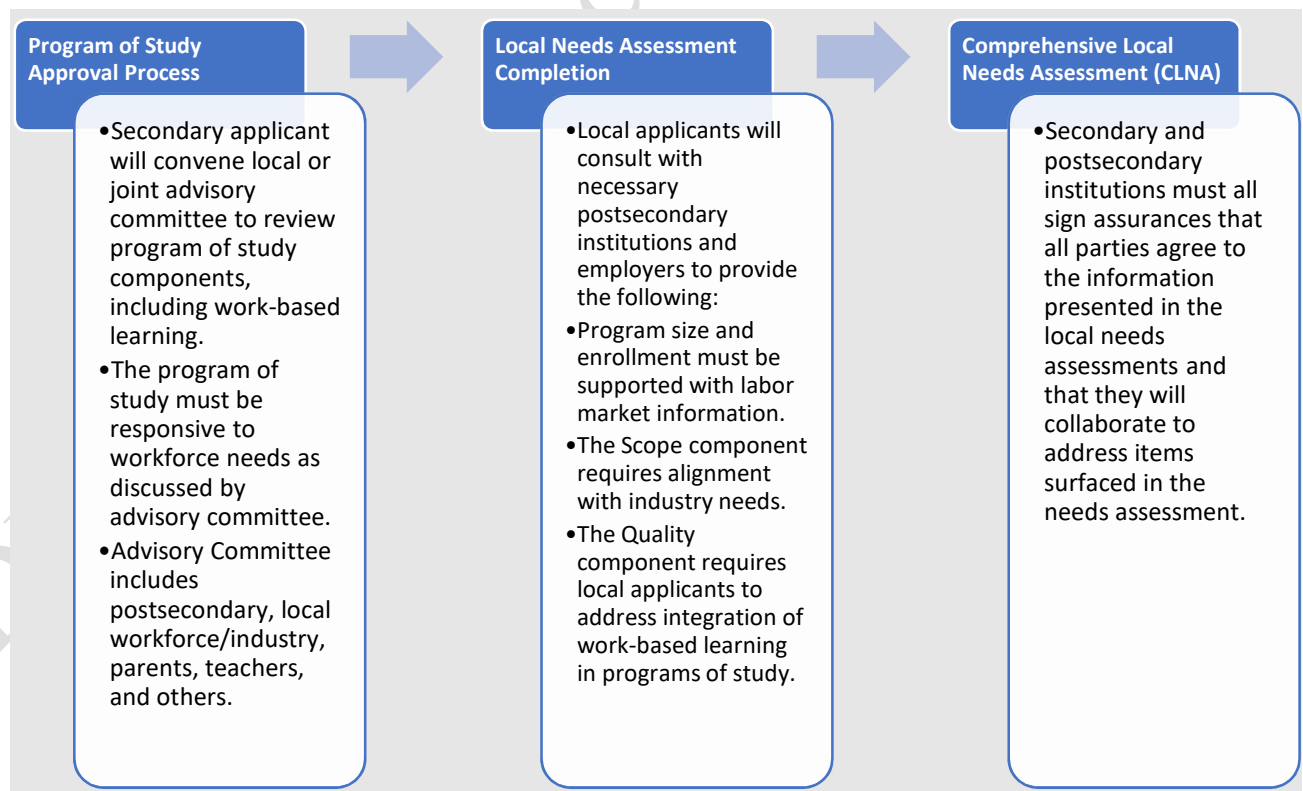


Figure 11: Education and Employer Program Approval Collaboration

ISBE and ICCB have identified several additional strategies to support effective and

meaningful collaboration between secondary schools, postsecondary institutions, and employers.

1. **Braiding of Funding to Support Local Collaboration:** Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) will continue to support the local collaboration of postsecondary CTE and adult education providers to develop, implement, and scale Integrated Education and Training programs. Additionally, ISBE and ICCB are exploring another competitive grant opportunity with the Department of Commerce and Economic Opportunity (administrator for WIOA Title I). The goal of this competitive grant is to support the partnerships of secondary and postsecondary CTE with 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 grant opportunity would allow local partnerships to choose from a menu of options to fit the needs of their local communities. Feasibility of this grant program will be discussed during SFY 2020, with the intent to implement in SFY 2021.
2. **Regional Networking and Planning Events:** ISBE and DCEO will host and facilitate ten regional networking events across the state in spring 2020. The events will be structured opportunities for secondary schools, postsecondary institutions, and employers to share region-specific needs and opportunities and to initiate collaborative efforts to provide students with greater exposure to aspects of industry through contextualized learning through work-based learning and other hands-on activities.
3. **Technical Assistance through Development of Local Resources:** ISBE and ICCB will continue to develop resources to support meaningful, local collaboration for advisory committees and related to program of study implementation so that students can be provided with experience in, and understanding of, all aspects of an industry.
 - **Advisory Committee Guidebook:** During SFY2020 ISBE and ICCB set forth the expectation that a local or regional advisory committee, which includes local employers and other relevant stakeholders, including community-based organizations and students, provide input on all CTE programs of study. This guidebook was developed by ICCB to provide guidance for postsecondary CTE programs as they work to improve their advisory committees. Future plans for SFY2021 involve ensuring an advisory committee guidebook includes guidance for secondary grantees.
 - **Career Development Experience Toolkit⁵²:** This toolkit helps to facilitate collaboration between secondary school and industry by highlighting best practices for facilitating career development experiences. It includes examples of how organizations are accomplishing this and spark innovation for other communities on how these examples might be modified to fit into their own unique context.

⁵² <https://edsystemsniu.org/career-development-experience-toolkit/>

Throughout the duration of the implementation of the State Plan, employers will receive training on the toolkit along with the school districts and community colleges.

4. ***Programs of Study Expectations Tool:*** The Illinois Programs of Study Expectations Tool⁵³ 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.
5. **Professional Learning and Facilitated Networking Opportunities**
 - ***Career Connections Conference:*** In the Spring, ISBE in collaboration with ICCB, sponsors an annual practitioner-focused statewide conference with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities, appropriate for secondary and postsecondary CTE educators, administrators, and counselors. Additionally, the conference includes strands for grade 5-8 teachers in the form of career-connected exploration.
 - ***Forum for Excellence:*** In the Fall, the Forum for Excellence is Illinois' premier CTE and Adult Education (AE) professional learning event sponsored by the ICCB in collaboration with partners. The Forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Additionally, the conference strives to build the foundation of partnership, showcasing local, regional, and national models that impact and improve opportunities for all students access to high quality CTE programs. The conference supports administrators of CTE including but not limited to: postsecondary Perkins Administrators, CTE faculty, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, and workforce partners. Resources from the FY2019 Forum for Excellence can be accessed here⁵⁴.
 - ***Illinois Transitions Academy:*** The Transitions Academy is designed to assist program teams working towards developing Bridge and Integrated Education and Training (IET) programs. The Transitions Academy provides technical assistance, online and in person professional learning, and product development to support programs as they work to develop, scale, and improve their ICAPS/IET programs. The Illinois Transitions Academy occurs once in the fall and once in the spring and is hosted through the partnership between the Southern Illinois Professional Development Center (SIPDC) and the Illinois Center for Specialized Professional Support (ICSPPS) and supported by ICCB.
 - ***Professional Development Network:*** The CTE Professional Development Network serves as a platform for regional collaboration amongst, community college CTE

⁵³ Illinois Programs of Study Expectations Tool: <https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/>

⁵⁴ FY2019 Forum for Excellence resources: <https://icsps.illinoisstate.edu/2019/09/forum-for-excellence-2019/>

administrators, coordinators, and faculty, and Perkins Administrators. The intent is to ensure that community college CTE programs continue to focus effectively on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability. Professional development through this network is offered throughout the year.

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

To assist local recipients in improving outcome and reducing performance gaps, including for those who are members of special populations, starting in SFY20, ICCB and ISBE will provide professional learning and targeted technical assistance. The professional learning and targeted technical assistance strategies are described above and in Sections B3 and B4 of this plan. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjusted performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities including members from special populations. Recipients will be required to show a concerted effort in making strides toward reducing and eliminating any identified disparities and gaps throughout the ensuing fiscal years in order to maintain eligibility.

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

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. There is a growing emphasis among policy makers regarding the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education. The Dual Credit Quality Act legislates dual credit in Illinois. As amended, effective January 1, 2019, the Dual Credit Quality 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 is the largest dual credit provider in Illinois. There were more than 117,000 secondary students enrolled in community college dual credit across all 48 community colleges during academic year 2017-18. Specifically, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE courses were welding, certified nursing assistant, and construction trades.

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

- ***Enhance high-quality credentialing opportunities:*** The continued expansion of

stackable credentials and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to high-skill, high-wage, in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.

- ***Improve access to higher education through dual credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation.⁵⁵ Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income. Beginning in SFY 2020, ISBE and ICCB will utilize disaggregated data to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. The goal is to increase awareness, access, and participation in dual credit opportunities, specifically for students underrepresented in dual credit and higher education programming.
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Equity is a foundational tenet of Perkins, so considering dual credit through the lens of equity is essential. It is paramount to understand the factors that contribute to access to and student success in dual credit courses. Focusing on both access and student success through a disaggregated lens and in-demand career fields allows for curricular adjustments, student supports, and overall programmatic enhancements to be implemented. ISBE and ICCB connect de-identified dual credit student data via Illinois Longitudinal Data System⁵⁶ efforts. They will continue to expand this effort to measure the impact of dual credit via student success outcomes, such as persistence, retention, and graduation rates.

Throughout the implementation of the State Plan, ICCB will provide competitive grant opportunities 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

⁵⁵ Illinois Community College System Dual Credit Report FY 2018, Illinois School Report Card

⁵⁶ <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>

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)

ISBE and ICCB engage stakeholders, including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in state and local-level efforts in the planning, development, implementation, and evaluation of secondary and postsecondary CTE programs.

State-Level Efforts

- ICCB and ISBE will bring together stakeholders across the state, including CTE instructors, administrators, career guidance and academic counselors, and business and industry representatives, to develop model programs of study for local adoption, particularly in high-skill, high-wage, in-demand occupations. Four programs of study are being developed in SFY2020 and additional program of study models will be developed in coordination with these stakeholders in SFY2021-2024.
- ISBE is developing a Statewide Secondary CTE Advisory Committee that will meet at least annually with additional meetings as needed, to begin in SFY 2020. The committee will be composed of student and parent participants, including, but not limited to, members of the Student Advisory Council, student leaders from Career and Technical Student Organizations, students nominated to be Illinois CTE Presidential Scholars, and students and parents of special populations, who will provide feedback in the planning, development, implementation, and evaluation and ongoing improvement of its career and technical education programs.
- ISBE and ICCB will provide technical assistance and develop resources throughout the implementation of the State Plan during SFY 2020 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 can assist 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 learning was conducted to support LEAs as they work to improve their advisory committees.
- Survey results from ISBE's 5Essentials Survey⁵⁷ will inform continuous improvement by identifying strengths, weaknesses, and implications of programming with the inclusion of CTE-specific items to be integrated for SFY 2021. This survey is administered in grades

⁵⁷ <https://www.isbe.net/Pages/5Essentials-Survey.aspx>

K-12, and additional questions will be added to allow for the collection of data related to CTE in grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School Research, focuses on five domains, including effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

- The ICCB created the Program Review Advisory Committee in 2019, 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 learning, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. One specific recommendation of this committee that will be implemented moving forward is to institute a faculty peer-review system of program evaluation across the community college system. This system will be piloted in SFY 2021. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions. Resources, such as the *Creating a Space for Student Voice in Advancing Program Review*,⁵⁸ will be developed, in SFY 2021 to assist local recipients in engaging key stakeholders in the evaluation of CTE programs.

Local Support for Stakeholder Engagement

- At the secondary level, local and/or joint advisory committees with representatives from secondary and postsecondary CTE programs, business and industry, community-based organizations, and other partners serve in advisory capacity at the local level to inform program development, implementation, and evaluation.
- Throughout the implementation of the State Plan, ICCB will create a variety of resources, such as communication and facilitation guides and planning templates, to encourage and foster local engagement among these stakeholders in the evaluation of CTE programming. Additional resources, such as 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 students with disabilities) was created in SFY2020 to provide a direct connection among these groups. This Directory was created in response to requests from secondary and postsecondary grantees who are not aware of some of these organizations, and it will be helpful to new secondary and postsecondary CTE administrators. In addition, the Advance CTE Stakeholder Engagement tool is being used in Illinois to

⁵⁸ <https://occr1.illinois.edu/docs/librariesprovider4/program-review/student-voice-brief.pdf>

implement professional learning regarding the engagement of stakeholders.

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.

As secondary and postsecondary grantees are supported by different state agencies, there are two versions of the local application template. ISBE oversees the administration of the local secondary funds and developed a local application and process for the secondary regional consortium. ICCB oversees the administration of the local postsecondary funds and has developed a local application and process for the community colleges. ISBE and ICCB require that local applications are informed by the CLNA, which will be completed in advance of the local applications.

Secondary Local Application- Appendix X

Postsecondary Local Application- Appendix X

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.

At the secondary level, the EFE regions works with local school districts to conduct the CLNA. At the postsecondary level, CLNAs are conducted by community colleges.

The EFE regions and community colleges are equal partners that lead the completion of the CLNA for their region or local area. Each recipient in a consortium model must produce a CLNA and a local application.

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

Secondary Local Needs Assessment Template - Appendix X

Secondary Comprehensive Needs Assessment Template - Appendix X

Postsecondary Comprehensive Needs Assessment Template and Guidelines - Appendix X

CLNA Guidance Document - Appendix X

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.

ISBE and ICCB jointly defined size, scope, and quality. The definition for size, scope, and quality and its elements will apply to all eligible recipients -- secondary and postsecondary -- unless specifically noted. *These definitions are in draft form until public comment has commenced and the State Plan has been approved by the U.S. Department of Education.*

Size

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

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

Figure 11. Size of Secondary Program Recommendations

Scope

As defined in Perkins V, a program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging state academic standards;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- d. Progresses in specificity;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.

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

Quality

Programs of study must meet all of the following quality criteria. Most criterion should be met at the time of initial application; all criterion must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts. This framework addresses K-12 and postsecondary and its application to local program development is required to receive Perkins funding as well as any additional CTE funding provided by the

state.

- 1. Development and Engagement:**⁵⁹ All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. The advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.
- 3. Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies.
- 4. Recruitment and Access:** Beginning in SFY 2021, districts and colleges must develop a student recruitment and retention plan through the CLNA to address equity gaps that are evident into middle school. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
- 5. Instructional Sequence.** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

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

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course that includes career exploration;

⁵⁹ Currently, all postsecondary POS are required to have an advisory committee that meets, at minimum, annually. The ICCB continues to stress collaboration with secondary partners for these advisory committees.

- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum

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

- Encompass alignment of content between secondary and postsecondary coursework and curricula and include opportunities for dual credit or articulated credit in applicable academic and technical areas;
 - Include stackable credentials;
 - Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
 - Describe how work-based learning is incorporated into the curricula;
 - Describe how employability skills are incorporated into the content of the program; and
 - Ensure access and smooth transitions through programming for all students.
6. **Work-Based Learning⁶⁰:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or CTSOs; and
 - One or more of the following: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship⁶¹.
 7. **Instructors:** Instructors within programs of study are:
 - Qualified,
 - Collaborate with industry professionals,
 - Engaged in applicable professional learning.
 8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
 9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee

⁶⁰ <https://www.illinoisworknet.com/wbl/Documents/WBL%20POS%20Report%20Final%20Illinois%20Pathways.pdf>

⁶¹ <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>

described in Section D.

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)**

Recruitment and Preparation

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

- **Educator Preparation Pathways in High Schools.** CTE in Illinois plays a critical role in addressing the statewide teacher shortage through the recruitment and early preparation of high school students for careers in education. The CTE Education Career Pathway State Grant, a competitive grant that will be released in spring 2020, will provide funding directly to LEAs to support planning and implementation of a CTE Education Career Pathway or program of study directly connecting students to teacher preparation programs in any content areas delivered through institutions of higher education in Illinois. Funded programs will provide students opportunities to earn dual credit and the State Seal of Biliteracy (as appropriate); participate in work-based learning opportunities and internships; experience coursework along a program of study continuum leading to matriculation into a higher education teacher preparation program; receipt of an industry certification, such as paraprofessional license and/or high school career endorsement or micro-credential. Districts may apply for a regional collaboration with a consortium of districts and universities and/or community colleges to strengthen opportunities. The expansion of the educator preparation pathway programs will enable the recruitment and preparation of more educators for a variety of positions in education, including teaching CTE courses, in the long term.
- **Licensure Rule Revisions.** Illinois is enacting recommendations from *Teach Illinois*⁶², developed with generous support from the Joyce Foundation, to address a teacher shortage in the short term. The *Teach Illinois* project was established to investigate and report on the contributing issues and sustainable solutions to the educator shortage. The Teach Illinois collaboration of key participants resulted in seven recommendations⁶³ that have implications for teacher preparation,

⁶² <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

⁶³ <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>

collaboration, future initiatives, and teacher leader development. The second recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE is responding to this recommendation by convening a group of stakeholders in early 2020 to review and update current CTE licensure rules to reduce barriers to entry for qualified teacher candidates as well as consider avenues for short-term approvals in career and technical education to allow districts facing shortages greater flexibility in utilizing qualified teachers.

- **Bridge Program.** One innovative approach Illinois is considering is the development of a bridge program to increase the number of licensed CTE teachers by recruiting and preparing educators holding a teaching license in another content area to teach CTE. Current program options being considered include two summer externships in industry and co-teaching and mentoring opportunities with an experienced, licensed CTE teacher, feasibility will be evaluated during SFY 2020.
- **Collaboration with Partners.** Additional recruitment and retention efforts focus specifically on teachers of color. Illinois was invited to participate in the Diverse and Learner Ready Teacher initiative, spearheaded by the Council of Chief State School Officers, commenced in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Illinois is in the process of finalizing the development of culturally responsive teaching standards 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. CTE teachers will be included in this work.

Ongoing Support and Professional Learning for CTE Educators

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

- **Induction Programming for K-12 Teachers:** ISBE is partnering with the state CTE teachers' professional organizations to streamline and integrate CTE teacher induction programming statewide. One of the primary goals of this process is to differentiate sessions for novice educators who are entering with a traditional teacher preparation background and for those who are alternatively licensed, transitioning from careers in industry. This induction program, typically held early September, includes a kick-off event with professional learning carousels and trainings based on needs identified by new teachers and the teacher preparation institutions. An in-field mentoring program is being developed for pilot in early spring of 2020, with plans

for coordination through the regional and state CTE consortiums. A pre-conference session offering additional induction programming is planned for the Career Connections Conference in spring of 2020 that will be hosted in three locations throughout the state.

- **Induction Programming for Postsecondary Educators:** ICCB responded to the need for professional learning for novice educators and requests from community colleges by contracting with Illinois State University to develop curriculum and professional learning modules designed for business and industry representatives entering teaching, specifically CTE faculty. These modules will not be required but will supplement any on-campus training and professional learning. Modules will be created and piloted in SFY 2020 and released online in SFY 2021.
- **Postsecondary CTE Administrator Learning Communities:** The Perkins Administrator Cohort is comprised of postsecondary CTE subrecipients of the Perkins grant. It is designed to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional learning. ICCB facilitates monthly learning community virtual meetings to provide a platform where Perkins administrators can share effective practices within their institutions and programs and troubleshoot concerns/issues in relation to local Perkins grant implementation and CTE programs.
- **Learning Opportunities for All CTE Educators:** ISBE and ICCB will continue to collaborate to provide meaningful and relevant professional learning for all CTE educators statewide. These opportunities will be delivered at statewide conferences, such as the Career Connections Conference (annually held in the spring) and the Forum for Excellence (annually held in the fall), while others will be ongoing opportunities presented by ISBE and ICCB. Sessions related to the topics listed below are already in progress.
 - Facilitation of effective work-based learning
 - Supporting postsecondary planning
 - Integration of core academic and CTE standards
 - Teacher leadership in CTE
 - Differentiated instruction in the CTE classroom
 - Trainings for administrators who work with CTE to further develop data collection and analytical skills
 - CTE Counseling Academy to support statewide implementation of best practices in career counseling and advising

Professional Learning and Structures to Improve Instruction for Special Populations

It is a priority of ISBE and ICCB to serve every student. Therefore, professional learning for all educators, local CTE directors, EFE system directors, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will be developed and delivered beginning in SFY 2020. ISBE and ICCB will also embed its focus on meeting the needs of special population into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning during SFY 2020 and beyond for EFE system directors and CTE faculty and staff focused on strategies for improving instruction for students who are members of special populations. Strategies include, but are not limited to, Universal Design for Learning (UDL), differentiated instruction, and culturally responsive teaching.
- ISBE staff will continue efforts begun in SFY 2020 to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Beginning in SFY 2021, eligible applicants will be required to submit plans for educator development to improve instruction to meet the needs of special populations as part of the local application. The plans must include indicators for how recipients provide access to professional learning on special populations, barriers to CTE implementation, as well as how teachers will learn and practice research-based strategies for meeting the diverse needs of members of special populations. ISBE staff who review CTE funding applications will also receive training to ensure that proposals are evaluated correctly with regard to data collection, interpretation, and application, in particular the inclusion of professional learning to help teachers meet the needs of special populations.
- ICCB requires colleges to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. ICCB also requires colleges to conduct activities that will provide professional learning opportunities to faculty, counselors, and administrators on the following topic areas: utilizing the UDL framework, integrating academics and CTE, providing the appropriate accommodations for special populations students, and teaching skills that include promising practices to close gaps in student participation and performance.
- ISBE and ICCB will continue to emphasize the priority to meet the needs of members of special populations in all existing professional learning opportunities, such as the CTE Counseling Academy, Administrator Academies⁶⁴, and Career Connections Conference. Every professional learning opportunity offered to CTE educators will include explicit strategies for supporting and expanding opportunities and improving instruction for students who are members of special populations.

⁶⁴ Specific professional learning opportunities for school administrators in Illinois.

3. Meeting the Needs of Special Populations

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

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

Illinois recognizes the importance of equity, diversity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations⁶⁵ as defined in Perkins V (see Appendix X for definitions), have not had equitable access to, or participation in, educational programming, including CTE. CTE courses and programs shall be offered equitably, with an absence of discrimination, in order to ensure access with appropriate accommodations for students through collaborative efforts and supports. The following guiding principles, developed by the Equity and Access Committee of the Perkins V Stakeholder Work Group, serve as the foundation for reducing inequities in CTE:

1. Illinois CTE will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
2. Illinois CTE will provide targeted support services, informed by evidenced-based practice, for special populations in collaboration with secondary and postsecondary districts and community-based organizations.
3. Illinois CTE will provide evidenced-based professional learning and resources to support programs in collecting and using data to critique and improve activities and services for those who are members of special populations, which will benefit all students.
4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create programs that ensure equitable access and supports, create opportunities for work-based learning, and ensure access to high quality programming.

⁶⁵ Special Populations — students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

ISBE and ICCB will employ a variety of strategies to promote access and success for special populations students. There are many overarching strategies, such as professional learning and continuous improvement processes, that inform program strategies that may positively affect all members of special populations. These are detailed below. ISBE and ICCB have outlined specific strategies for each special population group that the agencies will support and promote to address equity gaps.

Overarching Strategies to Meet the Needs of Special Populations Students

Utilizing State Leadership Funds to Support Special Populations

Both ISBE and ICCB are required to utilize state leadership funds to provide preparation for nontraditional fields and expose members of special populations to high-skill, high-wage and in-demand occupations. These activities are described in section D.

Local Funding Opportunities

1. ISBE and ICCB are committed to educational equity and will take advantage of the flexibility afforded to states to utilize State Leadership and Reserve funds to support special populations in districts where disaggregated data does not reflect improved outcomes for students in special populations. Funding opportunities may be formula-driven or competitive-based to support local recipients in carrying out evidenced-based strategies to address inequities in CTE programs and activities. Funding may support the support of effective teachers, faculty, specialized instructional support personnel, and paraprofessionals through personalized professional learning communities, micro-credentials, cohorts, and virtual learning opportunities directly related to special populations. Other specific, evidenced-based strategies that will be supported by ISBE and ICCB throughout the implementation of the State Plan are detailed beginning on page 62.
2. Special Population Leadership Academies for EFE directors, district and building-level administrators, and community college administrators so they can learn to drive change at the local level through the development of an equity action plan. Funding will be provided to research and enact evidenced-based strategies to address performance gaps, with a follow-up workshop wherein participants will share innovative practices and results.
3. Support for programs and activities, including facilities and equipment that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, particularly for students who are members of groups underrepresented in such subject fields and members of special populations.
4. The expansion of competency-based education opportunities to meet the needs of members of special populations.
5. Opportunities for students to access and participate in Career and Technical Student Organizations.

6. Expansion of open educational resources, particularly those that are culturally responsive to the students being served.
7. Equity-driven, continuous quality improvement processes to evaluate programs, services, and activities to identify disparity gaps and inform actionable change.

Professional Learning to Support Special Populations Students

During SFY20-SFY24, ISBE and ICCB will support professional learning opportunities for both secondary and postsecondary education systems. Professional learning will be targeted to administrators, instructors, paraprofessionals, academic and career advisers and counselors, and student leadership groups. Professional learning will be offered through conferences, in-person workshops, webinars, and virtual meetings. Additionally, resources that are created to support professional learning will be widely distributed via the implementation of the State Plan. Specific professional learning will be offered on:

- a. Legislative changes related to special populations;
- b. Data analysis, data literacy, disaggregation, and action planning;
- c. Equity-driven change through continuous improvement processes, such as the CLNA and ICCB and ISBE program reviews;
- d. Universal Design for Learning, as well as differentiated instruction;
- e. Multi-tiered systems of support, including response to intervention and Positive Behavioral Interventions and Support (secondary only);⁶⁶
- f. Evidenced-based strategies to support special population students, including highlighting local effective practices;
- g. The recruitment and retention of instructors who are underrepresented in the teaching profession;
- h. Gender equity, micro aggressions,⁶⁷ and stereotype threat;⁶⁸ and
- i. Culturally responsive pedagogy and practices⁶⁹.

Work-based Learning Opportunities

⁶⁶ For more information see www.pbis.org

⁶⁷ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

⁶⁸ 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>)

⁶⁹ <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, to include, but not be limited to, internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

More particularly, ISBE is exploring opportunities within the work-based continuum to create equitable opportunities across the state for all students. Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents, so to increase equity in work-based learning opportunities, ICCB will continue to support efforts for paid work-based learning such as pre-apprenticeships and Registered Apprenticeships throughout the implementation of the State Plan.. Additionally, ICCB will utilize Perkins Leadership funds to supplement activities within Illinois' Customized Apprenticeship Programming in Information Technology grant whereas the following populations are being targeted for participation and support: low-skilled adults, veterans, and individuals with disabilities. These groups are underrepresented in apprenticeship programming.

Accountability

Continuous Quality Improvement

ISBE and ICCB are committed to the use of a data-driven approach to create programs of support for students. Perkins V requires states, school districts, and community colleges to continually progress toward improving access and performance for all CTE students, including racial and ethnic subgroups, as well as special populations. Ensuring equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the comprehensive local needs assessment (CLNA) prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions, postsecondary institutions, and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is be instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs. Other equity-driven processes include program review processes required by ISBE and ICCB as well as the latter's Pathways to Results process. Particularly, these continuous quality improvement processes identify disparities between special populations⁷⁰ and in the areas of enrollment, persistence, performance, and success. See section D for more information on continuous quality improvement.

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act
- Adopt and publish grievance procedures, which are made available to students, parents, employees, and the general public, to address complaints of discrimination and harassment. Such procedures must include a specified timeline for prompt attention and resolution.

⁷⁰ Disaggregated by race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

- Provide an annual notice of nondiscrimination and a continuous notice of nondiscrimination, including information for filing complaints, for its CTE programs.

The *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* require that institutions receiving federal funds must provide programs of study and related activities without discrimination on the basis of race, color, national origin, sex, age or disability. ISBE and ICCB contribute to this effort by conducting civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the U.S. Department of Education Office of Civil Rights. The purpose of the on-site review is to determine the entity's compliance with the *Guidelines* and applicable federal laws and regulations related to Title VI, Title IX, Section 504, and Title II. These visits result in recipients being issued a letter of findings; they are required to address/correct findings through a plan of correction.

Starting in SFY 2021, ISBE will provide increased technical assistance and training to LEAs related to the *Guidelines*, including the annual notice of nondiscrimination, the continuous notice of nondiscrimination, and grievance procedures. ISBE will increase technical assistance and training related to the civil rights review process and all LEAs are asked to complete a civil rights self-assessment⁷¹. Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices. Robust technical assistance on the *Guidelines* and the Office of Civil Rights process will continue for community colleges as this is longstanding practice of the ICCB.

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

ISBE and ICCB requires recipients of Perkins funds to provide information on their local applications regarding activities that support students from special populations. The Transition Plan permitted both agencies to allow increased flexibility and innovation with funds to meet the needs of students, starting in SFY 2020. This helped reduce out-of-pocket expenses for special populations participating in CTE (particularly postsecondary), including, but not limited to, those participating in dual credit, through reduction or elimination of the costs associated with fees, transportation, child care, etc.

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

Students with Disabilities

1. *Providing appropriate accommodations:* ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional learning to local recipients on providing appropriate accommodations for students with disabilities, in accordance with IEPs and 504 plans, so they may equitably access and participate in CTE programming.
 - a. LEAs and community colleges may refer to “Supporting Students with Disabilities: Recruitment Super Strategies” for guidance and direction.⁷² The super strategies

⁷¹ Link to self-assessment

⁷² <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/Disabilities-recruit-and-retention-1.pdf>

documents will be updated by the start of SFY 2021. These include services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

- b. ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit by the fall of 2021 that will provide creative strategies to meet the needs of diverse learners, including instructional best practice for technical skill attainment, academic integration, other differentiated instruction strategies with a focus on career skills, employability skills, and literacy.
- c. Explore and expand professional learning opportunities related to best practices to close equity gaps, including the implementation of Universal Design for Learning, multi-tier systems of support including response to intervention, and differentiated instruction.

2. *Transition Planning: Facilitating transitions to and through postsecondary education and employment* – Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points are crucial to student success. ISBE and ICCB will coordinate with the Illinois Department of Human Services Division of Vocational Rehabilitation and DCEO to improve local connections between high schools, community colleges, and appropriate local providers that support students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB will provide support to local recipients to utilize effective strategies identified in the *U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*⁷³, such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

Low-Income Youth and Adults

1. *Providing broader flexibility for local recipients to support low-income students in overcoming financial barriers:* ISBE allowed for more flexibility with state and federal funding starting in SFY 2020 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 participating in dual or concurrent enrollment programs or early college high school programs. The ICCB has traditionally allowed flexibility in providing limited direct student support; however, previous U.S. Department of Education guidance had limited direct student support. This guidance has been suspended under Perkins V. Additional flexibility will be afforded to the colleges moving forward to assist low-income students in participating and persisting in their CTE program of study.

⁷³ <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

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, creating additional barriers and disincentives for low-income students to participate. Participation in apprenticeships, which require a paid component and culminate in an employment opportunity, is increasing in Illinois. ISBE and ICCB will increase support for the development and growth of high-quality youth and registered apprenticeships⁷⁴ available to students in high school and college, particularly prioritizing support for low-income students or students who are traditionally underserved in these type of opportunities. This support is provided by ICCB through Perkins Leadership funding.

Students Preparing for Nontraditional Fields

Advancing gender equity: Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Retaining students in nontraditional fields is particularly important for advancing gender equity; gendered career selection has been proven to exacerbate the existing pay equity gap, particularly for women. Illinois will continue to seek advisement and consultation from the Gender Equity Advisory Committee to guide and support the work related to students pursuing nontraditional fields. LEAs and community colleges may refer to *Supporting Students in Nontraditional Careers: Recruitment Super Strategies*⁷⁵ and *Informing and Supporting Students Interested in Nontraditional Fields*⁷⁶ for guidance and direction. These documents will be updated by the start of SFY 2021. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions⁷⁷, stereotype threat⁷⁸, and effective practices for recruiting and retaining students preparing for

⁷⁴ An apprenticeship registered with the U.S. Department of Labor (DOL) meeting the standards defined by DOL, 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 at <https://www.isbe.net/Documents/IL-Career-PathwaysDictionary.PDF>.

⁷⁵ <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/NON-TRAD-Recruitment-and-Retention-1.pdf>

⁷⁶ <https://icsps.illinoisstate.edu/wp-content/uploads/2018/11/NTO-Super-Strategies-ISBE.pdf>

⁷⁷ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

⁷⁸ 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

nontraditional careers.

Single Parents, Including Pregnant Women and Parenting Teens

Access to affordable and flexible supports, including child care: Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming. ISBE and ICCB will continue throughout the implementation of the State Plan to support professional learning to local recipients on how to assist these students in overcoming barriers to participation. Specifically, ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs. 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:* ICCB will support the development of stackable credentials and short-term certificates throughout the implementation of the State Plan to accelerate the education and training necessary to gain meaningful employment. Specifically, the ICCB will support the development of seamless transitions and articulation between non-credit and credit CTE programs. Additionally, the ICCB will support funding opportunities that promote competency-based education and prior learning assessments that accelerate progression through career pathways.
2. *Integrated education and training:* Out-of-workforce individuals without a high school diploma or its equivalency work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model that is supplemented by support courses (supplemental instruction) and comprehensive student supportive services and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs. ICCB will support the development, implementation, and evaluation of integrated education and training programs throughout the implementation of the State Plan.

English Learners

1. *Appropriate accommodations:* English Learners must be provided appropriate accommodations and not be barred access or participation in CTE programming or

apprehension about confirming the negative stereotype by engaging in particular activities.
(<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

activities due to the development of their English language Skills. Guidance and technical assistance are provided in the current *Supporting Students with Limited English Proficiency: Recruitment Super Strategies*.⁷⁹ These documents will be updated by the start of SFY 2021. ISBE will explore opportunities between now and April of 2022 to increase career and technical education opportunities with the Illinois Migrant Education Program (MEP). The goal of MEP is to reduce the impact of educational disruptions and other challenges faced by migratory children and youth by providing supplemental educational and supportive services to migratory children.

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

Students Experiencing Homelessness

1. *McKinney-Vento*: In accordance with the McKinney-Vento Act, ISBE identified procedures to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth, including opportunities to participate fully in CTE programming.⁸⁰
 - a. Barriers (e.g., lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and homeless children and youth must be immediately enrolled in a public school. LEAs may refer to the *Education for Homeless Children and Youths Program Non-Regulatory Guidance*⁸¹ for further information
 - b. ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act⁸².
 - c. LEAs are allowed increased flexibility in budgeting to meet the needs of homeless children and youth. For example, funds can now be used for fees associated with CTE coursework and items such as class materials, uniform fees, lab fees, transportation, and mandated charges for entry into programs (e.g., background checks, physicals, etc.).
 - d. LEAs shall provide assistance to unaccompanied homeless youth and teens related to FAFSA completion for those interested in postsecondary opportunities.
 - e. School districts should work closely with their designated homeless education liaison or contact the ISBE Wellness Department or CTE and Innovation for

⁷⁹ <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/LEP-Recruit-and-retention-1.pdf>

⁸⁰ <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>

⁸¹ <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcguidance072716.pdf>

⁸² <https://www.isbe.net/pages/homeless.aspx>

technical assistance and guidance, as needed.

2. *Addressing food and home insecurity among community college students:* The ICCB will utilize evidence-based research to provide technical assistance to community colleges regarding students who experience homelessness. Specifically, the ICCB will assist community colleges in collaborating with local resources, such as the Supplemental Nutrition Assistance Program Employment and Training program through the Department of Human Services⁸³, 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: 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. Illinois has the third-highest rate of foster youth aging out of the system.⁸⁴ Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. Eighty-six percent of foster youth indicate that they want to attend college, but only 3 percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated⁸⁵

1. ISBE and ICCB will employ strategies through this State Plan to increase career pathway opportunities for youth in care or those who are transitioning out of care. By May 2021, ISBE and ICCB will align with services provided under Perkins V to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance. Specifically, the ICCB contracted with the Office of Community College Research and Leadership (OCCRL) in SFY 2019 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. OCCRL will reference the environmental scan to conduct an exploratory study in SFY 2021 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 and will be shared with the postsecondary CTE community in SFY 2022.
2. By May 2021, ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures to recognize at-risk youth, targeted interventions, schoolwide interventions, and other career-related services to supports, including professional learning opportunities related to trauma-informed care.
3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB

⁸³ Government Accountability Office. (2018). Food insecurity: Better information could help eligible college students access federal food assistance benefits

⁸⁴ Foster Progress (n.d.). Retrieved from: <http://www.foster-progress.org/>

⁸⁵ Foster Progress (n.d.). Retrieved from: <http://www.foster-progress.org/>

are allowing increased flexibility with funding to meet the needs of members of special populations.

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

1. This is a new special population, so ISBE will collaborate with related partners to determine the resources and possible wraparound supports for youth with a parent who is a member of the armed forces and is on active duty.
 - a. Considerations for resource development shall be related to academic, social, emotional, and behavior supports to meet the needs of students participating career and technical education.
 - b. Provide guidance to LEA and EFEs on supports for these students as they move from school to school.

C. Fiscal Responsibility

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 currently consists of 56 regional EFE systems. Each EFE includes a board of control, which is made up of the district superintendents who established an intergovernmental agreement (IGA) between the districts within the EFE system to help govern their system. The function of the EFE system is to help in the delivery of career and technical education by:

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

ISBE will be evaluating the EFE system in SFY21. During spring 2020, ISBE will work with EFE system directors to define the scope of the evaluation. Changes to the system may be recommended to the Illinois State Board of Education, depending upon the findings of the evaluation.

All 39 districts in the Illinois community college system are eligible for postsecondary CTE services. See Appendix X for a list of all community college districts.

Each eligible secondary and postsecondary recipient must submit a four-year local application in order for ISBE or the ICCB to approve funding. The local application must include the following:

1. Comprehensive Local Needs Assessment: A fully completed CLNA (Appendix X), including assurances that all required partners were appropriately engaged, will be submitted prior to SFY 2021 and in SFY 2023.

2. Program Plan: The narrative or work plan should include a description of the activities and programs provided by the eligible recipient and should meet the requirements under Section 134 of the Perkins Act. The program plan should be informed by the results of the CLNA.
3. Annual Budget: Grantees will submit a budget on an annual basis identifying each fiscal year's proposed expenditures and rationale for expenditures. Allocations for secondary and postsecondary recipients are determined through a formula detailed in Sections 2-7 of this plan.
4. State Determined Levels of Performance: Eligible recipients not meeting the state determined levels of performance in any of SFY 2022, 2023, and 2024 will complete and submit a Performance Improvement Plan. Budget allocations should adequately support performance improvement activities.

The local application will be submitted in spring of 2020, and revisions may be submitted annually after the first program year. Revisions may be submitted as a result of the CLNA conducted in SFY2022, other continuous quality improvement processes undertaken in other years. If local allocations significantly change from year to year, rationale, supported by data, for changes to programs and activities must be provided.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per the Illinois Grant Accountability and Transparency Act (GATA)⁸⁶ and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

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

a. each eligible recipient will promote academic achievement;

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a local application requiring the eligible recipient to demonstrate how it will promote academic achievement. ISBE will specifically require information regarding integration of core academic standards and skills in programs of study and professional learning opportunities for CTE teachers related to individualized instructional approaches. In addition, should a student group not meet identified performance targets, recipients will submit a Performance Improvement Plan on their strategies for addressing any deficient performance measures. Specifically, ICCB will require community colleges to describe their efforts regarding academic and support services,

⁸⁶ <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

advisement, student retention, and persistence, among other activities that promote academic achievement

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

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, in addition to other criteria as described in Section 134 of Perkins V. This analysis will inform program offerings to be supported by Perkins funding. Secondary and postsecondary grantees will complete their CLNAs by spring 2020 to inform their local applications covering SFY 2021-24. Secondary and postsecondary recipients will be required to complete the CLNA process every two years after the local application has been submitted.

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

Illinois will allocate funds for career and technical education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent (\$32,313,273), less any funds reserved up to 15 percent (\$5,702,342), will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula;
- Not more than 10 percent (\$4,472,425) to be used for state leadership activities, including 2 percent (894,485) to serve students in state institutions;
- Not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment, and
- A total of \$50,000 to recruit students in special populations.
- Not more than 5 percent of the funds will be used for state administration of the plan. These state administrative funds will provide leadership activities and

support for secondary and postsecondary education.

- 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;**

Historically, the distribution between secondary and postsecondary institutions has been 60/40. ISBE and ICCB leadership will explore and consider whether this distribution is adequate in meeting the needs of secondary and postsecondary education while also considering state priorities.

- 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)**

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

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)

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

Perkins V secondary distribution will be \$22,809,369 for career and technical education programs and regional consortia that serve eligible secondary schools, based on past allocations and maintenance of the current memorandum of understanding (MOU) for SFY 2020. Area career centers do not generate Perkins funds because secondary serving schools are the eligible recipients that pay tuition to area career centers. Juvenile justice/state institutions will receive \$536,691. Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

Funds will be distributed by the Illinois Comptroller's Office directly to grantees following allocation indicated in eGMS. All distributions of funds are subject to completion of all pre-

grant requirements, including the CLNA. The secondary portion of the state allocation is distributed to the secondary eligible institutions and consortia of eligible institutions through eGMS based on formula.

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 Perkins V postsecondary distribution will be \$15,206,246 and the Corrections distribution will be \$357,794, based on past allocations and maintenance of the current MOU. The postsecondary portion of the state allocation is distributed by formula. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of students who are federal Pell Grant recipients enrolled in a CTE programs by such institution in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

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 and the results of the CLNA. The community colleges must submit their grant proposals to ICCB for approval. No community college shall receive an allocation in an amount less than \$50,000.

See Appendix X for SFY 2021 allocations to community colleges.

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. All state charter schools⁸⁷ serve as their own LEA, while all other charter schools⁸⁸ are served within a school district. ISBE will ensure that the state charter schools serving students in grades 5-12 in career and technical education are included. Should school district boundaries change, a correlated adjustment will be made to regional CTE consortium that will lead to an adjustment of the allocation provided.

⁸⁷ Illinois State Charter Schools are administered under the Illinois State Charter School Commission and can apply for any funding opportunity a Public School District would be eligible for. <https://www.isbe.net/Pages/Illinois-State-Charter-School-Commission.aspx>

⁸⁸ Charter Schools are administered under a Public School District and are considered a part of the district for funding eligibility.

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).

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

If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- c. include a proposal for such an alternative formula; and**
- d. 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 students 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 submit a waiver to modify the postsecondary allocation.

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)

ISBE will determine during SFY 2020 if the MOE level will be a continuance of SFY 2019 level or if a new level will be established. The most recently submitted MOE was for SFY 2018, with an aggregate expenditure of \$57,056,651, which is a continuing level. The baseline for the fiscal effort per student was \$924.

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.

Illinois will measure the percentage of CTE concentrators graduating high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement to determine the secondary program quality performance indicator.

Illinois will calculate:

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

Denominator: The total number of exiting concentrators⁸⁹

ISBE chose this secondary program quality performance indicator based on Executive Order 3, feedback from stakeholders, and because this metric is currently tracked in the Illinois’ Student Information System (SIS)⁹⁰ and through a data-sharing agreement with ICCB. ICCB supports

⁸⁹ Exiting concentrator is defined as an 11th-grader who is graduating early or any student who is in their fourth year or greater since first being identified as a ninth-grader.

⁹⁰ The Every Student Succeeds Act increased accountability and reporting requirements regarding student academic achievement. In order to better respond to these and other federal and state reporting requirements, ISBE and the IBM Corp.

the selection of this program quality indicator.

School year 2018-19 is the first year that Illinois secondary schools were able to track postsecondary credentials earned and participation in work-based learning by students in SIS. Currently, state-level baseline data is unavailable. Starting in 2019-20, ISBE is requiring Illinois secondary schools to track both postsecondary credentials and work-based participation by students through SIS as part of the ESSA College and Career Readiness Indicator.

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):
3. and postsecondary, as well as state calculation business rules.

State Determined Levels of Performance

Table 12: Secondary Performance Indicators and Performance Levels for FFY20-FFY23					
	Baseline Level FY16-18)	Performance Levels			
		FFY 2020 SFY2021	FFY 2021 SFY2022	FY 2022 SFY2023	FY 2023 SFY2024
Secondary Indicators					
IS1: Four-Year Graduation Rate: The percentage of students who meet the state’s graduation or completion requirements within four years of entering high school.	95.7	95.7	96.2	96.7	96.2
IS2: Extended Graduation Rate: The percentage of students who meet the state’s graduation or completion requirements within six years of entering high	97.1	97.1	97.6	98.1	97.6

developed a state-level student information system. The project assigns a unique identification number to a student. All data to and from the state will use that unique identifier. For more information, go to <https://www.isbe.net/Pages/Student-Information-System.aspx>.

school.					
2S1: Academic Proficiency in Reading: Language Arts: CTE concentrator proficiency as measured by state assessments.	36.3	36.3	37.0	37.6	37.0
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency as measured by state assessments.	27.3	27.3	28.8	30.3	28.8
2S3: Academic Proficiency in Science: CTE concentrator proficiency as measured by state assessments.	34.2	34.2	35.9	37.7	35.9
3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting high school, are in postsecondary education or advanced training, military service, volunteers, or are employed.	44.4	44.4	44.6	44.8	44.6
4S1: Nontraditional Program: Concentration: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	40.7	40.7	40.7	40.7	40.7
5S2: Program Quality – Attained Postsecondary Credits: The number of CTE concentrators who earn a diploma or certificate in the reporting year and who have earned dual credit in any course during their high school career.	45.2	45.2	45.2	45.3	45.2

Secondary

Appendix X contains key terminology and laymen interpretation of the secondary CTE core indicator definitions detailed below:

Secondary 1S1: Four-Year Graduation Rate

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

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

Denominator: The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code.

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

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

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus five.

Denominator: The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code.

Secondary 2S1: Academic Proficiency in Reading/Language Arts

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

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

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

Secondary 2S2: Academic Proficiency in Mathematics

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

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

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

Secondary 2S3: Academic Proficiency in Science

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

science as described in Section 1111(b)(2) of such Act.

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

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

Secondary 3S1: Postsecondary Placement

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

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

Denominator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one.

Secondary 4S1: Nontraditional Program Enrollment

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

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

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.

Secondary 5S2: Program Quality – Attained Postsecondary Credits

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

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

Denominator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year.

Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23

Table 13: Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23					
Indicators	Baseline Level	Performance Levels			
		FFY 2020 SFY2021	FFY 2021 SFY2022	FFY 2022 SFY2023	FFY 2023 SFY2024
Postsecondary Indicators					
1P1: Post-Program Placement	68.8	69	69.4	69.8	70.4
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3
3P1: Nontraditional Program Concentration	9.5	9.6	9.8	9.9	10.1

Postsecondary

Definitions of postsecondary CTE core indicators are detailed below:

Postsecondary 1P1: Postsecondary Retention and Placement

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

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

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

Postsecondary 2P1: Credential, Certificate, or Diploma

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

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

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

Postsecondary 3P1: Nontraditional Program Enrollment

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

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

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

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. 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);
- b. An explanation for the State determined levels of performance; and
- c. A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws; and
- d. 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 level of performance, related data, and feedback instructions were released for public comment to stakeholders for no less than a period of 60 days. ICCB released postsecondary state determined levels of performance in October 2019. ISBE released secondary state determined levels of performance in December 2019. ISBE and ICCB will carefully review and analyze the responses categorically and by stakeholders before making a final determination of the state determined levels of performance as described below. The

comments and the written response to stakeholders will be included in the final State Plan.

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

- Explore how the levels involved compare with the state levels of performance established for other states with similar demographics, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program and the services or instruction to be provided;
- Ensure that the performance levels are higher than the average actual performance of the two most recently completed program years;
- Consider the extent to which the state determined levels of performance advance the eligible agency's goals, as set forth by the State Plan; and
- Ensure that revised levels are submitted to the 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.

Considerations for Secondary State Determined Levels of Performance

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

Careful consideration was given during the process of determining the selected state determined levels of performance as to how the targets meet the requirements set forth in the law; how the targets would support the improvement of CTE concentrators, including subgroups and special populations; as well how the targets support the education and workforce needs of communities. Most importantly, the selection of the state determined levels of performance 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), ISBE selected the following as its program quality indicator: *indicator 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.*

Annually, this indicator will be collected and reported to the U.S Department of Education (ED). Currently, Illinois has the most complete data for this indicator. Illinois at this time does not have baseline data on:

- *The percentage of CTE concentrators graduating from high school having participated in work-based learning, and*
- *The percentage of CTE concentrators having attained a recognized postsecondary credential.*

Data for these indicators will be collected but not used for the purposes of accountability. The collection will allow Illinois to further explore and expand work-based learning and credential opportunities for secondary students. These indicators assist Illinois in understanding the college and career readiness of various student populations and provide targeted technical assistance and professional learning opportunities to EFEs and school districts.

Illinois secondary CTE performance targets will be expressed in a percentage of CTE concentrators who met the requirement for each of the defined indicators outlined in Perkins V. A Prior 3-Year Rate (baseline level) calculates the average outcome Illinois observed in the last three years using the Perkins V requirements and sets the Target Rate for the first year of Perkins V (SFY 2021/FFY 2020). This is intended to extend the trend Illinois witnessed in the last three years to the first three years of Perkins V. The forecasts starting at SFY 2024 (FFY 2023) follow this same pattern of applying a three-year average growth rate. To allow for systematic program improvement, ISBE will report disaggregated data by subgroups and special populations, as well as by CTE programs or programs of study.

Considerations for Postsecondary State Determined Levels of Performance

The state determined levels of performance for postsecondary indicators are 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 for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year. Postsecondary state determined levels of performance, specifically 1P1, align with board goals of the ICCB and Illinois' goal to see 60 percent of the state's residents with a recognized postsecondary credential 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.

Prior to the third year of the Illinois Perkins V plan, attention will be given to the need for revision of the postsecondary performance levels, meeting all the requirements as specified by the law, including public comments. Changes are allowed per the law, with exception of the

execution of an improvement plan, which is required due to lack of progress toward meeting performance targets.

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)

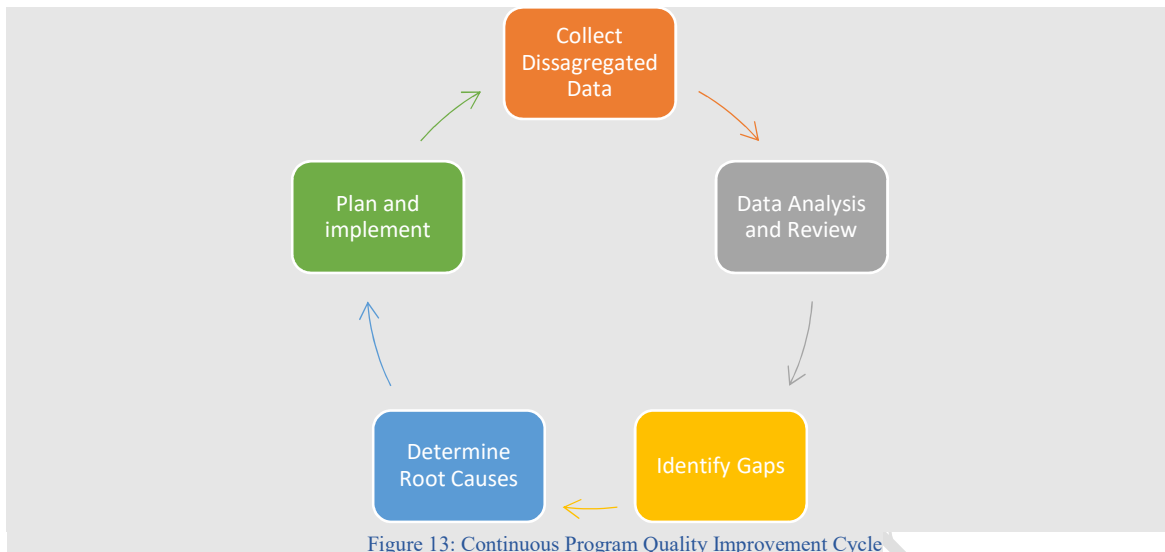
Public comment will occur in fall 2019-winter 2020. Once public comment periods have commenced, written response will be provided.

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.

The Continuous Program Quality Improvement Cycle adapted from the National Alliance for Partnerships in Equity model for Program Improvement Process for Equity⁹¹ will be implemented in all of Illinois CTE programming to ensure continuous movement toward statewide commitment to providing high-quality programming for all Illinois students. ICCB will continue to support Pathways to Results⁹² and other continuous improvement processes. Additionally, improvements and enhancements to ISBE and ICCB CTE data systems and dashboards will allow continual monitoring by ISBE and ICCB, as well as secondary and postsecondary eligible recipients. The enhanced monitoring offers opportunity for early identification of disparities and gaps in performance to ensure meaningful progress in performance. The Continuous Program Quality Improvement Cycle to be implemented at all levels to include local, regional, and state is detailed below:

⁹¹ <https://napequity.org/professional-development/institutions/>

⁹² <https://occrll.illinois.edu/ptr/ptr-introduction>



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

Secondary Level

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Educator (Ed360) Dashboard. District and school administration, school counselors, and educators can view student data in Ed360 to help them make data-informed instructional decisions. The dashboard added CTE participant and concentrator labels throughout 2018 to applicable student profiles; allowed district and school administrators to

preview these labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school; and ISBE-accepted feedback on these features. The full CTE dashboard was released at the beginning in SFY 2019 to district and school administrators, as well as Regional Office of Education administrators. Preparations continue for Perkins secondary local eligible recipients' access, EFE Regional Delivery Systems. ISBE anticipates EFE access and potential enhancement using CLNA data in SFY 2021 and 2022.

By the end of SFY 2021, ISBE CTE and Innovation, Information Systems, and Technology Support and Infrastructure Departments plan to develop a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE's SIS, the Illinois State Course System⁹³, data-sharing agreements with other state agencies, the National Student Clearinghouse, and CLNA data. The dashboard will allow the ISBE CTE and Innovation Department to monitor state-level, EFE-level, school district, and school performance indicator data disaggregated by the subgroups of students in ESEA and the special population categories in Perkins V. The 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 GATA reporting. Monitoring by ISBE staff will identify disparities and gaps sooner and allow ISBE CTE and Innovation staff to provide timely technical assistance based on evidence-based research.

By the winter/spring of 2021, ISBE will develop and deliver a formalized process for program improvement. The plan will identify:

- a. The system to alert low-performing LEAs.
- b. The required use of a specified percent of the Perkins allocation to implement programs with the targeted subgroups to close the gap. (ISBE is in consultation to determine this amount.)
- c. Any additional sanctions that may be required if LEAs fails to meet equity benchmarks.

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 metrics, EFE systems will prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is

⁹³ The goal of ISBE's 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 SIS, which is designed to assign a unique Student Identifier 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. Integrations of ISCS with other CTE data dashboards will continually improve CTE data transparency.

achieved by the third program year, the EFE system will develop a plan of support in consultation with ISBE to identify evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

Each year the grantees will be monitored either through a desk monitoring or an on-site monitoring. The on-site programmatic monitoring will be based on a risk assessment. Each fiscal year, half of the EFE systems will receive on-site monitoring visits.⁹⁴ Target areas will be identified through the review of several reports including, but not limited to, the previous year's annual local report, the current Perkins local application, quarterly GATA risk conditions, and Continuous Improvement Program Quality system. EFEs may also request specific technical assistance, as necessary.

Postsecondary Level

The ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes, such as Pathways to Results as described above. 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. A CTE dashboard similar to ISBE's will be available in SFY 2021, so that college staff can easily analyze available data.

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

Joint Efforts for Accountability

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

⁹⁴ ISBE will revise monitoring procedures for the secondary EFE system and LEAs to include a closer look at special populations.